**SUBJECT**
  Legislative Ideas – 2022 Legislative Session

**REFERENCE**
| | |
|---|---|
| June 2016 | The Board approved twenty-eight (28) legislative ideas to be submitted through the Executive Agency Legislation process. |
| June 2017 | The Board approved eighteen (18) legislative ideas to be submitted through the Executive Agency Legislation process. |
| June 2018 | The Board approved three (3) legislative ideas to be submitted through the Executive Agency Legislative process. |
| June 2019 | Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process. |
| June 2020 | Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative process. |

**BACKGROUND/ DISCUSSION**
  The State Board of Education's legislative process starts with the approval of legislative ideas. Legislative ideas that are approved by the Board are submitted electronically to the Division of Financial Management (DFM) through the Executive Agency Legislative process. A legislative idea consists of a statement of purpose and a fiscal impact. If approved by the Board, the actual legislative language will be brought back to the Board at a later date for final approval prior to submittal to the legislature for consideration during the 2022 legislative session. Legislative ideas submitted to DFM are forwarded to the Governor for consideration then to the Legislative Services Office for processing and submittal to the legislature.

  In accordance with the Board's Master Planning Calendar, legislative ideas from the institutions and agencies must be submitted for the Board's consideration by the June Board meeting deadlines.  No legislative ideas were received from the institutions or agencies this year.  The following legislative ideas are a result of recommendations from the Governor's Our Kid's Idaho's Future Task Force recommendations adopted by the Board, work with the Governor's Office, and Board staff work with feedback from education stakeholders.

  Legislative Ideas – Task Force Related
  1. **Full-time Kindergarten Funding -** Amend Chapter 10, Title 33 support unit calculation for kindergarten students such that kindergarten students who attend full-time would be calculated similarly to other grades funded based on a half day or full day of attendance.
  2. **Shift to FTE enrollment to Calculate Support Units –** Amend Chapter 10, Title 33, moving the support unit calculation from one based on FTE student enrollment rather than daily student attendance.
  3. **Public School Funding – Move Line Item Funding to Discretionary/Operational Funding** – Amendments would retain line-item funding for college and career advisors, Advanced Opportunities, and literacy intervention line-items, with the aim of making important updates to improve

their effectiveness and accountability; and collapse some statutory line-items to provide more financial flexibility for local school districts and charter schools.

4. **Educator Loan Forgiveness Program –** Create a loan forgiveness program incentivizing educators to work in high-need or rural school districts or charter schools.

<u>Other Legislative Ideas</u>
5. **Career Technical School Added Cost Funding Eligibility –** Amend Section 33-1002G, Idaho Code, to allow cooperative service agencies formed by school districts to be eligible to form career technical schools under certain conditions.
6. **Charter School Authorization –** Provide technical and administrative amendments adding definitions and providing clarification to existing provisions.
7. **Virtual Charter School Funding –** Create a funding formula specific to virtual schools where funding is based on virtual school instructional and administrative costs rather than the cost for brick and mortal schools.

**IMPACT**

Staff will submit Board-approved legislative ideas through the executive agency legislative process and will bring back legislative language to the Board once approved by the Governor's Office. Legislative ideas not approved will not be submitted through the executive agency legislative process and will not be sponsored by the Board for introduction to the legislature.

**ATTACHMENTS**

Attachment 1 – Legislative Ideas – Statement of Purpose and Fiscal Impact

**STAFF COMMENTS AND RECOMMENDATIONS**

Legislative ideas are required to be submitted to DFM in July each year with final legislation required to be submitted in early to mid-August of each year. During the process of working through legislative ideas, additional ideas of merit sometimes surface before the DFM submittal deadline. The Board has traditionally authorized the executive director to submit these ideas. Actual legislative language for all submitted legislative ideas will be brought back to the Board prior to the DFM August deadline for final Board approval.

Each legislative idea submitted to the Governor's Office must include a Statement of Purpose and a Fiscal Note. The Statement of Purpose and Fiscal Note become part of the proposed legislation and summarize the purpose and impact of the legislation. Pursuant to the requirements for submitting legislation through the Executive Agency Legislative system: "A Fiscal Note is a statement estimating the amount of revenue or expenditure from all funds that will occur if the bill passes. It must be written exactly as it will appear on the attachment to the actual bill. A Fiscal Note must be precise and include impacts for all funds. Use of such terms as "minimal" or "undetermined" are inadequate and will be returned to the agency for editing. If the Fiscal Note states there is no projected fiscal impact, then the Fiscal

Note must contain a statement of the reasons why per Idaho Joint [Senate and House] Rule 18."

Idaho Joint Rule 18 is a rule of the State Legislature requiring "Fiscal Notes. — (b) The fiscal note applies only to a bill as introduced and does not necessarily reflect any amendment to the bill that may be adopted. The fiscal note shall reasonably contain the proponent's full fiscal year projected increase or decrease in existing or future appropriations, and/or the increase or decrease in revenues by the state or unit(s) of local government. The bill's proponent bears the responsibility to provide a reasonably accurate fiscal note. If the fiscal note states there is no projected fiscal impact, then the fiscal note must contain a statement of the reasons that no fiscal impact is projected. All fiscal notes shall be reviewed for compliance with this rule by the committee to which the bill is assigned, excepting that any compliance review is subject to Joint Rule 18(e). A member of the committee may challenge the sufficiency of a fiscal note at any time prior to the committee's final action on the bill."

The Legislative Ideas provided in Attachment 1 are listed by number, allowing the Board to approve all of the Legislative Ideas as a whole or choose, by number, which Legislative Ideas they would like to move forward to the next step in the process. Proposed Board action would authorize the executive director to submit additional legislative ideas that may be identified between the Board meeting and the deadline for submitting legislative ideas. One example of this would be funding for school district and charter school health insurance. Board staff have been in discussion with the Governor's Office staff regarding potential legislation regarding health insurance funding. Providing funding specific to health care insurance is tied to the 2019 Task Force recommendations for recruiting and retaining educators, however, at this time the idea is not developed enough to determine the fiscal impact. If this legislative idea can be fully developed it could be submitted as a legislative idea and then brought back to the Board for final approval in August. All legislative ideas approved by the Governor's Office to move forward will be brought back to the Board in the form of legislation for final Board approval.

## BOARD ACTION

I move to approve the Legislative Ideas _____ in substantial conformance to the form provided in Attachment 1 and to authorize the Executive Director to submit these and additional proposals that may be identified between the June Board meeting and July submittal deadline as necessary through the Governor's legislative process.


Moved by _____ Seconded by _____ Carried Yes _____ No _____

**2022 LEGISLATIVE IDEAS**

1. **Full-time Kindergarten Funding** (based on Task Force recommendation)

Statement of Purpose
Funding for public schools in Idaho is largely driven by the number of students in average daily attendance and the number of support units calculated by grade bands for those students. For kindergarten students the formula is such that a school would not receive more than the equivalent of a half days funding for the student, even if the student attended full time. The proposed legislation would adjust the calculations for support units so that students in kindergarten could be funded for a full day if they attended a full day and a half day if they only attended a half day, similar to how the other grade band support units are calculated.

Fiscal Impact
The fiscal impact would be dependent on the number of a students who chose to send their students to a full-time kindergarten program. If an estimated 80% students attending kindergarten during the 2020-2021 school year attended full-time the added support units, using FY21 support unit value estimates, would have a fiscal impact of approximately $42M.

2. **Shift to FTE Enrollment to Calculate Support Units** (based on Task Force recommendation)

Statement of Purpose
The current calculation for determining support units in public school funding is driven by the number of students determined based on a local education agencies' students in average daily attendance. Average daily attendance is calculated based on the number of students reported in full or half-day attendance each day the school is in session. This legislation would change the support unit calculation to one based on FTE enrollment rather than one based on daily attendance. The current FTE enrollment calculation also requires students attend the course they are enrolled in; however, it is based on excluding students who have not attended for 11 or more days rather than only including students for each day they attend.

Fiscal Impact
Funding based on daily attendance results in funding approximately 95% of the students that attend school during an academic term, moving to a calculation based on FTE enrollment would increase the number of support units calculated as it would capture 100% of the students that were enrolled and attended. In FY2021 this resulted in an increase of approximately $11M over what was originally appropriated for the fiscal year.

<div align="right">**ATTACHMENT 1**</div>

## 3. Public School Funding – Move Line Item Funding to Discretionary/Operational Funding (based on Task Force recommendation)

Statement of Purpose
The Our Students, Idaho's Future Task Force Convened by the Governor recommended the state collapse some of the current public school funding line items and only maintain those that are state priorities.  The purpose of this legislation would be to amend section 33-1002, Idaho Code, by retaining line-item funding for college and career advisors, advanced opportunities, literacy intervention and those administrative functions such as salary based apportionment, border contracts and severance payments, the Idaho digital learning academy, charter school facilities, etc.  Statutory requirements for the line items that are removed would be maintained and the funding would be calculated the same as it currently is, however, the amount for these funds would be distributed as part of the discretionary funding, providing local education agencies with more flexibility in how they used the funds as long as the statutory requirements were still met.  Existing non-statutory line items could be dealt with in the same manner, however, this would be at the discretion of the legislature.

Fiscal Impact
The fiscal impact would be neutral, since the funding amounts would remain the same, only the distribution would be adjusted.

## 4. Educator Loan Forgiveness Program (based on Task Force recommendation)

Statement of Purpose
The purpose of this legislation would be to establish a loan forgiveness program for educators who work in high-need or rural school district or charter school.  Unlike other programs that provide the same amount over a fixed number of years, this program would provide a gradually increased amount for each year the educator stays in the high need school district or charter school.  The legislation would be based off of similar legislation introduced during the 2020 Legislative Session and supported by the Board.

Fiscal Impact
The fiscal impact would be based on the annual appropriation for the program.  As an example, if an eligible teacher received $1,500 for the first year, $2,500 for the second year, $3,500 for the third year and $4,500 for the fourth year, each educator that completed the program would receive $12,000 over four years toward loan repayments. Given the variable amounts each year during the first four years the fiscal impact would increase and then level out in year five.

Year 1:  first cohort of 500 teachers year 1 X $1,500 = $750,000.
        Total = $750,000 (500 teachers)
Year 2:  second cohort of 250 teachers year 1 X $1,500 = $375,000; and
        first cohort of 500 teachers year 2 X $2,500 = $1,250,000.
        Total = $1,250,375 (750 teachers)
Year 3:  third cohort of 250 teachers year 1 X $1,500 = $375,000; and
        second cohort of 250 teachers year 2 X $2,500 = $625,000; and

first cohort of 500 teachers year 3 X $3,500 = $1,750,000.
Total = $2,750,000 (1000 teachers)

Year 4:   fourth cohort of 250 teachers year 1X $1,500 = $375,000; and
third cohort of 250 teachers year 2 X $2,500 = $625,000; and
second cohort of 250 teachers year 3 X$3,500 = $875,000; and
first cohort of 500 teachers year 4 X $4,500 = $2,250,000.
Total = $4,125,000 (1,250 teachers)

Year 5   fourth cohort of 250 teachers year 1X $1,500 = $375,000; and
third cohort of 250 teachers year 2 X $2,500 = $625,000; and
second cohort of 250 teachers year 3 X$3,500 = $875,000; and
first cohort of 250 teachers year 4 X $4,500 = $1,125,000.
Total = $3,000,000 (1,000 teachers)

## 5.  Career Technical School Added Cost Funding Eligibility

Statement of Purpose
Currently, Section 33-1002G, Idaho Code, only authorizes school districts and public
charter schools to establish career technical schools that qualify for funding appropriated
for the specific purpose of supporting the added cost of career technical schools.
Additionally, Section 33-317, Idaho Code, allows two or more school districts to join
together for education purposes to form a cooperative service agency to purchase
materials and/or provide services for use individually or in combination.   These
cooperative service agencies are also authorized to construct and maintain facilities
funded through the member districts, including the use of levy funds.  Currently, a career
technical education program operated out of one of these facilities must technically be
the program of a single school district, with the other school districts sending students to
the program for it to qualify for the career technical school added cost funding provided
through Section 33-1002G, Idaho Code.  The proposed amendment would allow for
cooperative service agencies to "own" the program when certain conditions are met, such
as, having a separate facility that is not part of any of the member school districts and
employing the teaching and administrative staff managing the program.  These career
technical schools would also be responsible for reporting the course and student data
currently reported by the sending school districts, be responsible for evaluating the staff
under the same provisions as school district staff, and be responsible for reporting student
outcomes.

Fiscal Impact
There would be no additional fiscal impact to the state general fund.  Currently, career
technical school added cost funding is based on an annual appropriation.  That annual
appropriation is then divided by the eligible career technical schools on a student
enrollment basis pursuant to IDAPA 55.01.03.

## 6.  Charter School Authorization

Statement of Purpose
The purpose of this legislation would be to make administrative amendments to Chapter
52, Title 33 regarding provisions around the authorization of charter schools and a charter

school Board of Directors responsibilities.  The proposed amendments would be to clarify the eligibility requirements for replication vs new petitions; provisions regarding expanding capacity when it requires additional facilities; coming into compliance with current state procurement provisions; and the definition of "operated by" as used in Section 33-5203, Idaho Code.  Additional amendments would require training be provided to charter school Board of Directors regarding roles and responsibilities, and expanding revocation options for charter schools who fail to meet the pre-opening conditions of their authorization or violates state law and chooses not to correct the issue.

Fiscal Impact
These amendments would not result in any additional fiscal impact to the state.  Currently funding is available on a reimbursement basis for Board training.

**7.  Virtual Charter School Funding**

Statement of Purpose
The purpose of this legislation would be to create a separate funding formula for virtual schools.  In states where all schools are funded the same regardless of methodology there are opportunities for predatory corporations to contract with charter school governing boards who do not fully understand the expense of the services or vague provisions in the contracting.  Adjusting the funding formula would remove the opportunity for these governing boards to be taken advantage of, particularly where there may also be questions around how the state procurement provisions for public schools also apply.

Fiscal Impact
The fiscal impact would be neutral.  More detailed information would be brought back to the State Board once the Idaho Public Charter School Commission has an opportunity for complete their review.

**SUBJECT**

2021-2022 Omnibus Rules – Temporary – Dockets 08-0000-2100 and 55-0000-2100

**REFERENCE**

| | |
|---|---|
| May 2019 | Board approved temporary and proposed rules extending all rules codified June 30, 2019. |
| February 2020 | Board approved temporary omnibus fee rule. |
| August 26, 2020 | Board approved Proposed omnibus fee rule, Docket 08-0000-2000F. |
| November 2, 2020 | Board approved pending omnibus fee rule. |
| March, 2021 | Board approved temporary omnibus fee rule. |

**BACKGROUND/DISCUSSION**

Each year Idaho's codified Administrative Code is scheduled to expire on June 30th. As part of the legislature's annual duties during the legislative session, historically they have passed legislation to extend the codified rules, including those not rejected during the legislative session, until June 30th of the following year. Like the 2019 and 2020 legislative sessions, during the 2021 Legislative Session, this bill did not pass, so all codified rules expire on June 30, 2021. To mitigate the potential confusion this could cause and ensuing potential liability to the state for not implementing many provisions required by statute or the state constitution, the Governor is authorizing the approval of temporary rules through an omnibus process that would reinstate the rules on a temporary basis effective July 1, 2021.

Each section of Administrative Code is divided by an IDAPA number, then title and chapter. As an example, IDAPA 08.02.01 is IDAPA 08, Title 02, Chapter 01. Administrative rules promulgated by the Board of Education encompass two sections of IDAPA including 14 chapters. Two chapters are found in IDAPA 55 pertaining to Career Technical Education. Twelve chapters are found in IDAPA 08 and pertain to all other public education.

The rules the Board will be approving through this process include the follow IDAPA Chapters:

- 08.01.02, Rules Governing the Postsecondary Credit Scholarship Program
- 08.01.10, Idaho College work Study Program
- 08.01.11, Registration of Postsecondary Education Institutions and Proprietary Schools
- 08.01.13, Rules Governing the Opportunity Scholarship Program
- 08.02.01, Rules Governing Administration
- 08.02.02, Rules Governing Uniformity
- 08.02.03, Rules Governing Thoroughness
- 08.02.04, Rules Governing Public Charter Schools
- 08.02.05, Rules Governing Pay for Success Contracting
- 08.03.01, Rules of the Public Charter School Commission

- 08.04.01, Rules of the Idaho Digital Learning Academy
- 55.01.03, Rules of Career Technical Schools
- 55.01.04, Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants

**IMPACT**

Approval of the temporary omnibus rules will allow those rules codified at the end of the 2021 Legislative Session to stay in effect while new proposed and pending rules are promulgated.

**ATTACHMENTS**

Attachment 1 – Temporary Rule Docket 08-0000-2100
Attachment 2 – Temporary Rule Docket 55-0000-2100
Attachment 3 – Letter from the Division of Financial Management

**STAFF COMMENTS AND RECOMMENDATIONS**

Temporary rules go into place upon approval by the Board or on a date set by the Board through Board action at the time of approval. The effective date for these rules is July 1, 2021.

Staff recommends approval.

**BOARD ACTION**

I move to approve the temporary omnibus rules dockets 08-0000-2100 and 55-0000-2100, as provided in attachment 1 and attachment 2, effective July 1, 2021.

Pursuant to Section 67-5226, Idaho Code, the Governor has found that temporary adoption of this rule is appropriate to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens.

These rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws. The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

# IDAPA 08 – STATE BOARD OF EDUCATION

### DOCKET NO. 08-0000-2100

### NOTICE OF OMNIBUS RULEMAKING - ADOPTION OF TEMPORARY RULE

**EFFECTIVE DATE:** The effective date of the temporary rule(s) being adopted through this omnibus rulemaking as listed in the descriptive summary of this notice is July 1, 2021.

**AUTHORITY:** In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-101, 33-105, 33-107, 33-115, 33-116, 33-118, 33-118A, 33-119, 33-120, 33-125B, 33-130, 33-133, 33-134, 33-136, 33-203, 33-307, 33-310, 33-320, 33-523, 33-804A, 33-1002, 33-1002C, 33-1002F, 33-1004, 33-1006, 33-1007A, 33-1201, 33-1201A, 33-1202, 33-1204, 33-1205, 33-1210, 33-1212, 33-1212A, 33-1280, 33-1304, 33-1602, 33-1612, 33-1613, 33-1614, 33-1616, 33-1631, 33-2002, 33-2003, 33-2009, 33-2402, 33-2403, 33-4303, 33-4402, 33-4403, 33-4601A, 33-4605, 33-5203, 33-5205, 33-5207, 33-5208, 33-5210, 33-5504, 33-5505, and 33-5507, Idaho Code.

**DESCRIPTIVE SUMMARY:** The following is the required finding and concise statement of its supporting reasons for adopting the temporary rules:

This temporary rulemaking adopts the following chapter(s) under IDAPA 08:

- 08.01.02, Rules Governing the Postsecondary Credit Scholarship Program
- 08.01.10, Idaho College work Study Program
- 08.01.11, Registration of Postsecondary Education Institutions and Proprietary Schools
- 08.01.13, Rules Governing the Opportunity Scholarship Program
- 08.02.01, Rules Governing Administration, adds required Sections 000-006
- 08.02.02, Rules Governing Uniformity
- 08.02.03, Rules Governing Thoroughness
- 08.02.04, Rules Governing Public Charter Schools
- 08.02.05, Rules Governing Pay for Success Contracting
- 08.03.01, Rules of the Public Charter School Commission
- 08.04.01, Rules of the Idaho Digital Learning Academy

**TEMPORARY RULE JUSTIFICATION:** Pursuant to Sections 67-5226(1)(a), (b), and (c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

These temporary rules are necessary to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens. These temporary rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws. The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

**FEE SUMMARY**: This rulemaking does not impose a fee or charge.

**ASSISTANCE ON TECHNICAL QUESTIONS:** For assistance on technical questions concerning the temporary rule, contact Tracie Bent, Chief Planning and Policy Officer, at (208) 332-1582 or tracie.bent@osbe.idaho.gov.

DATED this 4th day June, 2021.

*Tracie Bent, Chief Planning and Policy Officer*     *650 W. State Street*     *P.O. Box 83720*
*Office of the State Board of Education*     *Boise, Idaho 83720-0037*   *Ph: 208-332-1582/Fax: 208-334-2632*

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**ATTACHMENT 2**

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# IDAPA 55 – STATE BOARD OF CAREER TECHNCIAL EDUCATION

## DOCKET NO. 55-0000-2100

### NOTICE OF OMNIBUS RULEMAKING - ADOPTION OF TEMPORARY RULE

**EFFECTIVE DATE:** The effective date of the temporary rule(s) being adopted through this omnibus rulemaking as listed in the descriptive summary of this notice is July 1, 2021.

**AUTHORITY:** In compliance with Sections 67-5226, Idaho Code, notice is hereby given this agency has adopted a temporary rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-101, 33-105, 33-107, 33-1002G, 33-1629, 33-2202, 33-2207, and 33-2211, Idaho Code

**DESCRIPTIVE SUMMARY:** The following is the required finding and concise statement of its supporting reasons for adopting the temporary rules:

This temporary rulemaking adopts the following chapter(s) under IDAPA 55:

- 55.01.03, Rules of Career Technical Schools
- 55.01.04, Rules governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants

**TEMPORARY RULE JUSTIFICATION:** Pursuant to Sections 67-5226(1)(a), (b), and (c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

These temporary rules are necessary to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens. These temporary rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws. The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

**FEE SUMMARY**:  This rulemaking does not impose a fee or charge.

**ASSISTANCE ON TECHNICAL QUESTIONS:** For assistance on technical questions concerning the temporary rule, contact Tracie Bent, Chief Planning and Policy Officer, at (208) 332-1582 or tracie.bent@osbe.idaho.gov.

DATED this 4th day June, 2021.

*Tracie Bent, Chief Planning and Policy Officer*   *650 W. State Street*        *P.O. Box 83720*
*Office of the State Board of Education*        *Boise, Idaho 83720-0037*  *Ph: 208-332-1582/Fax: 208-334-2632*

**State of Idaho**
**DIVISION OF FINANCIAL MANAGEMENT**
Executive Office of the Governor

February 4, 2021

**M E M O R A N D U M**

TO: **Executive Branch Agency/Department Heads**
     **Rules Review Officers**

FROM: **Alex J. Adams**

SUBJECT: **Preparing Administrative Fee Rules for Post-*Sine Die***

In order to ensure the continuity of administrative rules following the adjournment of the 2021 Legislative session, this memo outlines the process that agencies will need to complete prior to ==**March 4, 2021**==. While each agency must take these steps now, these temporary fee rules are conditional and will only become effective at *sine die* if the pending fee rules are not otherwise approved or rejected by the Legislature and/or not extended pursuant to the Idaho Administrative Procedure Act, including sections 67-5291 and 67-5292, Idaho Code.

1.  Agencies must submit a completed Notice of Adoption of Temporary Rule form to DFM by March 4th.
    *   A template Notice is enclosed for fee rules only.
    *   Rules should be adopted as submitted to the 2021 Legislature.
        a.  The Fee Rules expire upon Sine Die if not approved by the legislature via concurrent resolution of both the Senate and House Floor.
        b.  The Non-Fee Rules that became final rules after the 2020 legislative session, expire on June 30th, 2021, if the legislature does not extend them pursuant to the Idaho Administrative Procedure Act, section 67-5292, Idaho Code. Guidance will be forthcoming to re-adopt non-fee rule chapters if they are allowed to expire. Non-fee rules will be addressed by DFM after *sine die*.
    *   No ARRF will be required.
    *   Please submit completed Notices to adminrule@dfm.idaho.gov.

2.  If rulemaking authority is vested in a board or commission – not agency staff – the board or commission must convene to properly authorize the Notice. This is required by law. Please work closely with your attorney to ensure the Notice is properly authorized.
    *   The meeting must be scheduled in a timeframe to submit a completed Notice of Temporary Fee Rulemaking to DFM prior to the March 4 deadline.
    *   The motion should be made as follows:

    "Pursuant to Section 67-5226, Idaho Code, the Governor has found that temporary adoption of this rule is appropriate to protect the public health, safety, and welfare of the citizens of Idaho and confer a benefit on its citizens.

    These rules implement the duly enacted laws of the state of Idaho, provide citizens with the detailed rules and standards for complying with those laws, and assist in the orderly execution and enforcement of those laws.

The expiration of these rules without due consideration and processes would undermine the public health, safety and welfare of the citizens of Idaho and deprive them of the benefit intended by these rules.

The Governor has also found that the fee(s) or charge(s) being imposed or increased is/are justified and necessary to avoid immediate danger to the agency/department/board/commission's budget, to the state budget, to necessary state functions and services, and to avoid immediate danger of a potential violation of Idaho's constitutional requirement that it balance its budget.

Therefore, we are adopting this/these temporary fee rule(s) to be effective upon *sine die* of the 2021 session of the Idaho Legislature. The approval is conditional and will only become effective if the rules are not otherwise approved or rejected by the Legislature and/or not extended pursuant to the Idaho Administrative Procedure Act, including sections 67-5291 and 67-5292, Idaho Code."

3. DFM will publish the fee notices of temporary rulemaking at or shortly after *sine die* with the rules having an effective date as of *sine die*.

4. For these temporary fee rules only, agencies do not have to accept written comments pursuant to 67-5222(a) as its requirement and deadline applies to "publication of the notice of *proposed* rulemaking in the bulletin" (emphasis added). Robust opportunity for public input on the fee rules occurred during 2020 rulemaking. The 2020 temporary fee rules were acted upon in open public meetings/hearings that allowed public comment throughout the rulemaking process.

5. Each agency must keep all records of this rulemaking process for at least two (2) years pursuant to Idaho Code § 67-5225. Please ensure the record is thorough and complete.

**SUBJECT**

IDAPA 08.02.03.112 – Accountability – Partial Waiver – Participation Rate

**REFERENCE**

| | |
|---|---|
| March 23, 2020 | Board approved partial waiver of IDAPA 08.02.03.105, waiving the college entrance exam, senior project graduation requirements for students graduating in 2020 and administration of the ISAT for the 2020-2021 school year. |
| October 2020 | Board approved partial waiver of IDAPA 08.02.03.105, waiving the senior project graduation requirement for students graduating in 2021. |
| December 2020 | Board approved partial waiver of IDAPA 08.02.03.105, waiving the requirement the college entrance exam requirement for students graduating in 2021. |
| April 2021 | Board postponed action on approval of waiver request |

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-105 and 33-1612, Idaho Code
Idaho Administrative Code, IDAPA 08.02.01 - Administration and 08.02.03.112, Accountability

**BACKGROUND/DISCUSSION**

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 (ESEA) 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.

Pursuant to IDAPA 08.02.03.112, the state will use the same accountability system for state and federal accountability. Any changes to the state accountability framework or the state comprehensive assessment program identified in IDAPA 08.02.03 must be promulgated through the negotiated rulemaking process prior to those amendments being made in the ESEA Consolidated State Plan or be waived

by the Board prior to the Board as the SEA requesting a waiver of any federal accountability requirements.

In addition to requiring the same accountability system be used for state and federal accountability, IDAPA 08.02.03.112. sets the requirement for student participation. Schools who do not meet the minimum participation requirements are automatically identified as having not meet the adequate yearly progress requirements. Due to the pandemic, the State Department of Education is proposing the Board request from the U.S. Department of Education a waiver of the 95% participation rate that that the Board set in the State Consolidated Plan (for federal accountability). The Board may not request a waiver that does not comply with state law, including those provisions set by Administrative Code (rule).

IDAPA 08.02.03.112.04. provides that the State Board of Education is responsible for determining methodologies for reporting progress and determining performance on the accountability measures. Methodologies for determining progress, setting growth and achievement targets, or identifying schools based on the performance measures can be changed through Board action without having to amend or waive any provisions in IDAPA 08.02.03. As the SEA, any amendments or requests for waivers to the ESEA Idaho Consolidated State Plan must be approved by the Board. Any amendments or waivers that conflict with the accountability provisions in IDAPA 08.02.03 would also require a waiver or amendment to those provisions. IDAPA 08.02.03, sets out the metrics used for school and district accountability and designates the State Board of Education as the body responsible for setting annual measurable progress goals and outcomes for schools not meeting those goals. Due to this flexibility, any amendments to the school identification process only require approval of a waiver or amendment to the provisions established in Idaho's Consolidated State Plan.

## IMPACT

Waiver of the 95% Participation requirement in IDAPA 08.02.03.112 will allow the Board to consider a request to waive the same provision in the Consolidated State Plan.

## STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.01.007 authorizes the Board to waive any education rule 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 the COVID-19 pandemic. Due to the pandemic, the Board waived the requirement for the spring 2020 administration of the Idaho Standards Achievement Test.

Idaho's assessment and accountability requirements are established in Idaho Administrative Code IDAPA 08.02.03.111 and 112. IDAPA 08.02.03.111 establishes Idaho's comprehensive assessment system and identifies which assessments must be administered in each grade. IDAPA 08.02.03.112 establishes Idaho's accountability framework. The framework consists of

standardized assessments as well as other measures that provide a broader picture of our school district and charter schools performance than can be provided through a standardized assessment that only looks at a single point in time. The accountability framework identifies the measures that will be used for accountability, identifies subgroup populations, establishes other provisions defining participation and how graduation rates will be calculated. Additionally, it authorizes the Board to establish annual measurable progress requirements. The Board has established requirements for annual measurable progress and measures used for identifying low performing schools for additional assistance through Idaho's ESSA Consolidated State Plan to meet the federal accountability requirements. Once the US Department of Education approves Idaho's request to waive the provisions established by the Board in Idaho's Consolidated State Plan for meeting the federal accountability requirements, school districts and charter schools will no longer be held to them.

## BOARD ACTION

I move to waive IDAPA 08.02.03.112.05.e, participation rate, for the spring 2021 administration of the Idaho Standards Achievement Test for state and federal accountability purposes.


Moved by _____ Seconded by _____ Carried Yes _____ No _____

**SUBJECT**
Accountability Oversight Committee FY 21 Annual Recommendations Report

**REFERENCE**

| | |
|---|---|
| October 2015 | Accountability Oversight Committee presented recommendations to the Board regarding changes to be made to the state's accountability system, in preparation for submission of a new ESEA waiver. |
| August 2016 | Accountability Oversight Committee presented recommendations to the Board regarding a new accountability framework, aligned to the Every Student Succeeds Act. The recommended framework included a recommendation to include chronic absenteeism on the state data dashboard. |
| August 2017 | Board approved Idaho's ESSA Plan, including a new state and federal accountability system that utilizes multiple measures to identify schools for recognition and support. |
| December 2018 | Board received the fiscal year 2019 report from the Accountability Oversight Committee, including student achievement data and an analysis on the first year of implementation of the state's new K-12 school accountability system. |
| February 2019 | Board approved amendments to the ESSA Plan, based on recommendations from the Assessment and Accountability team at the SDE and the Accountability Oversight Committee. |
| June 2020 | Board received the fiscal year 2020 report from the Accountability Oversight Committee with recommendations regarding assessment and accountability, as related to analysis of the data in the SDE's 2018-2019 Student Achievement Report. |
| February 2021 | Board adopted recommendations from the Accountability Oversight Committee related to the state's high school accountability assessment, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 111, Assessment in the Public Schools. |
| April 2021 | Board adopted recommendations from the Accountability Oversight Committee related to the K-8 school quality measure used for school identification, thus initiating the negotiated rulemaking process for IDAPA 08.02.03 – Section 112, Accountability. |

**APPLICABLE STATUTE, RULE, OR POLICY**
Idaho State Board of Education Governing Policies & Procedures, Section I.Q.

Section 33-110, Idaho Code
IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability; IDAPA 08.02.02 – Section 114, Failure to Meet Annual Measurable Progress

**BACKGROUND/DISCUSSION**

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee of the Board. Board policy I.Q. assigns two responsibilities to the committee:

a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.

b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

As a result of the global pandemic, assessment data was not available for the annual Student Achievement Report. Thus, the AOC's Annual Recommendations Report for fiscal year 2021 is a planning report outlining the committee's recommendations regarding the data that should be analyzed in future years.

The AOC's FY 21 Annual Recommendations Report is provided as Attachment 1. The report includes two appendices: Appendix A is an outline of the planned FY 22 AOC Annual Recommendations Report, and Appendix B presents the committee's recommendations related to the data previously analyzed for the fiscal year 2020 report and the data they recommend be included in the reports for fiscal years 2022 and 2023.

The following reflect the summarized version of the recommendations included in the AOC's FY 21 Annual Recommendations Report:

- Adjust the Accountability Oversight Committee's future reports to integrate the State Board of Education's Strategic Plan Goals, where appropriate;
- Adjust the data analyzed by the Accountability Oversight Committee, by including some data in an in-depth subject area analysis every 2 years (rather than annually), and adding a section for special focus data; and
- Support the State Department of Education in gathering and confirming accuracy of data for the FY 22 Special Focus Data analysis on the effects of the COVID 19 pandemic.

The AOC plans to review and analyze data from the Student Achievement Report in December 2021 or January 2022 and will provide the AOC FY 22 Annual Recommendations Report to the Board at its April 2022 meeting.

**IMPACT**

The recommendations outlined in the Accountability Oversight Committee's FY 21 Annual Recommendations Report do not have an immediate impact on any sections of Idaho Code, IDAPA, or Board policy.

**ATTACHMENTS**

Attachment 1 – Accountability Oversight Committee FY 21 Annual Recommendations Report

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The recommendations included in the AOC's current report are intended to guide the AOC and Board and SDE staff in the development of future annual reports. The AOC has communicated its intention to add special focus data and more in-depth analyses without substantially increasing the length of future reports. This aligns to Appendix B of the FY 20 report, which outlined data the AOC was interested in including in the future. Staff support the recommended changes.

**BOARD ACTION**

This item is for informational purposes only.

**Accountability Oversight Committee**
**FY 21 Annual Recommendations Report**

Per Board policy, the Accountability Oversight Committee (AOC) is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide student achievement system.  The AOC's recommendations are based on a process of annually analyzing student achievement data, as provided to the committee by the State Department of Education.  The AOC reviews the data and then engages in a process of conducting background research (including literature searches), consulting with experts when appropriate, and extensively discussing the information to formulate recommendations for the Board's consideration.

The most recent AOC report was completed based on the committee's analysis of 2018-2019 student achievement data; the report was reviewed by the Board at their June 2020 meeting. Due to lack of available 2019-2020 assessment data, the Accountability Oversight Committee is currently unable to conduct an in-depth analysis of student achievement data.  As a result, the AOC's fiscal year 2021 report is focused on recommendations for its future reports.

**Recommendation: Adjust the Accountability Oversight Committee's future reports to integrate the State Board of Education's Strategic Plan Goals.**

Additional Information:

- The Board Strategic Plan Goals would be included in the AOC report as related to any data included in the Student Achievement Report or analyzed separately by the AOC.

- A proposed Table of Contents for the FY 22 AOC Recommendations Report is provided as Appendix A.

Background and Reasoning:

- The FY 20 AOC Report included the established ESSA Plan goals and an analysis regarding the state's progress towards them.

- It is the goal of the AOC to ensure that the annual recommendations report provides actionable information to the Board.  The AOC recognizes that the Board has been thoughtful in establishing strategic plan goals, and wants to ensure that the AOC report is connected and relevant to the Board's other work.

**Recommendation: Adjust the data analyzed by the Accountability Oversight Committee, by including some data in an in-depth subject area analysis every 2 years and adding a section for special focus data.**

Additional Information:

- Overview data for all subject areas included in the 2018-2019 Student Achievement Report will continue to be provided annually.

- An outline indicating the data included in the 2018-2019 Student Achievement Report and the data recommended to be included in FY 22 (2020-2021 data) and FY 23 (2021-2022 data) is provided as Appendix B.

- Each year, the AOC will connect with the current Board President to determine if there should be a special data focus, and if so, if the Board has a particular area of interest.

Background and Reasoning:

- In its FY 20 report, the AOC identified an extensive list of additional analyses that could be done in future years. However, including all of these areas of data would result in both reports (Student Achievement Report and AOC Recommendations Report) being expanded to the point of being unwieldy.

- In planning for the FY 22 report, the AOC identified the need to include substantial analysis related to the impact of the Covid 19 pandemic on student achievement. In discussing the plan to add a special data focus for FY 22, the AOC recognized the potential for other special analyses in the future.

- This recommendation was developed in partnership with State Department of Education staff, with consideration given to the workload of the accountability and assessment staff who collect and analyze the data for the AOC.

**Recommendation: Support the State Department of Education in gathering and confirming accuracy of data for the FY 22 Special Focus Data analysis on the effects of the Covid 19 pandemic.**

Background and Reasoning:

- As shown in Appendix B, the data the AOC would like to review for the Special Focus in FY 22 includes reviewing student achievement relative to the mode of instructional delivery (in-person, hybrid, remote, etc.).  While the SDE has gathered some of this data, its accuracy will need to be checked, which may require additional resources (staff time, etc.).  There may be other areas of the special focus data that require similar efforts that are not a part of the SDE's normal assessment and accountability work.

- It may be possible to use administrative funds from one or more of the federal stimulus packages to support this work.

- The SDE and AOC may gather additional data as provided through our assessment vendor (Cambium) and/or the Smarter Balanced Assessment Consortium, dependent on the data analyses available and the timing of the completion of the FY 22 AOC report.

**Supporting Documentation**

Appendix A:    Proposed FY 22 AOC Recommendations Report Outline
Appendix B:    Student Achievement Report Outline – FY 20, FY 22, FY 23

AOC FY 21 Recommendations Report
APPENDIX A

**Proposed FY 22 AOC Recommendations Report Outline**

A.  Background

B.  Executive Summary

C.  Data Analysis and Recommendations

   1.  Special Focus: Covid 19 Pandemic Effects
       - Data Analysis and Interpretation
       - Conclusions
       - Recommendations

   2.  Idaho Standards Achievement Assessment (ISAT)
       - ISAT Mathematics - Data Analysis and Interpretation
       - ISAT English Language Arts - Data Analysis and Interpretation
       - Conclusions
       - Recommendations

   3.  Idaho Reading Indicator (IRI)
       - IRI Data - Analysis and Interpretation
       - IRI Full-Day Kindergarten - Data Analysis and Interpretation
       - Conclusions
       - Recommendations

   4.  English Language Proficiency Assessment
       - English Language Proficiency Assessment - Data Analysis and Interpretation
       - Conclusions
       - Recommendations

   5.  College Entrance Exams (PSAT and SAT)
       - PSAT and SAT - Data Analysis and Interpretation
       - Conclusions
       - Recommendations

   6.  Graduation Rates
       - Graduation Rates - Data Analysis and Interpretation
       - Conclusions
       - Recommendations

   7.  Engagement Surveys
       - Engagement Surveys - Data Analysis and Interpretation
       - Conclusions
       - Recommendations

AOC FY 21 Recommendations Report
APPENDIX B

**Student Achievement Report Outline – FY 20, FY 22, FY 23**

The following tables demonstrate the similarities and differences between the FY20 report (2018-2019 data) and the proposed plans for FY22 and FY23.

| **ISAT Mathematics** | | | | |
|---|---|---|---|---|
| **Data** | **FY 20 Report** | **Every Year** | **Every Other Yr** | **Notes** |
| All students (all grades), % scoring in each performance category, 2015-present | X | X | | |
| By grade, most recent 3 yrs | X | X | | |
| By race/ethnicity, subgroup, gender | X | | X – FY 23 | Possibly FY 22 as a part of the Special Project analysis |
| Scale score growth analysis | X | | possibly | This was a special project by Cambium and could be considered for future |
| Longitudinal scale score by cohort | X | | possibly | This was a special project by Cambium and could be considered for future |
| Average scale scores, 2015-present | | | X – FY 23 | Possibly FY 22 as a part of the Special Project analysis |
| Movement between achievement levels (% of students who scored in certain performance categories who changed their performance category 1 yr later) | | | X – FY 23 | |
| Claim by race/ethnicity, subgroups, gender | | | X – FY 23 | Possibly FY 22 as a part of the Special Project analysis |
| Performance of students in 1 student group vs. those in 2+ groups | | | X – FY 23 | |
| **ISAT English Language Arts / Literacy** | | | | |
| **Data** | **FY 20 Report** | **Every Year** | **Every Other Yr** | **Notes** |
| All students (all grades), % scoring in each performance category, 2015-present | X | X | | |
| By grade, most recent 3 yrs | X | X | | |
| By race/ethnicity, subgroup, gender | X | | X – FY 22 | |
| Average scale scores, 2015-present | | | | |
| Scale score growth analysis | X | | possibly | This was a special project by Cambium and could be considered for future |
| Longitudinal scale score by cohort | | | possibly | Similar analysis of math was done by Cambium |
| Writing performance, including condition codes | | | X – FY 22 | |
| Movement between achievement levels (% students who scored in certain perf categories who moved categories 1 yr later) | | | X – FY 22 | |

AOC FY 21 Recommendations Report
APPENDIX B

| Data | FY 20 Report | Every Year | Every Other Yr | Notes |
|---|---|---|---|---|
| Claim by race/ethnicity, subgroups, gender | | | X – FY 22 | |
| Performance of students in 1 student group vs. those in 2+ groups | | | X – FY 22 | |

**Idaho Reading Indicator (IRI)**

| Data | FY 20 Report | Every Year | Every Other Yr | Notes |
|---|---|---|---|---|
| All students, all grades, fall and spring, % scoring in each performance category, most recent 3 yrs (as available) | X | X | | We previously only had 1 yr of data available (2018-19). The FY22 report will have 2 yrs of data available (2018-19 and 2020-21). |
| By grade, fall and spring, most recent 3 yrs (as available) | X | X | | |
| By race/ethnicity, subgroup, gender | X | | X – FY 22 | |
| Movement between achievement levels (% students who scored in certain perf categories who moved categories 1 yr later) | | | X – FY 22 | |
| Full-time and part-time kindergarten comparisons | X | | X – FY 22 | • Enrollment (full-time vs. part-time for the state, by locale (rural vs. non-rural) and region<br>• % at grade level (full-time vs. part-time, statewide)<br>• Mean composite scale score change fall to spring (full-time vs. part-time, statewide) |
| Grade 1 performance, based on whether student enrolled in public K | | | X – FY 22 | |
| Full-time vs. part-time kindergarten program analysis, most recent 3 yrs | | | X – FY 22 | |

**English Language Proficiency Assessment for English Learners**

| Data | FY 20 Report | Every Year | Every Other Yr | Notes |
|---|---|---|---|---|
| All students, all grades, % scoring in each performance category, most recent 3 yrs | X | X | | |
| By grade, most recent 3 yrs | | | X – FY 22 | |
| By EL designation | | | X – FY 22 | |
| Cohort analysis | | | X – FY 22 | |
| # of languages reflected and most common (5 or 10) | | | X – FY 22 | |

**College Entrance Exams (PSAT & SAT)**

| Data | FY 20 Report | Every Year | Every Other Yr | Notes |
|---|---|---|---|---|
| PSAT - % Meeting College Ready Benchmarks, most recent 3 yrs | X | X | | |
| PSAT - % Meeting College Ready Benchmarks, by race/ethnicity, subgroup, and gender | | | X – FY 23 | |
| SAT - % Meeting College Ready Benchmarks, most recent 3 yrs | X | X | | |

AOC FY 21 Recommendations Report
APPENDIX B

| | | | | |
|---|---|---|---|---|
| SAT - % Meeting College Ready Benchmarks, by race/ethnicity, subgroup, and gender | | | X – FY 23 | |
| PSAT to SAT scale score change analysis | | | X – FY 23 | |

| **Graduation Rates (4 year and 5 year cohort graduation rates)** | | | | |
|---|---|---|---|---|
| **Data** | **FY 20 Report** | **Every Year** | **Every Other Yr** | **Notes** |
| 4 year rate, statewide, 2015 - present | X | X | | |
| 4 year rate, by race/ethnicity, subgroup, and gender | X | | X – FY 23 | |
| 4 year rate, by school type (traditional, alternative, charter, virtual) | | | X – FY 23 | |
| Correlation between attendance / chronic absenteeism and 5 year graduation rate | | | X – FY 23 | |
| 5 year rate, statewide, 2017 - present | X | X | | |
| 5 year rate, by race/ethnicity, subgroup, and gender | X | | X – FY 23 | |
| 5 year rate, by school type (traditional, alternative, charter, virtual) | | | X – FY 23 | |
| Correlation between attendance / chronic absenteeism and 5 year graduation rate | | | X – FY 23 | |

| **Engagement Surveys** | | | | |
|---|---|---|---|---|
| **Data** | **FY 20 Report** | **Every Year** | **Every Other Yr** | **Notes** |
| All students, all grades, 2018 - present | X | X | | |
| Students by grade, most recent 3 yrs | X | X | | |
| Students by domain and grade | | | X – FY 22 | |
| Parent and staff engagement: statewide, all results, most recent 3 yrs | X | X | | |
| Parent and staff engagement by school type | | | X – FY 22 | |

The following table represents the Accountability Oversight Committee's initial discussions regarding the data that may be analyzed to review the impact of the Covid 19 pandemic on the state's districts, schools, and students.  The AOC will work closely with the SDE to ensure that the data that is gathered and analyzed aligns as closely as possible to the information that will be provided to the federal government, which will be outlined in Idaho's ARP ESSER Plan.  Additionally, it is possible the AOC will consider additional data available through external sources, such as our assessment administration vendor (Cambium) or the Smarter Balanced Consortium.  Finally, the data included in the final report may be adjusted based on the data available and the ability of staff to ensure its accuracy given constraints related to staff time and resources.

| **Special Focus** |
|---|
| FY 22: Impact of Covid 19 pandemic closures and adjustments |
| **Data** |
| Opportunity to Learn Survey Results |
| Longitudinal representation of cohort performance on ISAT ELA and Math, and IRI |
| Comparison by socioeconomic |

AOC FY 21 Recommendations Report
APPENDIX B

| |
|---|
| Comparison by rural – urban |
| Virtual schools (either within other graphs or separately) vs. traditional districts online schools |
| Comparison by instructional delivery method – online vs. hybrid vs. in-person |
| Comparison of online delivery by asynchronous vs. synchronous deliver (if this level of detail is available) |
| Comparison of ISAT scores by administration type (in-person vs. remote proctor) |
| Graduation rate comparison by school type and delivery method |
| Comparison by attendance |
| Enrollment impacts |

**Possible Future Special Focus Data**

- 4 day vs. 5 day school week
- CTE and Advanced Opportunities

**SUBJECT**

Draft School Readiness Guidelines

**REFERENCE**

| | |
|---|---|
| February 2019 | Board received an update on the Idaho Association for the Education of Young Children's initiative on school readiness, and added a new Goal 2 to the K-20 Education Strategic Plan focusing on Educational Readiness. |
| February 2020 | Board adopted the K-12 Our Kids, Idaho's Future Task Force work and recommendations, including recommendations for focusing accountability on K-3 literacy and uniform student access to all day kindergarten. |
| December 2020 | Board discussed kindergarten readiness during its work session. |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code §33-201, §33-208, §33-1614
Idaho Administrative Code, IDAPA 08.02.03.101 – Kindergarten Curriculum

**BACKGROUND/DISCUSSION**

Pursuant to Section 33-201, Idaho Code, "School age" is defined as all residents of the state between the ages of five and twenty-one. Kindergarten attendance is not compulsory in Idaho.   Section 33-202, Idaho Code, provides that students between the age of seven and sixteen to be instructed in the subjects commonly and usually taught in the public school until the age of 7.  For most students, this means they are not required to attend school or be instructed in the subjects commonly and usually taught in the public school until second grade.

In 2019, the Board amended Goal 2 of Idaho's K-20 Education Strategic Plan to focus on Educational Readiness.  The goal encompasses earlier ongoing efforts by the Board to emphasize work around early learning literacy and recommendations adopted by the Board from the 2012/2013 Governor's K-12 Task Force and the 2019 recommendation from Governor Little's Our Kids, Idaho's Future Task Force.

In February 2021, the Planning, Policy and Governmental Affairs Committee Chair established the Idaho School Readiness Guidelines Work Group (School Readiness Work Group).  The work group was tasked with drafting guidelines designed to clarify the skills children will demonstrate when they are ready to begin their kindergarten year of school.

The School Readiness Work Group is chaired by Board member Linda Clark and includes eleven (11) other individuals from across Idaho, including representatives of the State Department of Education and Idaho Public Television, higher

education, kindergarten teachers, early childhood educators, and agency representatives. The School Readiness Work Group's membership is provided as Attachment 2. The work group has met six (6) times as a full group and completed additional work in subgroups. Prior to developing the draft guidelines document, the work group reviewed the Idaho Early Learning eGuidelines and school readiness documents developed by other states.

The School Readiness Work Group has developed the Draft School Readiness Guidelines document for consideration by the Board, provided as Attachment 1. The document is designed to be accessible to parents and caregivers, and includes both the skills a child will typically be capable of demonstrating when they are school ready and activities that parents and caregivers can facilitate to encourage skill development. The School Readiness Work Group recommends the document be distributed for the purpose of gathering stakeholder feedback before the Board adopts a final document.

## IMPACT

This agenda item will provide the Board with an opportunity to discuss expectations to ensure every student is ready to learn when they enter kindergarten. The consideration and potential adoption of the Idaho School Readiness Guidelines do not have an impact on any sections of Idaho Code, IDAPA, or Board policy.

## ATTACHMENTS

Attachment 1 – Draft Idaho School Readiness Guidelines
Attachment 2 – Idaho School Readiness Guidelines Work Group Membership

## BOARD STAFF COMMENTS AND RECOMMENDATIONS

Currently in Idaho, no state funds are available for preschool education outside of those students that qualify for special education services, and kindergarten is only funded at a half day rate. Additionally, pursuant to Section 33-512, Idaho Code, local boards of trustees have a duty to "exclude from school, children not of school age."

The Idaho School Readiness Guidelines were developed to enhance the Board's efforts to support strategies to prepare children for school, as aligned to Board Strategic Plan Goal 2, Objective B. If adopted, the Board, State Department of Education, and partners will work together to distribute the guidelines. The guidelines are intended to be a useful resource for educators, parents, and caregivers, and staff believes the current draft is moving in alignment with these goals. Staff supports the Idaho School Readiness Work Group's recommendation to distribute the draft guidelines to gather feedback before Board adoption.

## BOARD ACTION

This item is for informational purposes only.

# READY FOR SCHOOL

You'll know your child is ready for kindergarten when (s)he...

## △ Physical Development and Safety

- ☐ Holds scissors correctly and cuts on a straight line and a curved line.
- ☐ Holds a pencil or crayon in a tripod grasp and uses it to write or draw.
- ☐ Kicks a ball, hops on 1 foot, and climbs a ladder.
- ☐ Eats, washes hands, blows nose, uses the toilet, fastens pants, and zips a jacket independently.
- ☐ Follows basic safety rules and understands the consequences of not following rules.
- ☐ Knows his/her first and last name and the name of his/her parent or guardian.
- ☐ Names his/her body parts.

## ♡ Social and Emotional Development

- ☐ Tries new things, shares, and takes turns.
- ☐ Engages in an independent activity (that does not involve screen time) for at least 5 - 10 mins.
- ☐ Separates from a parent or guardian without substantial anxiety.
- ☐ Asks for help to get needs met.
- ☐ Follows schedules and routines and adjusts to changes.
- ☐ Reasonably manages his/her emotions when his/her behavior is corrected.

## ☼ Language and Communication Skills

- ☐ Engages in conversations with adults and children.
- ☐ Listens to others and takes turns speaking.
- ☐ Speaks clearly to be understood and uses 5 to 6 word sentences.
- ☐ Follows two and three step verbal directions.
- ☐ Recalls personal experiences and describes them to others.
- ☐ Children learning English as a second language use a combination of their native language, English, and nonverbal communication to play and work with others.

## ☼ Early Literacy

- ☐ Recognizes their written name.
- ☐ Names several uppercase and lowercase letters.
- ☐ Says and hears rhymes (e.g. hat and cat).
- ☐ Enjoys books and stories, and can hold a book and turn pages correctly.
- ☐ Answers simple questions about the people, places, or events in a book.

## ◊ Mathematical Thinking

- ☐ Recognizes numerals 0 to 10.
- ☐ Counts objects by touching one object at a time, and understands the last number stated is the total count.
- ☐ Recognizes and creates groups of 2, 3, 4, or 5 objects.
- ☐ Uses comparative words (more/less, bigger/smaller, etc.)
- ☐ Sorts items by attributes (e.g. color).
- ☐ Recognizes and creates simple patterns.

## ☆ Scientific Thinking

- ☐ Makes observations and asks questions about the world and how it works.
- ☐ Shows curiosity and tests ideas using trial and error.
- ☐ Describes cause and effect, parts of a whole, and/or change over time based on things (s)he sees in the world.
- ☐ Identifies a simple problem and tries to find solutions.
- ☐ Records observations by drawing and describing something (s)he has noticed about the world.

# Easy activities you can do today to help your child prepare for school:

- **Read to your child every day.** ☀

- Visit your local library or book store to participate in story time or pick books to read together. ☀

- Help your child recognize his/her name in print. ☀

- Encourage your child to draw, build, and play with play dough. Have your child describe or tell you a story about her/his drawing or creation. ☀▲★

- Play games that require listening, following directions, and taking turns (Simon Says, Follow the Leader, Candy Land, Memory, etc.). ☀♥

- Implement schedules and routines with your child. Help your child learn to transition easily between activities (cues like a bell or music help). ☀♥

- Speak clearly to your child (without "baby talk"). Talk with him/her about what you are doing or what (s)he sees, hears, etc. ☀♥

- Sing songs or recite nursery rhymes with your child. ☀

- Encourage your child to talk about his/her feelings by modeling and discussing your feelings. ☀♥

- Provide opportunities for your child to play and explore with other children in in new settings. ▲♥

- Encourage outdoor play and exploration; allow your child to jump, climb, and dig. ▲★

- Discuss and practice personal safety rules with children (holding hands in crowds, wearing a bike helmet, etc.). ▲♥

- Encourage your child to dress himself / herself. ▲

- Show / point to written numbers (in books, games, and daily life) and have your child identify the name. ♦

- Play games that involve numbers, patterns, and counting (Candy Land, Chutes and Ladders, etc.). ☀♥♦

- Count toys while playing. ♦

- Provide a variety of objects or toys for your child to collect, group, and compare (by color, size, shape, type, etc.). ♦

- Give your child two objects, such as a pencil and spatula and ask questions about them (Examples: Which is longer/shorter? Which is heavier/lighter?). ♦★

- To help your child learn to make and test predictions, when reading a book, ask your child, "What might happen next?". ☀★

- When outside, ask your child questions, like: What do you see / hear? What do you think made that happen? How has that ___ changed? ★

- Encourage your child to draw something they have seen. Help them label specific parts of the item. ★

- Facilitate simple experiments with your child, predict what will happen, and discuss the results (Example: drop oil and food coloring into water). ★

- Read books focused on a variety of topics, including feelings, numbers, science, and learning through trial and error (Happy Hippo Angry Duck, The Very Hungry Caterpillar, The Most Magnificent Thing, etc.). ☀♥♦★

▲ **Physical Dev & Safety**     ♥ **Social & Emotional Dev**     ☀ **Language, Communication & Literacy**     ♦ **Mathematical Thinking**     ★ **Scientific Thinking**

**Idaho State Board of Education**

More detailed guidelines, including specific age breakdowns are available in the Idaho Early Learning eGuidelines.
For additional information about literacy skills development, please see the Idaho Comprehensive Literacy Plan.

## Idaho School Readiness Guidelines Work Group

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Secretary
State Board of Education

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State Department of Education

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**Kari Wardle**
Teacher Ambassador
Idaho Public Television

**Beth Oppenheimer**
Executive Director
Idaho Association for the Education of Young Children

**SUBJECT**
    2022-2027 K-20 Education Strategic Plan

**REFERENCE**

| | |
|---|---|
| December 2015 | Board received update on progress toward 60% educational attainment goal and areas for consideration as policy levers for increasing degree production and approved the updated K-20 Education Strategic Plan including adjustment to level of credential benchmarks. |
| December 2016 | Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan. |
| August 2017 | Board discussed in detail goal one and possible amendments to the K-20 Education strategic plan and requested the Planning, Policy and Governmental Affairs Committee continue the work and bring back proposed amendments to the Board for consideration. |
| December 2017 | Board discussed and requested additional changes to the Board's new strategic plan. |
| February 2018 | Board approved new K-20 Education Strategic Plan (FY20-FY24) significantly rewriting the Goals, Objectives, and Performance Measures. |
| October 2018 | Board reviewed the K-20 Educational System performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting. |
| December 2018 | Board reviewed the draft K-20 Education Strategic Plan and discussed setting institution level credential production goals by level of credential. |
| February 2019 | Board approved updated K-20 Education Strategic Plan and reviewed data on Idaho's workforce education gap and potential credential production targets.  Directed staff to do additional work with the Department of Labor, Department of Commerce, Workforce Development Council, and Governor's Office on identifying workforce need and production targets. |
| 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 |
|---|---|
| February 2020 | Board approved amendments to the FY21 K-20 Education Strategic Plan. |
| May 2020 | The Board discussed amendments to the Board's K-20 Strategic plan as part of a facilitated Board retreat. |
| June 2020 | Board approved the institutions' and agencies' strategic plans and delegated approval of the health and special program plans to the Executive Director. |
| August 2020 | Board approved a new mission and vision statement for the K-20 Education Strategic plan. |
| October 2020 | Board reviewed K-20 Education System performance measures. |
| December 2020 | Board discussed possible amendments to the FY 22 K-20 Education Strategic Plan. |
| February 2021 | Board approved the FY 22-27 K-20 Education Strategic Plan. |
| May 2021 | Board discussed possible amendments to the current strategic plan at its May Retreat. |

## APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M. Planning and Reporting
Section 67-1903, Idaho Code

## BACKGROUND/ DISCUSSION

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

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

The Board's strategic plan is a forward-looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's governing ideals and communicates those goals and objectives to the agencies and institutions under the Board, to the public and other stakeholder groups.  At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions.  Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives.

The proposed amendments to the Board's K-20 Education Strategic Plan will add an additional performance measure focused on unfinished learning, with performance measures for kindergarten through grade 4 literacy proficiency, grade 5 through 9 mathematics, and high school credit recovery.

**IMPACT**
Approval of proposed amendments will update the FY 22 K-20 Strategic Plan approved by the Board at the February 2021 Board meeting, adding a new objective focused on closing the achievement gap caused by unfinished learning during the pandemic.

**ATTACHMENTS**
Attachment 1 – Proposed Amendments FY 2022–2027 K-20 Education Strategic Plan

**STAFF COMMENTS AND RECOMMENDATIONS**
During the May 2021 Board Retreat, the Board discussed the effects of unfinished learning on students due to the pandemic, and focusing on reducing the achievement gaps and increasing growth toward proficiency. The general consensus of the Board's conversation focused on  growth toward proficiency; literacy proficiency in students kindergarten through grade 4; mathematics proficiency in student grade 5 through 9; and high school credit recovery, with additional work toward those student populations with the largest gaps.

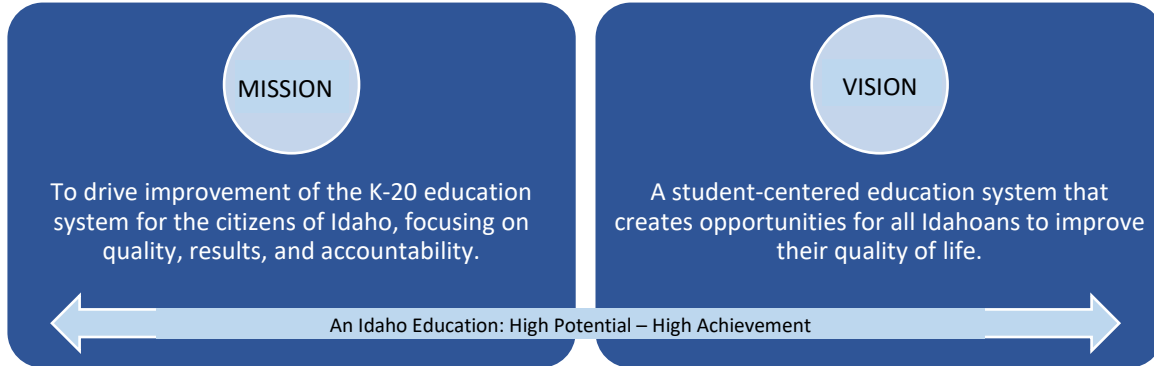Staff recommends approval of the strategic plan as amended in Attachment 1.

**BOARD ACTION**
I move to approve the FY 2022-2027 K-20 Education Strategic plan as amended in Attachment 1.


Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education**

**FY2022-2027**
**Idaho K-20 Public Education - Strategic Plan**

**MISSION**

To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability.

**VISION**

A student-centered education system that creates opportunities for all Idahoans to improve their quality of life.

An Idaho Education: High Potential – High Achievement

**GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –** Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency -** Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

**GOAL 2: EDUCATIONAL READINESS** – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A:  Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B:  School Readiness** – Explore opportunities to enhance school readiness
- **Objective C: Unfinished Learning** - Reduce achievment gaps caused or increased by the education interuption due to the COVID-19 pandemic.

**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.

**Idaho State Board of Education**

**FY2022-2027**
**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 FY2022

**Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

ATTACHMENT 1

**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%
    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.  **Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**
    **Benchmark:**  TBD (Benchmark will be set after Spring 2021 IRI results received)95%

II. **Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**
    **Benchmark:**  TBD (Benchmark will be set after Spring 2021 IRI results received)Annual increase of 3%.

III. **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 |

**IV.** **High School Cohort Graduation rate.**
   **Benchmark:** 95%[3] or more

**V.** **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

**VI.** **Percent of high school graduates who participated in one or more advanced opportunities.**
   **Benchmark:** 80%[1] or more

**VII.** **Percent of dual credit students who graduate high school with an Associates Degree.**
   **Benchmark:** 3%[2] or more

**VIII.** **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~~ 95%

**Objective C: Unfinished Learning** - Reduce achievement gaps caused or increased by the education interruption due to the COVID-19 pandemic.

**Performance Measures:**
**I.** **Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-4).**

**II.** **Growth towards proficiency on the Idaho Standards Achievement Test for mathematics (broken out by grade level, 6-9).**

**III.** **Reduction in the percent of high school students needing to make up credits in order to graduate on time.**

**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 conferred, 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: 69/138[2] or less
**Benchmark:** non-transfer students: 69/138[2] or less

**Objective C: Access -** Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**Performance Measures:**
I. **Annual number of state-funded scholarships awarded and total dollar amount.**
**Benchmark:** 3,000[6] or more, $16M[7] or more

II. **Proportion of postsecondary graduates with student loan debt.**
**Benchmark:** 50% or less[8]

III. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**
**Benchmark:** 60% or more

IV. **Percent cost of attendance** (to the student)
**Benchmark:** 96%[4] or less of average cost of peer institutions

V.   **Average net cost to attend public institution.**
    **Benchmark:** 4-year institutions - 90% or less of peers[4] (using IPEDS calculation)

VI.   **Expense per student FTE**
    **Benchmark:** $20,000[4] or less

VII.   **Number of degrees produced**
    **Benchmark:**  15,000[3] or more

**GOAL 4: WORKFORCE READINESS (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 institution[4]

III.   **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).
    **Benchmark:**

IV.   **Increase in postsecondary programs tied to workforce needs per year.**
    **Benchmark:** 10[9] or more

**Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

**Performance Measures:**
I.   **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**
    **Benchmark:**  8[10] graduates at any one time

II.   **Idaho graduates who participated in one of the state sponsored medical programs who returned to  Idaho.**
    **Benchmark:** 60%[11] or more

III.   **Percentage of Family Medicine Residency graduates practicing in Idaho.**
    **Benchmark:** 60%[11] or more

IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
Benchmark: 50%[11] or more

V. **Medical related postsecondary programs (other than nursing).**
Benchmark: 100[9] or more

## KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

➢ The institution's mission and core themes;
➢ The translation of the mission's core themes into assessable objectives supported by programs and services;
➢ The appraisal of the institution's potential to fulfill the Mission;
➢ The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
➢ An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

## EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

[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).

[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.

**SUBJECT**
Idaho Indian Education Strategic Plan

**REFERENCE**

| | |
|---|---|
| February 2014 | The Board received an update on committee progress and activities. |
| October 2014 | The Board received an update on committee progress and activities. |
| June 2015 | The Board approved the first Indian Education strategic plan. |
| August 2020 | The Board received an update on committee progress and activities. |

**APPLICABLE STATUTE, RULE, OR POLICY**
Idaho State Board of Education Governing Policies and Procedures, I.P. Idaho Indian Education Committee

**BACKGROUND/DISCUSSION**
The Idaho Indian Education Committee (Committee) was formally established through Board Policy I.P to serve as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between American Indian tribes of Idaho, the Board, the Department, and Idaho's public postsecondary institutions. The mission of the Committee is to make recommendations to create conditions for, and support the efforts of, raising the bar and eliminating the gap of academic achievement. Four of the seven key responsibilities of the Committee, identified in Board Policy I.P, relate to making recommendations on American Indian achievement and overall, culturally responsive pedagogy and practices.

At the August 2020 Board meeting, Committee members provided an overview of five school districts with the highest American Indian student population and highlighted gaps of academic achievement for American Indian students compared to their educational peers, including college-going rates, and advanced opportunities.

The Committee convened a series of work sessions to update the goals of the strategic plan that address and advance the Board's mission of an educated citizenry. The discourse of the revised benchmarks and performance measures focus on identifying and remedying systemic and institutional obstacles that create educational barriers for this demographic group. In addition, the intent of the revisions are to help guide the Committee's work for identifying priority areas. Amendments include updates to the mission and vision statements, which furthers collaborations among Idaho's public school and education systems for supporting a well-educated citizenry for tribal communities and the entire state. The plan retains and updates its two main goals to promote

academic excellence for American Indian students and increase culturally relevant pedagogy in teacher preparation programs to include updated correlating objectives.

## IMPACT

Approval of the plan will allow the Committee to move forward with developing specific strategies for the coming year that will advance the Committee's and the Board's missions.

## ATTACHMENTS

Attachment 1- Idaho Indian Education Strategic Plan

## STAFF COMMENTS AND RECOMMENDATIONS

The Indian Education Committee is responsible, in part, for making recommendations to the Board and Department for educational policy as it relates to American Indian student access, retention, graduation, and achievement.

The strategic plan was reviewed and recommended for approval by the Idaho Indian Education Committee on March 5, 2021. Board staff recommends approval of the strategic plan as submitted.

## BOARD ACTION

I move to approve the 2022-2027 Idaho Indian Education Strategic Plan as submitted in Attachment 1.


Moved by _____ Seconded by _____ Carried Yes _____ No _____

**ATTACHMENT 1**

**Idaho Indian Education**
**STRATEGIC PLAN**
~~2016-2021~~2021-2026

**VISION**
The Idaho State Board of Education ~~and the State Department of Education~~ envision~~s all American Indian students in Idaho thrive, reach their full potential, and have access to educational services and opportunities~~ equity in education as cooperative partnerships that produce strong educational environments responsive to the needs of American Indian students and Tribal communities through public school systems that are effective and accountable.

**MISSION**
~~Creating and leveraging educational opportunities for Idaho's American Indian students through access, educational programs, and support services provided by the educational institutions and tribes of Idaho to promote academic and career attainment.~~The Idaho State Board of Education's mission is to work effectively and collaboratively with all educational stakeholders to support academic and career attainment for Idaho's American Indian student population.

~~**CONSTRUCTING FOUNDATIONS OF SUCCESS**~~
~~The Idaho Indian Education Committee has developed a strategic plan focusing on opportunity gaps and the recommendation of best practices. The Board, through building partnerships, increasing indigenous pedagogical practices, and adopting data-driven, evidence-based policies, will work to increase educational attainment of all American Indian students in Idaho.~~

**GOAL 1: AMERICAN INDIAN ACADEMIC EXCELLENCE**
~~Ensure Idaho's American Indian students are afforded educational opportunities on an equitable basis; provide resources that promote and support an increase in the educational attainment among American Indian students~~ All American Indian K-20 students have equitable access to information and opportunities regarding postsecondary education, training, and preparation for career opportunities.

**Objective A:** ~~Increase access of educational opportunity among Idaho's American Indian students~~ Increase resources for Local Education Agencies (LEAs) to address culturally responsive school environments inclusive of family engagement, and social-emotional wellness that strengthens identity.

**Performance Measure(s):**
1. ~~Increased number of American Indian students who applied for the Opportunity Scholarship.~~
   ~~**Benchmark:** 5% per year.~~

2. ~~Increased number of American Indian students who receive the Opportunity Scholarship.~~
   ~~**Benchmark:** 20 students.~~

3.  Increase the number of American Indian students who complete the FAFSA by the priority deadline.
    **Benchmark:** to 100%

4.  Increased number of American Indian students who participated in Advanced Opportunities.

    Dual Credit
    **Benchmark:** by 125 students

    Technical Competency Credit
    **Benchmark:** by 10%

    AP Exam (three or higher)
    **Benchmark:** by 10%

1.  Increase of resources available to LEAs listed within the inventory.
    **Benchmark:** 5% increase.

**Objective B:** Increase the level of educational attainment among Idaho's American Indian students Ensure (1) programs and services, and (2) policies at public postsecondary institutions are responsive to American Indian student learners in promoting access, recruitment, retention, and graduation.

**Performance Measure(s):**
1.  Increased number of American Indian students enrolled in postsecondary institutions after graduation.
    **Benchmark:** by 400

2.  Increased number of American Indian students scoring proficient or higher on IRI.
    **Benchmark:** by 10%

3.  Increased number of American Indian students scoring proficient or higher on SAT.
    **Benchmark:** by 10%

4.  Increased number of American Indian students that articulate to postsecondary education.

    Articulation
    **Benchmark:** 60%

5.  Decreased time to completion among American Indian students.

    Time to completion
    **Benchmark:** 5 years

6. Increased graduation rates among American Indian students.
   Graduation rates
   **Benchmark:** by 26%

7. Increased number of American Indian students earning a postsecondary degree.

   Associate
   **Benchmark:** 48

   Baccalaureate
   **Benchmark:** 75

   Master's
   **Benchmark:** 16

   Doctorate
   **Benchmark:** 5

1. Percent of American Indian students attending at a public postsecondary institution disaggregated by type of affiliation.
   **Benchmark:** Annual increase in the percentage of the American Indian graduates.

2. Percent of American Indian students graduating from a public postsecondary institution disaggregated by type of affiliation.
   **Benchmark:** Annual increase in percentage of American Indians graduating from an Idaho postsecondary institution within the 150% graduation IPEDs measure.

3. Percent of retention from freshman to sophomore year for American Indian students at a public postsecondary institution disaggregated by affiliation.
   **Benchmark:** Annual increase in percentage of freshman to sophomore retention of American Indians at an Idaho postsecondary institution.

**Objective C: Increase the quality of instruction for Idaho's American Indian students**

**Performance Measure(s):**
1. Increased number of highly qualified teachers in targeted schools.
   **Benchmark:** 100%

2. Include a culturally relevant pedagogy in the teacher preparation standards.
   **Benchmark:** a minimum of three credit hours in Idaho tribal culture and history.

3. Require credits for Idaho tribal history for certification.
   **Benchmark:** a minimum of three credit hours in Idaho tribal culture and history.

4. Increased number of certified American Indian educators in the state.

Teachers
**Benchmark:** Under development. Not currently collected at the state level.

Administrators
**Benchmark:** Under development. Not currently collected at the state level.

Counselors
**Benchmark:** Under development. Not currently collected at the state level.

## GOAL 2: CULTURALLY RELEVANT PEDAGOGY

Ensure Idaho K-20 public educational institutions will provide support all educators with indigenous scholarship to recognize the distinct, unique knowledge and heritage of the federally recognized tribes of Idaho's American Indians.

**Objective A: Increase integration of cultural relevancy into the professional practice of educators through educator preparation programs and state and local education pre-service and in-service programs.**

**Performance Measure(s):**
1.  Increased number of college courses and education professional development credits in culturally responsive pedagogy and teaching.
    **Benchmark:** Under development. Not currently collected at the state level.

**Objective B: Increase the knowledge of federal policies and access to professional development opportunities across grades K-12, focusing on Idaho's Indian the five Ttribes of Idaho.**

**Performance Measure(s):**
1.  Include Idaho's tribal culture, history, and government in the K-12 content standards and to participate and review on an ongoing basis.
    **Benchmark:** Achieved in 2016.

2.1.   Include tribal federal policies and Idaho tribal government in colleges of education teacher, counselor, and administrator certification programs.
    **Benchmark:** a minimum of three credit hours.

2.  Number of Memoranda of Agreements between the public postsecondary institutions and Tribes of Idaho.
    **Benchmark:** 100% of public postsecondary institutions.

3.  Number of American Indian students accepted and attending educator preparation programs at an Idaho public postsecondary institution.
    **Benchmark:** Annual increase in the number of students who graduate from an educator preparation or student personnel program from an Idaho public postsecondary institution.

**Objective C:  Increase the accuracy of knowledge and educational content about the culture, history, sovereignty and governance of the Tribes of Idaho.**

**Performance Measure(s):**

1.  Number of Memorandums of Agreement between public secondary schools and individual tribes of Idaho.
    **Benchmark:**  100% of all public secondary schools.

**Evaluation Process:**

*Objectives will be reviewed annually. The IIEC will review data for alignment with objectives towards reaching benchmarks. As necessary, the IIEC will identify barriers to success, strategies for continuous improvement, and any additional resources necessary to make measurable progress. The IIEC will make recommendation appropriate to supporting the goals and objectives.*

**Definitions**

1.  **Culturally Responsive Pedagogy:**
    Culturally responsive pedagogy is a theoretical framework focused on developing intellectual, social, emotional, and political learning by using cultural referents (backgrounds, experiences, and perspectives) to impart knowledge, skills, and student achievement (Ladson-Billings, 1992).

1.  **Cultural Relevancy:**
    **Cultural relevancy** is defined as the ability to effectively reach and engage communities and their youth in a manner consistent with the cultural context and values of that community while effectively addressing disparities of diversity, equity, and inclusion within an organization's entire structure (lawinsider.com).

2.  **Tribes of Idaho:**
    The five federally recognized tribes that maintain traditional and customary homelands in Idaho: Coeur d'Alene Tribe, Kootenai Tribe of Idaho, Nez Perce Tribe, Shoshone-Bannock Tribes, and Shoshone-Paiute Tribes.

**SUBJECT**

Institution, Agency, and Special/Health Programs Strategic Plans

**REFERENCE**

| | |
|---|---|
| December 2017 | The Board approved new system-wide performance measures for the institutions focused on outcomes from the CCA Game Changers. |
| February 2018 | The Board approved the State K-20 Education Strategic Plan. |
| April 2018 | The Board reviewed the institution, agency and special/health programs strategic plans. |
| June 2018 | The Board approved the annual updates to the institution, agency, and special/health program strategic plans. |
| December 2018 | The Board reviewed and directed staff to make updates to the State K-20 Education Strategic Plan. |
| February 2019 | The Board approved the State K-20 Education Strategic Plan. |
| April 2019 | The Board reviewed the institution, agency and special/health programs strategic plans. |
| June 2019 | The Board approved the institution, agency and special/health programs strategic plans. |
| October 2019 | The Board was presented with the institution and agencies performance measure reports and progress toward meeting their strategic plan goals. |
| June 2020 | The Board approved the institution, agency and special/health programs strategic plans. |
| October 2020 | The Board was presented with the institution and agencies performance measure reports and progress toward meeting their strategic plan goals. |
| April 2020 | The Board reviewed the institution, agency and special/health programs strategic plans. |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1901 through 67-1903, Idaho Code.

**BACKGROUND/ DISCUSSION**

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. Due to changes in the annual Board meeting schedule, the strategic plans were not presented at the April Board meeting. The

plans are submitted by the Board office to the Division of Financial Management (DFM) by DFM's July 1 deadline each year.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in sections 67-1901 through 67-1903, Idaho Code.  Each strategic plan must include:

1.  A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency.  Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the  interests of its students and its principal programs leading to recognized degrees.  In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

2.  General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

    i.   Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

    ii.  Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

    iii. Each objective must include at a minimum one performance measure with a benchmark.

3.  Performance measures must be quantifiable indicators of progress.

4.  Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.

5.  Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

6.  A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

7.  Institutions and agencies may include strategies at their discretion.

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format. The Planning, Policy and Governmental Affairs committee established the current template for strategic plan submittal and the Board adopted it at the April 2017 Board meeting.

In addition to the goals, objectives and performance measures chosen by each institution and agency, the Board has historically required a set number of uniform "system-wide" postsecondary performance measures. At the December 2017 Regular Board meeting the Board discussed and approved the current system-wide performance measures. These system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The system-wide performance measures are required, by the Board, to be reported consistently across institutions. While each institution is required to include the system-wide performance measures in their strategic plans, each institution sets their own benchmarks.

The system-wide performance measures are:

Timely Degree Completion
I.      Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the reporting institution
II.     Percent of first-time, full-time, freshmen graduating within 150% of time
III.    Total number of certificates/degrees produced, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees
   c) Baccalaureate degrees
IV.     Number of unduplicated graduates, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees
   c) Baccalaureate degrees

Remediation Reform
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

Math Pathways
VI.     Percent of new degree-seeking freshmen completing a gateway math course within two years

Guided Pathways
VIII.   Percent of first-time, full-time freshmen graduating within 100% of time

In addition to including the system-wide performance measures, the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the "status quo."

All of the strategic plans are required to be in alignment with the Board's system-wide strategic plans; these include the Board's overarching K-20 education strategic plan (approved at the February Board meeting), the Science, Technology, Engineering and Math (STEM) Education Strategic Plan, the Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

Executive Order 2017-02 requires updates on the adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security Critical Security Controls (CIS Controls) to be included in each institution's and agency's strategic plans.

## IMPACT

Once approved the strategic plans will be submitted to the Division to Financial Management.

## ATTACHMENTS

Attachment 01 –   K-20 Strategic Plan
Attachment 02 –   System-wide Performance Measures
**Institutions**
Attachment 03 –   University of Idaho
Attachment 04 –   Boise State University
Attachment 05 –   Idaho State University
Attachment 06 –   Lewis-Clark State College
**Community Colleges**
Attachment 07 –   College of Eastern Idaho
Attachment 08 –   College of Southern Idaho
Attachment 09 –   College of Western Idaho
Attachment 10 –   North Idaho College
**Agencies**
Attachment 11 –   Idaho Division of Career Technical Education
Attachment 12 –   State Department of Education/Public Schools
Attachment 13 –   Idaho Division of Vocational Rehabilitation
Attachment 14 –   Idaho Public Television

## STAFF COMMENTS AND RECOMMENDATIONS

As part of the Board's constitutional and statutory responsibility for oversight and governance of public education in Idaho, the Board approves all of the public education related strategic plans.  This includes the approval of each of the required strategic plans for the special programs and health programs that are funded through the various education budgets.  In total, the Board has historically considered and approved 24 updated strategic plans annually, inclusive of the K-20 Education Strategic Plan approved in February.  Approved plans must meet the

strategic planning requirements in Idaho Code, Board Policy, and any Executive Orders that impact strategic planning.  Review and approval of the strategic plans gives the Board the opportunity at the broader policy level to affect the long-term direction of public education in the state, evaluate the strategic direction of the institutions and agencies, direct the institutions and agencies to correct course as needed to assure alignment with the K-20 educational system goals, and measure the progress the institutions and agencies are making in meeting their goals and objectives as well as the Board's goals and objectives.

To help balance the strategic plan discussion, staff proposes the Board consider and take action on the institution and agency strategic plans and delegate the approval of the special and health programs strategic plans to the Board's Executive Director.
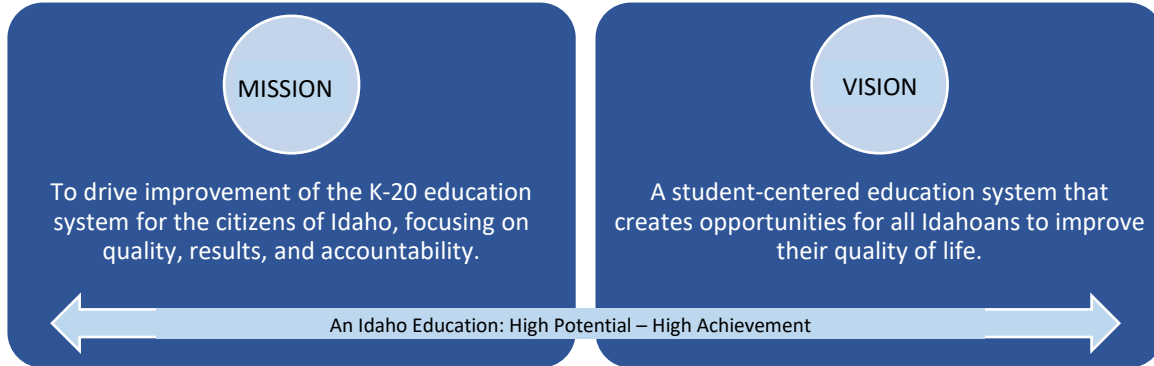
## BOARD ACTION

I move to approve the FY2022 – FY2027 strategic plans as submitted in Attachments 3 through 14, and delegate the approval of the special and health program strategic plans to the Board's Executive Director.


Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education**

**FY2022-2027**
**Idaho K-20 Public Education - Strategic Plan**

| MISSION | VISION |
|---|---|
| To drive improvement of the K-20 education system for the citizens of Idaho, focusing on quality, results, and accountability. | A student-centered education system that creates opportunities for all Idahoans to improve their quality of life. |

An Idaho Education: High Potential – High Achievement

**GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –** Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

- **Objective A: Data Access and Transparency -** Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

**GOAL 2: EDUCATIONAL READINESS** – Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and work force opportunities by assuring they are ready to learn at the next educational level.

- **Objective A: Rigorous Education** – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- **Objective B: School Readiness** – Explore opportunities to enhance school readiness

**GOAL 3: EDUCATIONAL ATTAINMENT** – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

- **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.
- **Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).
- **Objective C: Access -** Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**GOAL 4: WORKFORCE READINESS -** The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

- **Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.
- **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

**Idaho State Board of Education**

**FY2022-2027**
**Idaho K-20 Public Education - Strategic Plan**
(Approved February 2021)

*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 FY2022

**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%
                     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.   **Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**
    **Benchmark:**  TBD (Benchmark will be set after Spring 2021 IRI results received)

II.  **Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).**
    **Benchmark:**  TBD (Benchmark will be set after Spring 2021 IRI results received)

III. **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 |

ATTACHMENT 1

IV. **High School Cohort Graduation rate.**
**Benchmark:** 95%[3] or more

V. **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

VI. **Percent of high school graduates who participated in one or more advanced opportunities.**
**Benchmark:** 80%[1] or more

VII. **Percent of dual credit students who graduate high school with an Associates Degree.**
**Benchmark:** 3%[2] or more

VIII. **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

**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 conferred, by institution per year:**
a) Certificates
b) Associate degrees
c) Baccalaureate degrees

ATTACHMENT 1

| 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: 69/138[2] or less
    **Benchmark:** non-transfer students: 69/138[2] or less

**Objective C: Access -** Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

**Performance Measures:**

I.  **Annual number of state-funded scholarships awarded and total dollar amount.**
    **Benchmark:** 3,000[6] or more, $16M[7] or more

II. **Proportion of postsecondary graduates with student loan debt.**
    **Benchmark:** 50% or less[8]

III. **Percent of students who complete the Free Application for Federal Student Aid (FAFSA).**
    **Benchmark:** 60% or more

IV. **Percent cost of attendance** (to the student)
    **Benchmark:** 96%[4] or less of average cost of peer institutions

V.  **Average net cost to attend public institution.**
    **Benchmark:** 4-year institutions - 90% or less of peers[4] (using IPEDS calculation)

VI. **Expense per student FTE**
    **Benchmark:** $20,000[4] or less

VII. **Number of degrees produced**
    **Benchmark:** 15,000[3] or more

**GOAL 4: WORKFORCE READINESS (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 institution[4]

III. **Percent of non - STEM to STEM baccalaureate degrees conferred in STEM fields** (CCA/IPEDS Definition of STEM fields).
   **Benchmark:**

IV. **Increase in postsecondary programs tied to workforce needs per year.**
   **Benchmark:** 10[9] or more

**Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

**Performance Measures:**

I. **Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.**
   **Benchmark:** 8[10] graduates at any one time

II. **Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.**
   **Benchmark:** 60%[11] or more

III. **Percentage of Family Medicine Residency graduates practicing in Idaho.**
   **Benchmark:** 60%[11] or more

IV. **Percentage of Psychiatry Residency Program graduates practicing in Idaho.**
   **Benchmark:** 50%[11] or more

V. **Medical related postsecondary programs (other than nursing).**
   **Benchmark:** 100[9] or more

**KEY EXTERNAL FACTORS**

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively provide a

**ATTACHMENT 1**

framework for continuous improvement within the postsecondary institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

➢ The institution's mission and core themes;
➢ The translation of the mission's core themes into assessable objectives supported by programs and services;
➢ The appraisal of the institution's potential to fulfill the Mission;
➢ The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
➢ An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

**EVALUATION PROCESS**
The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

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[1] Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).
[2] Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).
[3] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is based on projected change needed to move the needle on the states 60% educational attainment goal.
[4] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

[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.

**Postsecondary Institution**
**System-wide Performance Measures**
**October 2018**

**Timely Degree Completion**
I.   Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
II.  Percent of first-time, full-time, freshmen graduating within 150% of time
III. Total number of certificates/degrees produced, broken out by:
   a) Certificates of one academic year or more
   b) Associate degrees
   c) Baccalaureate degrees
IV. Number of unduplicated graduates, broken out by:
   a) Certificates of one academic year or more
   b) Associate degrees
   c) Baccalaureate degrees

**Remediation Reform**
V.  Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

**Math Pathways**
VI. Percent of new degree-seeking freshmen completing a gateway mathematics course within two years

**Guided Pathways**
VII. Percent of first-time, full-time freshmen graduating within 100% of time

# University of Idaho
# Strategic Plan and Process

# 2022 - 2026

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted March 2021 for 2022 - 2026

**MISSION STATEMENT**

***The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.***

*The University of Idaho is the state's land-grant research university. From this distinctive origin and identity, we will enhance the scientific, economic, social, legal and cultural assets of our state and develop solutions for complex problems facing our society.  We will continue to deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, we will ensure that our outreach activities serve the state and strengthen our teaching, scholarly and creative capacities statewide.*

*Our educational offerings will transform the lives of our students through engaged learning and self-reflection.  Our teaching and learning will include undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.*

**VISION STATEMENT**

*The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.*

**GOAL 1: Innovate**
**Scholarly and creative work with impact**

***Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.[1]***

**Objective A:**  *Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.*

**Performance Measures:**
   I.    ***Research Expenditures ($ thousand)***

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 102,000 | 109,000 | 111,590 | *113,107* | **115[2]** |

**Objective B:**  *Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.*

**Performance Measures:**

 I. *Terminal degrees in given field (PhD, MFA, etc.)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 236 | 231 | 251 | *242* | **325[2]** |

 II. *Number of Postdocs, and Non-faculty Research Staff with Doctorates*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 102 | 92 | 83 | *103* | **80[2]** |

 III. *Number of undergraduate and graduate students paid from sponsored projects (System wide metric)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 598 (UG) & 597(GR) 1,195 Total | 765 (UG) & 500(GR) 1,265 Total | 660 (UG) & 467 (GR) 1,127 Total | *657 (UG) & 418 (GR) 1,075 Total* | **622 (UG) & 621 (GR) 1,268 Total[2]** |

 IV. *Percentage of students involved in undergraduate research (System wide metric)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 65% | 61% | 58% | *60%* | **71%[2]** |

**Objective C:** *Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.*

*Performance Measures*

 I. *Invention Disclosures*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 21 | 24 | 26 | *35* | **30[2]** |

**GOAL 2: Engage**
**Outreach that inspires innovation and culture**

*Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.*

**Objective A:** *Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.*

**Performance Measures:**

I.    *Go-On Impact[3]*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 35% | 40.6% | 41.4% | *41.4%* | **45%[4]** |

*Objective B:* *Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.*

**Performance Measures:**

I.    *Percentage Faculty Collaboration with Communities (HERI)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 57 | 57 | 57 | *57* | **65[4]** |

II.    *Economic Impact ($ Billion)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 1.1 | 1.1 | 1.1 | *1.1* | **1.3[4]** |

*Objective C:* *Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.*

**Performance Measures:**

I.    *Number of Direct UI Extension Contacts*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 360,258 | 405,739 | 425,128 | *440,793* | **370,000[4]** |

II.    *NSSE Mean Service Learning, Field Placement or Study Abroad*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 52% | 52% | 52% | *53%* | **60%[4]** |

III.    *Alumni Participation Rate[5]*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 10% | 10.3% | 9.4% | *8.0%* | **11%[4]** |

IV. *Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 10,170 / 2,251 | 12,004 /2,755 | 11,606 /2,450 | *11,504 / 2,371* | **6,700/1,250[4]** |

**GOAL 3: Transform**
**Educational experiences that improve lives**

*Increase our educational impact.*

<u>**Objective A:**</u> *Provide greater access to educational opportunities to meet the evolving needs of society.*

**Performance Measures:**
I. **Enrollment**

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 11,780 | 12,072 | 11,841 | *11,926* | **13,000[2]** |

<u>**Objective B:**</u> *Foster educational excellence via curricular innovation and evolution.*

**Performance Measures:**
I. *Retention – New Students (System wide metric)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 77.4% | 81.6% | 80.8% | *77.3%* | **84%[6]** |

II. *Retention – Transfer Students (System wide metric)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 83.4% | 82.4% | 81.3% | *82.6%* | **79%[4]** |

III. *Graduates (All Degrees: IPEDS)[7], b)Undergraduate Degree (PMR), 6) Graduate / Prof Degree (PMR), d) % of enrolled UG that graduate (System wide metric), e) % of enrolled Grad students that graduate (System wide metric)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 2,668 | 2,487 | 2,561 | *2,646* | **3,000[2]** |
| 1,651 | 1,570 | 1,639 | *1,675* | **1,850[2]** |
| 584/122 | 543/143 | 538/134 | *592/132* | **800/150[4]** |
| 20% | Retired by SBOE | Retired by SBOE | *Retired by SBOE* | **20%[4]** |
| 30% | Retired by SBOE | Retired by SBOE | *Retired by SBOE* | **31%[4]** |

### IV. NSSE High Impact Practices

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 67% | 73% | 73% | 77% | **75%[4]** |

### V. Remediation  a) Number, b) % of annual first time freshman from Idaho who need remediation in English/Reading

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 148/1,164 | 203/1,082 | 203/970 | 220/1,005 | **142/ 12%[4]** |
| 13% | 19% | 21% | 22% | |

### VI. Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major)  Statewide Performance Measure

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| Bachelors: 1,852 | Bachelors: 1,798 | Bachelors: 1,848 | Bachelors: 1,881 | 2,000[4] |

### VII. Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment  Statewide Performance Measure

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| Math 50.2% | Math 50.1% | Math 51.9% | Math 50.0% | **Math 56%[4]** |
| ENGL 77.6% | ENGL 79.4% | ENGL 74.9% | ENGL 73.4% | **ENGL 77%[4]** |

### VIII. Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.*  Statewide Performance Measure

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 57.6% | 56.6% | 59.0% | 59.1% | **74%[4]** |

*Course meeting the Math general education requirement.*

### IX. Percentage of students completing 30 or more credits per academic year.  Statewide Performance Measure

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 7,400 | 7,284 | 7,022 | 6,641 | **40%[4]** |
| 3,174 | 3,089 | 3,068 | 2,787 | |
| 42.9% | 42.4% | 43.7% | 42% | |

### X. Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time.  Statewide Performance Measure

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 35.4% | 37.1% | 38.2% | 40.7% | **34%[4]** |
| Cohort 2013-14 | Cohort 2014-15 | Cohort 2015-16 | Cohort 2016-17 | |

XI. *Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS).* <mark>*Statewide Performance Measure*</mark>

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 54.9% | 59.3% | 56.1% | *59.5%* | **58%[4]** |
| Cohort 2011-12 | Cohort 2012-13 | Cohort 2013-14 | *Cohort 2014-15* | |

XII. *Number of UG programs offering structured schedules.\** <mark>*Statewide Performance Measure*</mark>

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 160/160 | Retired by SBOE | Retired by SBOE | *Retired by SBOE* | **155/155[4]** |

*\*The definition of this metric was unclear, but all programs have an approved plan of study.*

XIII. *Number of UG unduplicated degree/certificate graduates.* <mark>*Statewide Performance Measure*</mark>

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| Bachelors: 1,651 | Bachelors: 1,570 | Bachelors: 1,639 | *Bachelors: 1,675* | **2000[4]** |

**Objective C:** *Create an inclusive learning environment that encourages students to take an active role in their student experience.*

**Performance Measures:**
I. *Equity Metric: First term GPA & Credits (% equivalent)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 87.5%/75% | 75%/75% | 62.5%/50% | *62.5%/62.5%* | **90%/90%[4]** |

**GOAL 4: Cultivate**
**A valued and diverse community**

*Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.*

**Objective A:** *Build an inclusive, diverse community that welcomes multicultural and international perspectives.*

**Performance Measures:**
I. *Multicultural Student Enrollment (heads)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 2,678 | 2,799 | 2,764 | *2,613* | **3,305[8]** |

*II. International Student Enrollment (heads)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 664 | 717 | 755 | *662* | **1,100[4]** |

*III. Percentage Multicultural a) Faculty and b) Staff*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 19% / 13% | 22.1% / 12.5% | 20.6% / 12.1% | *21.3% / 13.2%* | **22% / 15%[4]** |

**Objective B:** *Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.*

**Performance Measures:**
   *I. Chronicle Survey Score: Job Satisfaction*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| Survey average in the 3rd group of of 5 | Survey average in the 3rd group of 5 | Survey average in the 2nd group of 5 | *Survey average in the 2nd group of 5* | **Survey average in the 4th group of 5[9]** |

   *II. Full-time Staff Turnover Rate*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 15.70% | 17.0% | 15.8% | *23.5%* | **15%[10]** |

**Objective C:** *Improve efficiency, transparency and communication.*

**Performance Measures:**

   *I. Cost per credit hour (System wide metric)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| $355 | $383 | $412 | *$423* | **$377[11]** |

   *II. Efficiency (graduates per $100K) (System wide metric)*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 1.10 | 0.97 | 0.96 | *0.97* | **1.37[4]** |

**Key External Factors**

*Factors beyond our control that affect achievement of goals*

- *The general economy, tax funding and allocations to higher education.*
- *The overall number of students graduating from high school in Idaho and the region.*
- *Federal guidelines for eligibility for financial aid.*
- *Increased administrative burden increasing the cost of delivery of education, outreach and research activities.*

**Evaluation Process**
*A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.*

The metrics will be reviewed annually to evaluate their continued appropriateness in assessing the various goals and processes.  As the feedback from the annual review process is reviewed the effectiveness of the processes will be refined.  These feedback cycles are in place for Strategic Plan Metrics, Program Prioritization Metrics, External Program Review Process as well as a continued examination of various elements of community need as well.

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[1] Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025.  See methodology as described on the Carnegie Foundation website (http://carnegieclassifications.iu.edu/ ).

[2] This was established as a means to achieve our end goal for enrollment and R1 status by 2025.

[3] Measured via survey of newly enrolled students, For students who answered "Yes or No", "Somewhat No" or "Definitely no" to "In your high school junior year, were you already planning to attend college (UI or other)?" the percent that responded "Yes or No", "Somewhat Yes" or "Definitely Yes" to "Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?"

[4] Internally set standard to assure program quality.

[5] Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

[6] Based on a review of our SBOE peer institutions

[7] The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation.  As such the sum of the degrees by level will not match the total.

[8] Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

[9] Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.

[10] Based on HR's examination of turnover rates of institutions nationally.

[11] Established by SBOE.

# Metric and Data Definitions

**Guiding principle for metric selection and use.**

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation other key external entities.   The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible. The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.


**Metrics for Goal 1 (Innovate):**


1.) **Terminal Degrees** in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents.  This data is updated regularly and will be reported annually.

2.) **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).

3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).

4.) **Invention Disclosures** as reported annually in the Association of University Technology Mangers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/).

5.) **Number of undergraduate and graduate students paid from sponsored projects:** This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.

6.) **Percent of students engaged in undergraduate research:** This is a metric from the PMR for the SBOE.  These PMR data are pulled from the Graduating Senior Survey annually.


**Metrics for Goal 2 (Engage):**


1.) **Impact (UI Enrollment that increases the Go-On rate)**: The metric will rely on one or two items added to the HERI CIRP First Year Student Survey.  We will seek to estimate the number of new students that were not anticipating attending college a year earlier.  As the items are refined, baseline and reporting of the results will be updated.

2.) **Extension Contacts**:  Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts.  This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.

3.) **Collaboration with Communities**: 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.

4.) **NSSE Mean Service Learning, Field Placement or Study Abroad:** 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.

5.) **Alumni Participation Rate**:  This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI.  It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (https://www.case.org/resources/voluntary-support-education-survey).  It is updated annually.

6.) **Economic Impact:** This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.

7.) **Dual Credit:**  These data are pulled from the PMR which is developed for the SBOE annually.


**Metrics for Goal 3 (Transform):**


1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date.  The data is updated annually.

2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually.  The analysis is limited to first-time full-time students.  The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category.  The mean for the 8 groups are compared to the overall mean.  The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity.  The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%.  As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).

3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set.  This is updated annually.  The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set.  This group includes Virginia Tech, Michigan State University and Iowa State University.

4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.

5.) **Degrees by level:** Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE.  These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.

6.) **NSSE High Impact Practices:** This metric is for overall participation of seniors in two or more High Impact Practices (HIP).  The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive.  The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks.  The highest group (Bach. Colleges- Arts & Sciences) was 85%.  The goal is to reach at least this level by 2025.

7.) **Remediation:**  This metric comes from the PMR of the SBOE.  It is updated annually.

**Metrics for Goal 4 (Cultivate):**

1) **Chronicle Survey Score (Survey Average):** This metric is being baselined in spring 2016 and will utilize the "Survey Average" score.  The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher.   The survey can be found here https://greatcollegesprogram.com/participation-reports.

2) **Multicultural Student Enrollment**: The headcounts used for this metric will be 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.

3) **International Student Enrollment**: The headcounts used for this metric will be 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.

4) **Full-time Staff Turnover Rate** is obtained from UI Human Resources on an annual basis.

5) **Percentage of Multicultural Faculty and Staff** is 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.

6) **Cost per credit hour:**  This metric is from the PMR for the SBOE and is update annually.

7) **Efficiency:**  This metric is from the PMR for the SBOE and is update annually.

# BOISE STATE UNIVERSITY

## FY2022 THROUGH FY2026

**MISSION STATEMENT**
**VISION**
**STRATEGIC PLAN**
**MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN**
**KEY EXTERNAL FACTORS**

# *Blueprint for Success*
## *2022 - 2026*

# Boise State University
## Strategic Plan

## Mission
Boise State University provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.

## Vision
To be a premier student-success driven research university innovating for statewide and global impact.

# STRATEGIC PLAN GOALS AND OBJECTIVES

## Goal 1: Improve Educational Access and Student Success
Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

**Objective A:** Create and enact a comprehensive, strategic enrollment and student success plan, including components related to supporting the whole student, recruitment, retention, graduation, and addressing equity gaps.
**Performance Measures:**

| Unduplicated number of graduates (distinct by award level)[1] | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Undergraduate Certificate | 200 | 248 | 360 | 411 | | 425 | 600 |
| >Associate | 114 | 118 | 131 | 109 | | 150 | 150 |
| >Baccalaureate | 3,141 | 3,196 | 3,289 | 3,525 | | 3,702 | 4,481 |
| >(SBOE target for bacc graduates[2]) | (2,986) | (3,130) | (3,273) | (3,500) | Available Sept. 2021 | N/A | N/A |
| >Graduate Certificate | 212 | 241 | 219 | 184 | | 250 | 350 |
| >Master's | 776 | 917 | 862 | 954 | | 1,000 | 1,250 |
| >Education Specialist | 15 | 16 | 19 | 24 | | 25 | 30 |
| >Doctoral | 36 | 32 | 45 | 53 | | 58 | 75 |
| Total Distinct Graduates | 4,173 | 4,393 | 4,455 | 4,760 | | 5,600 | 6,900 |

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[1] SBOE required metric: timely degree completion. Distinct graduates by award level per year (summer, fall, and spring terms). Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

[2] Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

| | Fall 2016 cohort | Fall 2017 cohort | Fall 2018 cohort | Fall 2019 cohort | Fall 2020 cohort | Benchmark | | |
| | | | | | | F2021 cohort | F2023 cohort | F2025 cohort |
|---|---|---|---|---|---|---|---|---|
| **First year retention rate**[3] | | | | | | | | |
| >Percent of first-time, full-time freshmen retained | 79.8% | 79.5% | 79.5% | 77.8% | | 80.0% | 82.0% | 84.0% |
| -Resident, Pell-Eligible only | 72.6% | 70.8% | 72.0% | 70.6% | | 73.0% | 75.0% | 77.0% |
| -Resident, Not Pell-Eligible only | 76.6% | 75.4% | 76.4% | 75.1% | Available Oct. 2021 | 77.0% | 79.0% | 81.0% |
| -Non-Resident, Pell-Eligible only | 75.6% | 77.3% | 76.7% | 75.6% | | 78.0% | 80.0% | 82.0% |
| -Non-Resident, Not Pell-Eligible only | 87.8% | 88.2% | 86.5% | 83.7% | | 88.0% | 90.0% | 91.0% |
| >Percent full-time transfers retained or graduated | 73.8% | 76.6% | 74.7% | 78.4% | | 79.0% | 81.0% | 83.0% |

| | Fall 2013 cohort | Fall 2014 cohort | Fall 2015 cohort | Fall 2016 cohort | Fall 2017 cohort | Benchmark | |
| | | | | | | Fall 2018 cohort | Fall 2022 cohort |
|---|---|---|---|---|---|---|---|
| **4-year graduation rate**[4] | | | | | | | |
| > % of first-time, full-time freshmen who graduated | 25.6% | 28.7% | 30.6% | 38.1% | | 40.0% | 45.0% |
| -Resident, Pell-Eligible only | 12.2% | 15.3% | 18.2% | 20.6% | | 25.0% | 33.0% |
| -Resident, Not Pell-Eligible only | 22.9% | 24.5% | 25.0% | 30.7% | Available Sept. 2021 | 32.0% | 38.0% |
| -Non-Resident, Pell-Eligible only | 31.4% | 34.0% | 35.5% | 38.4% | | 40.0% | 48.0% |
| -Non-Resident, Not Pell-Eligible only | 42.9% | 46.2% | 47.8% | 55.9% | | 56.0% | 60.0% |
| >% of full-time transfers who graduated | 47.5% | 49.9% | 50.5% | 54.2% | | 55.0% | 58.0% |

| | Fall 2011 cohort | Fall 2012 cohort | Fall 2013 cohort | Fall 2014 cohort | Fall 2015 cohort | Benchmark | |
| | | | | | | Fall 2016 cohort | Fall 2020 cohort |
|---|---|---|---|---|---|---|---|
| **6-year graduation rate**[5] | | | | | | | |
| > % of first-time, full-time freshmen who graduated | 43.4% | 45.8% | 50.3% | 54.1% | | 56.0% | 60.0% |
| -Resident, Pell-Eligible only | 30.4% | 34.3% | 38.0% | 42.3% | | 44.0% | 50.0% |
| -Resident, Not Pell-Eligible only | 43.5% | 41.5% | 47.9% | 50.7% | Available Sept. 2021 | 52.0% | 57.5% |
| -Non-Resident, Pell-Eligible only | 44.4% | 54.7% | 52.5% | 56.5% | | 58.0% | 63.0% |
| -Non-Resident, Not Pell-Eligible only | 60.7% | 64.1% | 67.1% | 71.6% | | 73.0% | 78.0% |
| >% of full-time transfers who graduated | 58.3% | 57.4% | 58.5% | 56.9% | | 59.0% | 62.0% |

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[3] SBOE required metric: Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated. Northwest Commission on Colleges and Universities (NWCCU) 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

[4] SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

[5] SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time. NWCCU 2020 Standard 1.D.2 asks student achievement data to be disaggregated to measure and close equity gaps.

| Gateway math success of new degree-seeking freshmen[6] | Fall 2015 cohort | Fall 2016 cohort | Fall 2017 cohort | Fall 2018 cohort | Fall 2019 cohort | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | Fall 2020 cohort | Fall 2024 cohort |
| >% completed within two years | 77.1% | 79.8% | 82.1% | 83.4% | Available Sept. 2021 | 85.0% | 88.0% |

| Progress indicated by credits per year[7] | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >% of undergraduate degree seeking students with 30 or more credits per year | 23.9% | 23.9% | 26.5% | 28.7% | Available July 2021 | 30.0% | 32.0% |

| Success in credit-bearing course (gateway) after remedial course[8] | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >English | 85.2% | 88.5 % | 88.5% | 87.1% | Available July 2021 | 90.0% | 95.0% |
| >Mathematics | 58.4% | 57.4% | 55.8% | 56.7% | | 58.0% | 60.0% |

| Degrees and Certificates Awarded[9] | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Undergraduate Certificate | 226 | 248 | 360 | 411 | Available Sept. 2021 | 425 | 600 |
| >Associate | 116 | 119 | 133 | 111 | | 150 | 150 |
| >Baccalaureate | 3,317 | 3,373 | 3,472 | 3,680 | | 3,924 | 4,750 |
| >Graduate Certificate | 220 | 248 | 221 | 189 | | 250 | 350 |
| >Master's | 776 | 917 | 861 | 954 | | 1,000 | 1,250 |
| >Education Specialist | 15 | 16 | 19 | 24 | | 25 | 30 |
| >Doctoral | 36 | 32 | 45 | 53 | | 58 | 75 |

[6] 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 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).

[7] 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 terms). Based on end-of-term data. 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 for those 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 or 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.

[8] SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed with a C- or above a subsequent credit-bearing gateway course (Math 123 or above, English 101P or above) within one year of taking the remedial course (e.g., students who took remedial course in fall 2018 and completed a subsequent course by the end of fall 2019). Math remediation defined as Math 025 and 108 and English remediation defined as English 101P. The data shown for FY20 reflects students who took remedial during FY19 and completed the subsequent credit-bearing course during FY20. Note: the methodology for this measure has been clarified and refined by OSBE and all years of data reported reflect the updated methodology.

[9] SBOE required metric: degree completion. Reflects the number of awards by level (first plus second major as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

| True Blue Scholarship | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Dollars awarded through need-based True Blue Promise Scholarship | $266,124 | $393,714 | $529,985 | $637,185 | $699,091 | $1.2 M | $2.4M |

| NSSE[10] Indicators: For Freshmen Only (% of peer group rating) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Academic Challenge >Higher-order learning >Reflective & integrative learning Learning with Peers >Collaborative learning >Discussions with diverse others | *NSSE survey every three years* | 99%[11]⇔ 103%⇔ 107% ⇧ 101%⇔ | *NSSE survey every three years* | *NSSE survey every three years* | *NSSE Survey postponed until Spring 22* | 100% 105% 107% 103% | 105%[12] 105% 107% 105% |

**Objective B:** Integrate career education and experiential learning opportunities into the curriculum and the student experience to improve career readiness and post-graduation outcomes.

**Performance Measures:**

| Students participating in courses with service-learning component | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Number of baccalaureate graduates who participated in a course with a Service-Learning component | 1,446 | 1,446 | 1,482 | 1,557 | Available July 2021 | 1,600 | 1,800 |
| % of baccalaureate students participating in service-learning course | 46% | 45% | 46% | 44% | Available July 2021 | 47% | 50% |

| Students participating in internships | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Number of students with internship credit | 902 | 911 | 871 | 876 | Available July 2021 | 1,000 | 1,200 |

| NSSE % of senior participating in internships (and similar experiences), and in research | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >% of students participating in internships and other applied experiences >% of students participating in research w/faculty members | *NSSE survey every three years* | 52.2%⇧ 26.6%⇧ | *NSSE survey every three years* | *NSSE survey every three years* | *NSSE Survey postponed until Spring 22* | 54.0% 28.0% | 56.0% 30.0% |

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[10] "NSSE" refers to the National Survey of Student Engagement (http://nsse.indiana.edu/), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is administered by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions.

[11] ⇔Indicates that Boise State is statistically the same as peers; ⇧ & ⇩ indicate statistically higher and lower than peers, respectively.

[12] A percentage of 105% indicates that Boise State would score 5% better than peers.

| Post-graduation outcomes[13] | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Percent of graduates with a primary activity after graduation of working full- or part-time for a business/organization or themselves, furthering their education, or serving the military or service organization >Undergraduate degree completers >Graduate degree completers | Not available | 76% 82% | 76% 85% | 84% 90% | Available Feb. 2022 | 85% 92% | 88% 94% |
| Percent of graduates whose full-time work is related to the degree received >Undergraduate degree completers >Graduate degree completers | Not available | 81% 94% | 83% 95% | 78% 94% | Available Feb. 2022 | 80% 95% | 84% 97% |
| Percent of graduates whose full-time work is related to their career goals >Undergraduate degree completers >Graduate degree completers | Not available | 85% 95% | 84% 97% | 83% 95% | Available Feb. 2022 | 85% 96% | 87% 98% |

**Objective C:** Expand educational access for all Idahoans through improved outreach, communication, financial aid, philanthropy, online resources and education
**Performance Measures:**

| Dual enrollment[14] | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Number of credits produced >Number of students served | 21,519 4,857 | 23,664 5,408 | 29,184 6,570 | 33,100 7,062 | Available July 2021 | 34,000 7,500 | 37,500 9,000 |

| Enrolled Idaho Students (Fall enrollment) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Number of enrolled degree-seeking resident undergraduates | 11,345 | 11,096 | 10,830 | 10,689 | 10,309 | 11,000 | 12,000 |
| Number of enrolled non-degree seeking resident undergraduates (includes dual enrollment) | 4,103 | 4,461 | 5,498 | 5,982 | 3,773 | 6,000 | 7,500 |
| Total number of enrolled students (degree-seeking and non-degree seeking) | 15,448 | 15,557 | 16,328 | 16,671 | 14,082[15] | 17,500 | 19,500 |
| Number of new First-time degree-seeking students who are Idaho residents | 1,504 | 1,539 | 1,596 | 1,630 | 1,441 | 1,700 | 2,000 |
| Number of new Transfer degree-seeking students who are Idaho residents | 1,002 | 998 | 933 | 901 | 894 | 1,000 | 1,100 |

[13] Post-graduation outcomes are from our annual Graduating Student Survey (GSS) plus the Follow-up Survey of non-respondents six months after graduation. The overall response rate across the two surveys was 48% (+/-1.5% margin of error) in FY18; 36% (+/-2% margin of error) in FY19; and 27% (+/- 2.3% margin of error) in FY20. Note that only the Follow-up Survey was conducted with the 2019-20 graduates due to disruptions of the global pandemic in spring 2020.

[14] 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 enrolled and the numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

[15] Decline in resident student enrollment in FY 2021 is mostly in non-degree seeking undergraduate student numbers (including the dual enrollment) and largely due to the impacts of the global pandemic.

| Number of graduates with high impact on Idaho's college completion rate | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Baccalaureate graduates from underrepresented groups | | | | | Available Sept. 2021 | | |
| >from rural areas[16] | 483 | 500 | 532 | 463 | | 550 | 750 |
| >from ethnic minorities[17] | 339 | 359 | 444 | 467 | | 500 | 700 |
| Baccalaureate graduates who are Idaho residents | 2,268 | 2,263 | 2,200 | 2,208 | Available Sept. 2021 | 2,500 | 3,000 |
| Baccalaureate graduates of non-traditional age (30 and up) | 867 | 847 | 845 | 847 | Available Sept. 2021 | 1,000 | 1,250 |
| Baccalaureate graduates who began as transfers from Idaho community college[18] | 390 | 406 | 446 | 442 | Available Sept. 2021 | 500 | 1,000 |

| True Blue Scholarship | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Dollars awarded through need-based True Blue Promise Scholarship | $266,124 | $393,714 | $529,985 | $637,185 | $699,091 | $1.2M | $2.4M |

**Objective D:** Cultivate a commitment to high quality, new and innovative learning experiences in all courses, curricula and co-curricula.

**Performance Measures:**

| Sponsored Projects funding and awards for Instruction and Training | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Total Funding | $5.7M | $6.2M | $3.2M | $6.1M | Available February 2022 | $7M | $10M |
| ># of Awards | 29 | 26 | 18 | 30 | | 35 | 50 |

| Enrollment in programs delivered online (Fall enrollment)[19] | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Undergraduate | 520 | 817 | 1,574 | 2,315 | Available Oct. 2021 | 3,000 | 5,000 |
| >Graduate | 924 | 1,087 | 1,198 | 1,418 | | 1,750 | 2,500 |
| >Total | 1,444 | 1,904 | 2,772 | 3,733 | | 4,750 | 7,500 |

| NSSE Indicators: For Freshmen Only (% of peer group rating) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2021 | FY 2025 |
| Academic Challenge | NSSE survey every | 99% ⇔ | NSSE survey every | NSSE survey every | NSSE Survey postponed until Spring 22 | | |
| >Higher-order learning | | 103% ⇔ | | | | 100% | 105% |
| >Reflective & integrative learning | | | | | | 105% | 105% |
| Learning with Peers | | 107% ⇧ | | | | | |
| | | 101% ⇔ | | | | | |

[16] Distinct number of graduates who began college as residents from a rural area 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 reflect the new definition and goals.

[17] Distinct number of graduates who are American Indian/Alaska Native or Hispanic/Latino.

[18] 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.

[19] Indicates the number of officially enrolled students in a major or certificate that is delivered online.

| | | | | | | 107% | 107% |
|---|---|---|---|---|---|---|---|
| >Collaborative learning | *three years* | | *three years* | *three years* | | 103% | 105% |
| >Discussions with diverse others | | | | | | | |

| NSSE Indicators: For Seniors Only (% of peer group rating) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Learning with Peers | *NSSE survey every three years* | | *NSSE survey every three years* | *NSSE survey every three years* | *NSSE Survey postponed until Spring 22* | | |
| >Collaborative learning | | 103% ⇔ | | | | 105% | 105% |
| >Discussions with diverse others | | 98% ⇔ | | | | 100% | 102% |
| Experiences with faculty | | | | | | | |
| >Student-faculty interaction | | 101% ⇔ | | | | 103% | 105% |
| >Effective teaching practices | | 99% ⇔ | | | | 100% | 102% |

## Goal 2: Innovation for Institutional Impact

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

**Objective A:** Create an enduring culture of innovation.
**Performance Measures:**

| Vertically Integrated Projects[20] (VIPs) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Number of students enrolled in VIP credit | 81 | 51 | 183 | 221 | Available July 2021 | 250 | 350 |
| >Number of VIP teams | 8 | 10 | 17 | 21 | | 25 | 35 |

| Percent of research grant awards that are Interdisciplinary vs. single discipline[21] | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >% of research grant awards that have PIs and Co-PIs in two or more academic departments (i.e., interdisciplinary) | 15.1% | 29.4% | 17.6% | 24.7% | Available July 2021 | 25.0% | 30.0% |

**Objective B:** Build scalable university structures and align philanthropic and strategic investments that support innovation.
**Performance Measures:**

| Advancement funding | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Total gift income (outright gifts and previous pledge payments) | $37.6M | $33.9M | $25.3M | $15.5M | Available January 2022 | $20M | $40M |
| >Total Endowment Value | $105.4M | $114.8M | $122.1M | $121.2M | | $130M | $150M |

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[20] The Vertically Integrated Projects (VIPs) initiative unites students with faculty research in a team-based context. Students earn credit for participation, however, not all student participants sign up for credit. Only those students who are enrolled in VIP for credit are reported. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech.

[21] Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

**Objective C:** Establish individual and collective opportunity and accountability for innovation.
**Performance Measures:**

| Inventions, Patents and Licenses (from the Office of Technology Transfer) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| > Inventions Disclosure | 14 | 14 | 20 | 22 | N/A | 25 | 30 |
| > Patents Issued | 3 | 3 | 2 | 5 | | 5 | 8 |
| > Licenses / Options / Letters of Intent | 28 | 24 | 25 | 19 | | 30 | 40 |

## Goal 3: Advance Research and Creative Activity

Advance the research and creative mission of the university community by fostering transformational practices, and supporting faculty, staff, and student excellence in these pursuits.

**Objective A:**  Provide the physical space, policies, information systems, technology, budgetary and human resources to sustain and grow research and creative activities.
**Performance Measures:**

| Total Research & Development Expenditures | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Expenditures as reported to the National Science Foundation | $34.9 M | $41.4M | $39.8M | Available Apr 2021 | Available Apr 2022 | $47M | $52M |

| % of Successful Award Proposals | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| ># of Total Submitted Proposals | 598 | 606 | 560 | 506 | Available February 2022 | 600 | 800 |
| >% Proposals Awarded | 60.4% | 60.7% | 67.5% | 81.2% | | 70.0% | 80.0% |

| Publications of Boise State authors and citations of those publications over 5-year period | CY 2012-16 | CY 2013-17 | CY 2014-18 | CY 2015-19 | CY 2016-20 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | For CY 2017-21 | For CY 2021-25 |
| >Number of peer-reviewed publications by Boise State faculty, staff, students[22] | 1,709 | 1,957 | 2,237 | 2,479 | 2,704 | 2,800 | 3,500 |
| >Citations of peer-reviewed publications authored Boise State faculty, staff students[23] | 12,684 | 8,147 | 10,167 | 14,711 | 17,550 | 20,000 | 25,000 |

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[22] Number of publications over five-year span with Boise State listed as the institution for one or more authors, collected from Web of Science. It is important to note that this source captures publications of a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

[23] Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as the institution for at least one author; from Web of Science. Excludes self-citations. It is important to note that this source captures citations from a limited portion of our faculty, leaving out certain types of publications especially by faculty in Arts and Humanities.

| Sponsored Projects funding: # of Awards by Purpose | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Research | 230 | 239 | 235 | 255 | Available February 2022 | 275 | 375 |
| >Instruction/Training | 29 | 26 | 18 | 30 | | 35 | 50 |
| >Other Sponsored Activities | 102 | 103 | 125 | 126 | | 135 | 175 |
| >Total | 361 | 368 | 378 | 411 | | 445 | 600 |

| Sponsored Projects funding: Dollars awarded by purpose | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Research | $30.0M | $36.8M | $31.6M | $38.5M | Available February 2022 | $43M | $55M |
| >Instruction/Training | $5.7M | $6.2M | $3.2M | $6.1M | | $7M | $10M |
| >Other Sponsored Activities | $14.3M | $12.9M | $18.7M | $13.7M | | $15M | $20M |
| >Total | $50.1M | $56.0M | $53.5M | $58.2M | | $65M | $85M |

**Objective B:** Develop an integrated, transdisciplinary, and accessible research ecosystem dedicated to student excellence and success.

**Performance Measures:**

| NSSE % of senior participating in research | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >% of students participating in research w/faculty members | *NSSE survey every three years* | 26.6%⇧ | *NSSE survey every three years* | *NSSE survey every three years* | *NSSE Survey postponed until Spring 22* | 28.0% | 30.0% |

| Number of doctoral graduates | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Graduates with PhD, DNP, EdD | 36 | 32 | 45 | 53 | Available Sept. 2021 | 58 | 75 |

| Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline[24] | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary) | 15.1% | 29.4% | 17.6% | 24.7% | Available Sept. 2021 | 25.0% | 30.0% |
| >$$ per grant award for interdisciplinary grants | $268,402 | $455,849 | $323,410 | $293,228 | | $350,000 | $400,000 |
| >$$ per grant award for single-discipline grants | $141,742 | $139,629 | $126,726 | $227,654 | | $250,000 | $300,000 |

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[24] Excludes no-cost extensions. Includes new grants only within "research-basic" or "research-applied" types. Represents per-grant, not per-person grant dollars. A new protocol for calculating these measures was implemented in fall 2019 and all data provided reflect this method.

| Carnegie Foundation Ranking[25] | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Basic Classification | R3 (Research: Moderate) | R3 (Research: Moderate) | R2 (Research: High) | R2 (Research: High) | R2 (Research: High) | R2 (Research: High) | R2 (Research: High) |

**Objective C:** Invest in a Grand Challenges initiative to propel a transdisciplinary model for research and creative activity.

**Performance Measures:**

| Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary) | 15.1% | 29.4% | 17.6% | 24.7% | Available Sept. 2021 | 25.0% | 30.0% |
| >$$ per grant award for interdisciplinary grants | $268,402 | $455,849 | $323,410 | $293,228 | | $350,000 | $400,000 |
| >$$ per grant award for single-discipline grants | $141,742 | $139,629 | $126,726 | $227,654 | | $250,000 | $300,000 |

# Goal 4: Foster Thriving Community

Promote and advance a fair, equitable, and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

**Objective A:** Advance a learning and working environment dedicated to the flourishing, sense of belonging, and freedom of expression among all students, faculty, staff, alumni, and friends of the university.

**Performance Measures:**

| Human Resources Listening Tour and Climate Survey[26] | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| > Response to statement: "I can bring my whole authentic self to work" (% agree) | Not applicable | | 73% | Survey conducted every 3 years | Not available | 80% | 85% |
| > Response to statement: "My unique attributes, traits, characteristics, skills, experience and background are valued at work" (% agree) | | | 75% | | | 82% | 85% |
| > Response to statement: "I would refer someone to work at Boise State" (% agree) | | | 82% | | | 85% | 90% |

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[25] Definitions of the classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity (as of 2018, Carnegie no longer has the R3 category, implementing a new Doctoral/Professional Universities category instead).

[26] Boise State Human Resources conducted a campus-wide Listening Tour Survey in 2019. A 7-point Likert-type scale was used to indicate agreement (strongly agree to strongly disagree). The percent agreement is based on those selecting strongly agree, agree, and somewhat agree.

| NSSE Indicators: For Seniors Only (% of peer group rating) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Experiences with faculty >Student-faculty interaction | *NSSE survey every three years* | 101% ⇔ | *NSSE survey every three years* | *NSSE survey every three years* | *NSSE Survey postponed until Spring 22* | 103% | 105% |
| Campus Environment >Quality of interactions >Supportive environment | | 101% ⇔ 90% ⇩ | | | | 103% 95% | 105% 100% |

| NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Quality of interaction with academic advisors | *NSSE survey every three years* | 99.8% ⇔ | *NSSE survey every three years* | *NSSE survey every three years* | *NSSE Survey postponed until Spring 22* | 102% | 105% |
| >Quality of interaction with student services staff (career services, student activities, housing, etc.) | | 100.2% ⇔ | | | | 102% | 105% |
| >Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.) | | 103.4% ⇧ | | | | 105% | 105% |

**Objective B:** Create a comprehensive, whole-employee experience that aligns university resources and is designed to enhance employee well-being and career growth at the university.

**Performance Measures:**

| Faculty and Staff Turnover | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Classified | 20.5% | 20.2% | 20.9% | 19.7% | Available January 2022 | 17.5% | 15% |
| >Professional | 13.9% | 14.7% | 17.1% | 15.3% | | 13.0% | 10% |
| >Faculty | 8.6% | 6.5% | 6.5% | 5.4% | | 6.5% | 6.5% |

**Objective C:** Create a transparent, centralized business operations model that responsibly uses university resources, supports collaboration, and promotes consistency across individual campus units.

**Performance Measures:**

| Expense per EWA-weighted Student Credit Hour (SCH) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| $ per Resident Undergraduate SCH[27] >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted | $313.64 $322.15 | $313.35 $329.90 | $309.21 $331.21 | $327.61 $352.89 | *Available Jan. 2022* | Very low increase (0.5 - 1%) increase in inflation adjusted $$ | Very low increase (0.5 - 1%) increase in inflation adjusted $$ |
| $ per Resident Undergraduate & Graduate SCH >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted | $281.69 $289.34 | $279.53 $294.29 | $275.25 $294.83 | $287.91 $310.12 | *Available Jan. 2022* | Very low increase (0.5 - 1%) increase in inflation adjusted $$ | Very low increase (0.5 - 1%) increase in inflation adjusted $$ |
| $ per Total Undergraduate SCH[28] >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted | $266.47 $273.70 | $263.08 $276.98 | $255.42 $273.59 | $256.42 $276.21 | *Available Jan. 2022* | Very low increase (0.5 - 1%) increase in inflation adjusted $$ | Very low increase (0.5 - 1%) increase in inflation adjusted $$ |
| $ per Total Undergraduate & Graduate SCH >In 2015 $$ (i.e., inflation-adjusted) >Unadjusted | $247.63 $254.35 | $244.00 $256.89 | $237.14 $254.01 | $238.14 $256.52 | *Available Jan. 2022* | Very low increase (0.5 - 1%) increase in inflation adjusted $$ | Very low increase (0.5 - 1%) increase in inflation adjusted $$ |

| Cost of Education[29] (resident undergraduate with 15 credit load per semester; tuition and fees) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Boise State >WICHE average >Boise State as % of WICHE | $7,080 $7,980 88.7% | $7,326 $8,407 87.1% | $7,694 $8,630 89.2% | $8,068 $8,934 90.3% | $8,060 $9,154 88.0% | Remain less than the WICHE state average | |

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[27] Expense information is from the Cost of College study, produced yearly by Boise State's controller 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. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighted credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

[28] Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules. Inflation adjustment is made using the GDP Deflator with 2015 as the base year. A correction was made to the 2019 inflation-adjusted figures.

[29] WICHE average from Table 1a of annual Tuition and Fees report. We use the unweighted average without California. A typical report can be found at http://www.wiche.edu/pub/tf.

| Graduates per FTE | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Baccalaureate graduates per undergraduate FTE[30] | 21.7 | 21.8 | 21.6 | 22.1 | Available Sept. 2020 | 22.3 | 23.0 |
| Baccalaureate graduates per junior/senior FTE[31] | 41.1 | 41.2 | 41.2 | 42.5 | | 43.0 | 44.5 |
| Graduate degree graduates per graduate FTE[32] | 43.1 | 46.8 | 42.7 | 45.3 | | 46.0 | 48.0 |

**Objective D:** Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible.

**Performance Measures:**

| STARS (The Sustainability Tracking, Assessment & Rating System) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| "STARS is intended to engage and recognize the full spectrum of higher education institutions…It encompasses long-term sustainability goals for already high-achieving intuitions, as well as entry points of recognition for institutions taking first steps toward sustainability."[33] | Not applicable | | | Program Participant | Program Participant | Reporter Award Recognition  | Gold Award recognition  |

# Goal 5: Trailblaze Programs and Partnerships

Enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

**Objective A:** Leverage existing partnerships and programs and develop new opportunities with Idaho employers and private partnerships to address workforce, research, educational, and service needs.

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[30] 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 students in calculating FTE.

[31] 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.

[32] 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 students in calculating FTE.

[33] Additional information on the STARS program may be found at https://stars.aashe.org/about-stars/

**Performance Measures:**

| Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| "Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. "[34] |  | Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015. | | | | Renewal of Community Engagement Classification in 2025 | |

**Objective B:** Expand partnerships across Idaho to ensure rural communities have access to high-quality educational programming that fits their needs.

**Performance Measures:**

| Number of graduates with high impact on Idaho's college completion rate | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| Baccalaureate graduates from underrepresented groups[35] >from rural counties | 483 | 500 | 532 | 463 | Available Sept. 2021 | 550 | 750 |
| Baccalaureate graduates who began as transfers from Idaho community college[36] | 390 | 406 | 446 | 442 | Available Sept. 2021 | 500 | 1,000 |

**Objective C:** Create interdisciplinary structures to facilitate meaningful connections and experiences for students, faculty, and staff.

**Performance Measures:**

| Vertically Integrated Projects (VIPs) | FY 2017 | FY 2018 | FY 2019 | FY 2020 | FY 2021 | Benchmark | |
|---|---|---|---|---|---|---|---|
| | | | | | | FY 2022 | FY 2026 |
| >Number of students enrolled in VIP credit | 81 | 51 | 183 | 221 | Available July 2021 | 250 | 350 |
| >Number of VIP teams | 8 | 10 | 17 | 21 | | 25 | 35 |

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[34] Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc .

[35] Distinct number of graduates who began college as residents from a rural area 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.

[36] 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.

## Key External Factors

A wide variety of factors affects Boise State University's ability to implement the strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

**Global Pandemic.** Boise State University, as all Idaho universities, had to plan and prepare for and operate under a global pandemic. This historic occasion created very large new expenses, and lost revenues in cancelled events and refunds (e.g. housing and dining). It also coincided with the expiration of the university's strategic plan, *Focus on Effectiveness 2012-2020,* and has provided an opportunity for Boise State to nimbly and successfully navigate challenges presented and reassess its position and trajectory as it plans for the next phase of its evolution as an asset to the state of Idaho

**Budget cuts to higher education.** Budget cuts and holdbacks to higher education in FY20 and FY21 will continue to negatively influence our ability to implement our new strategic plan. More significantly, lack of consistent funding for the Enrollment Workload Adjustment while the university experienced substantial enrollment growth has resulted in a 20% per-student EWA-weighted funding deficit relative to the average of the other three public four-year institutions.

**Administrative oversight**. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased administrative and project costs due to multiple layers of oversight and review. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability.

**Compliance**. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

**Positive New External Factor: Increasing collaborations among universities and colleges, and with industry / community partners.** Presidents of all universities and colleges have been committed to working together and expanding both collaborative academic and research programming across institutions. In addition, expanded efforts to collaborate with industry and community partners will increase applied research opportunities and allow for the development of programming with expected high community impact.

# Idaho State University Strategic Plan: 2022-2026

Idaho State University Strategic Plan: 2022-2026

**Idaho State University**
**Strategic Plan**
**2022-2026**

**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 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.

**Vision**

ISU will be the university of choice for tomorrow's leaders, creatively connecting ideas, communities, and opportunities.

**Goal 1:  Grow Enrollment**

**Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.***

**Performance Measures:**

1.  *Increase new full-time, certificate and degree-seeking undergraduate student enrollment and new full and part-time graduate student enrollment for FYs 18-22 by 20% (450).*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| 2,282 | 2,327 | 2,319 | Not Avail | 2,702 |

**Benchmark:** Increase by 20% by FY18-22 the number of new full-time degree-seeking undergraduate and the number of full and part-time graduate degree-seeking students from FY 17 (2,249) enrollment numbers. *new full-time certificate and undergraduate and new full and part-time graduate degree-seeking students

1.1  *Increase full-time, degree-seeking undergraduate enrollment for FYs 18-22 by 18% (291).*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| 1,658 | 1,671 | 1,589 | Not Avail | 1,853 |

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**Benchmark**: Increase new full-time undergraduate degree-seeking students by 18% from FY 17 (1,611) enrollment numbers.

**1.2** *Increase Graduate degree-seeking student enrollment for FYs 18-22 by 20% (128).*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| 624 | 656 | 730 | Not Avail | 750 |

**Benchmark**: Increase new degree-seeking graduate student enrollment by 4% per year from FY 17 (638) enrollment numbers.

**Goal 2:  Strengthen Retention**

**Objective: Improve undergraduate student retention rates by 5% by 2022.**

**Performance Measures:**

**2.1** *Fall-to-fall, full-time, first-time bachelor degree-seeking student retention rate FYs 18-22.*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| 63% | 64% | 64% | Not Avail. | 74% |

**Benchmark Definition:** A 5% increase in fall-to-fall full-time, first-time bachelor degree-seeking student retention rate beginning from AY 16 (69%) retention numbers (SBOE benchmark -- 80%).

**SBOE Aligned Measures (Identified in blue):**

**1.   Timely Degree Completion**

**1.1    Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting**

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | FY2025 Benchmark |
|---|---|---|---|---|
| 25% | 25% | 26% | Not Avail. | 50% |

**Benchmark Definition:** Benchmark set by the SBOE.

**1.2    Percent of first-time, full-time, freshmen graduating within 150% of time**

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | FY2025 Benchmark |
|---|---|---|---|---|
| 32% | 34% | 33% | Not Avail. | 40% |

**Benchmark Definition:** The SBOE set a benchmark of 50%, but this is an unrealistic goal for ISU.  ISU identified the stretch goal as 40%.

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### 1.3a   Total number of certificates of at least one academic year

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | FY2025 Benchmark |
|---|---|---|---|---|
| 276 | 272 | 228 | Not Avail. | 315 |

**Benchmark Definition:** ISU identified its benchmark at 315, a 10% increase over FY2018.

### 1.3b   Total number of associate degrees

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | FY2025 Benchmark |
|---|---|---|---|---|
| 472 | 428 | 420 | Not Avail. | 519 |

**Benchmark Definition:** ISU identified its benchmark at 519, a 10% increase over FY2018.

### 1.3c   Total number of baccalaureate degrees

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | FY2025 Benchmark |
|---|---|---|---|---|
| 1,166 | 1,233 | 1,155 | Not Avail. | 1,224 |

**Benchmark Definition:** ISU identified its benchmark at 1,116, a 5% increase over FY2018.

### 1.4a   Total number unduplicated graduates (certificates of at least one academic year)

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | FY2025 Benchmark |
|---|---|---|---|---|
| 255 | 263 | 220 | Not Avail. | 292 |

**Benchmark Definition:** ISU identified its benchmark at 292, a 10% increase over FY2018.

### 1.4b   Total number unduplicated graduates (associate degrees)

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | FY2025 Benchmark |
|---|---|---|---|---|
| 472 | 427 | 411 | Not Avail. | 519 |

**Benchmark Definition:** ISU identified its benchmark at 519, a 10% increase over FY2018.

### 1.4c   Total number unduplicated graduates (baccalaureate degrees)

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | FY2025 Benchmark |
|---|---|---|---|---|
| 1,131 | 1,174 | 1,104 | Not Avail. | 1,187 |

**Benchmark Definition:** ISU identified its benchmark at 1,187, a 5% increase over FY2018.

### 2.   Reform Remediation -- 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

| Subject | FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | FY2025 Benchmark |
|---|---|---|---|---|---|
| Math | 27% | 30% | 28% | Not Avail. | 45% |
| English | 92% | 94% | 92% | Not Avail. | 98% |

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3. **Math Pathways -- Percent of new degree-seeking freshmen completing a gateway math course within two years**

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | FY2025 Benchmark |
|---|---|---|---|---|
| 42% | 42% | 37% | Not Avail. | 46% |

Benchmark Definition: ISU identified its benchmark at 46%, a 4% increase over FY 2018.

4. **Guided Pathways -- Percent of first-time, full-time freshmen graduating within 100% of time**

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | FY2025 Benchmark |
|---|---|---|---|---|
| 16% | 20% | 19% | Not Avail. | 20% |

Benchmark Definition: ISU identified its benchmark at 20%, a 4% increase over FY 2018.

**Goal 3:  Promote ISU's Identity**

**Objective: Over the next five years, promote ISU's unique identity by 12% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.**

**Performance Measures:**

3.1 *Using a community survey, measure the increase by 12% in awareness of ISU's educational offerings and the opportunities it provides AYs 18-22.*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| Not Avail. | 33% | Not measured in 2020* | Not measured in 2021** | 45% |

Benchmark: Increase the familiarity of ISU's mission and community contributions by 12% using 2018 survey data. *The next time the survey will be given will be FY21. **Due to significant budget constraints, ISU did not have the funding to pay the contract to collect this data.

3.2 *Promote the public's knowledge of ISU through owned and earned media FY 18-22.*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| 1.171b | 779.2m | 1,920b | Not Avail. | 5,750b |

Benchmark:  The annual number of ISU owned and earned media metrics based on FY 16 data (10,236 billion (b)) (followers, engagements, circulation views, and news media coverage) was a spike because of national and international interest and stories.  The 2022 benchmark of 5,750b was created by averaging FY17 and 18 figures to establish a baseline and based on a new marketing campaign that seeks to achieve a 20% increase.

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**Goal 4:  Strengthen Communication, Transparency, and Inclusion**

**Objective:**  Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.

**Performance Measures:**

**4.1**    *ISU achieves 60% of each of its strategic objectives at the end of the AY 2021 assessment period.*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| Not Measured | 40% | 77% | Not Avail. | 80% |

**Benchmark Definition:** The completion of ISU's strategic goals using the objectives' AY 2021 data as a benchmark.

**4.2**    *Internal, formal communication events between the ISU's President and the University Community AYs 19-21.*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| Not Measured | 25 | 47 | Not Avail. | 30 |

**Benchmark:** The number of internal communication events hosted by ISU leadership during an AY using AY19 data as a baseline divided by 25%. The first-year communication is expected to be higher than in subsequent years. COVID-19 saw a large increase in Presidential internal communications in the four-month period.

**4.3**    *Measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 19-21*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| Not Avail. | 44% | Not Measured in FY20* | 62% | 70% |

**Benchmark:** Using data collected from the initial employee experience survey given in September 2018 (Q4: How would you rate overall internal communication at ISU?) to measure the perceived effectiveness (as rated by 4 or 5 stars (755 of 1691)) of the communication events (4.2) on improving communication and inclusion within the University AYs 19-21. *The next time the survey will be given will be Fall FY21.

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**Goal 5:** Enhance Community Partnerships

**Objective:** By 2022, ISU will establish 100 new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.

**Performance Measures:**
5.1  *The number of activities that result in newly established, mutually beneficial ISU faculty, staff, and student/ community relationships that resolve issues within ISU's service regions and statewide program responsibilities AYs 18-22.*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| 1,222 (baseline) | 1,449 | 1,564 | Not Avail. | 1,600 |

> **Benchmark:** The number of new activities that ISU employees and students participate in that produce an increase in new relationships over a five-year period FYs 18-22. The number is a cumulative total beginning with the baseline.

5.2  *The number of new communities ISU provides services to within its service regions and statewide program responsibilities AYs 18-22.*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| 237 (baseline) | *249 | Not Measured in FY20* | Not Avail. | 256 |

> **Benchmark:** Based on input from ISU's Deans and the Vice President of the Kasiska Division of Health Sciences; provide 19 new communities with services within its service regions and statewide program responsibilities from AYs 18-22. *FY 2019 is estimated based on the baseline.  Not measured in FY20 due to COVID-19 pandemic.

5.3  *The number of new ISU/community partnerships resulting in internships and clinical opportunities for ISU students.*

| FY 2018 (2017-2018) | FY 2019 (2018-2019) | FY 2020 (2019-2020) | FY 2021 (2020-2021) | Benchmark 2022 |
|---|---|---|---|---|
| 433 | 327 | 337 | Not Avail. | 1,131 |

> **Benchmark:** Increase the number of new community partnerships that result in internships and clinical positions by a cumulative total of 1,131 over a five-year period (FYs 18-22) using FY17's numbers.

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**Key External Factors**

*COVID-19*
From March 2020 to the present, COVID-19 has directly affected operations, enrollment, and student learning throughout the University.  Idaho State University has taken every conceivable precaution to reduce the exposure of its students, faculty, staff and the community to COVID-19.  Following the CDC guidelines, ISU transitioned to distance learning classrooms in a two-week period, resumed hyflex classes in the fall, and still achieved its mission.

*Funding*
Many of Idaho State University's strategic goals and objectives assume ongoing and sometimes substantive, additional levels of State legislative appropriations. As a result of the COVID-19 pandemic, ISU's budget was significantly reduced in FY20 and 21 and as a result ISU will be unable to sufficiently fund action plans to move the needle on some strategic objectives and goals.

*Legislation/Rules*
Beyond funding considerations, many institutional and State Board of Education (SBOE) policies are embedded in state statute and are not under institutional control. Changes to the statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The required reallocation of staff resources and time and effort to comply with directives related to the creation of the Complete College America/Idaho; the 60% Goal; and the additional financial and institutional research reporting requirements.

*Institutional and Specialized Accreditation Standards*
The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, in 2020 fully revised its standards and associated 7-year review cycle.  ISU will undergo its Year 7 accreditation evaluation in FY22.  Similarly, our professional programs' specialized accrediting bodies periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports.  The health professions' programs rely on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region.  The potential for growth in these programs depends on maintaining the student to faculty ratios mandated by the specialized accrediting bodies and the availability of a sufficient number of appropriate clerkship sites for our students.

*Federal Government*
The federal government provides a great deal of educational and extramural research funding for ISU and the SBOE. Funding is often tied to specific federal programs and objectives, therefore it can greatly influence both education policy, and extramurally funded research

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agendas at the state and the institutional levels.  The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students.

*Local/Regional/National/Global Economic Outlook*
Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of the funding students have available for higher education, in general, the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A significant proportion of our students must work and therefore are less able to complete their education in a timely manner.

*Achieving State Board of Education Goals*
Achieving State Board of Education goals is a priority for ISU. Still, the University's leadership believes one of the Board's goals remains beyond ISU's reach within this five-year planning cycle.  While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period.  The expansion of competitive graduate programs at the Meridian Health Sciences Center, ISU-Twin Falls Center, and Idaho Falls Polytechnic Center can help produce positive impacts; ISU's current retention rate dropped in 2020 to 63%.  ISU's five-year goal remains 74%, even though it may be challenging to achieve.  The University continues to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

- Assessments of first-generation, low-income ISU students indicate that for those who choose to leave the University, the number-one reason is inadequate funding.  Students report that paying bills often becomes a priority over attending class or studying.  This systemic lack of resources in our region is not easily rectified but is something that we continually work toward developing solutions. Many first-year students at ISU, particularly those from rural, economically unstable communities, lack the required math, laboratory science, and writing skills to meet the rigors of college coursework, placing them at an immediate disadvantage.  This academic disadvantage leads to lower retention.  ISU focuses on these areas of concern and is working to create opportunities to address them like, expanding the College of Technology programs, scholarship programs, and a new, more effective placement testing method.

  o New student retention efforts at ISU are being implemented; for example, a new academic advising program will take time to impact the overall retention rate.
  o Momentum Pathways, and its subordinate programs, is a SBOE directed set of programs that is currently underway.  Many of the initiatives within Pathways are being implemented, but the SBOE's emphasis is focusing on implementation timelines.  Additional required programs include increasing the go-on rate for high school students, increasing return-to-college and completion for adults, and closing gaps for under-represented graduates.

Idaho State University Strategic Plan: 2022-2026

- ISU has high enrollment rates of first-generation, low-income students.  These students have inadequate resources and limited support for navigating the complicated processes within a university.  These students are therefore transient in nature, moving in and out of college, and are less likely to be retained from one year to the next.
  - The Bengal Bridge initiative continues to expand each summer, so this program will also take time to impact the overall retention rate.

**Evaluation Process**

Idaho State University has established a mature process for evaluating and revising goals and objectives.  ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results

The Accreditation, Assessment, and Academic Program Review (AAAPR) Committee, a team of faculty and staff constituents meet quarterly to evaluate three factors affecting each objective's progress.

1. If the objective is falling short or exceeding expectations, the AAAPR re-examines the established benchmark to ensure it is realistic and achievable
2. Evaluate the objective's resourcing levels and its prioritization
3. Determine if the indicator(s) is adequately measuring the objective's desired outcome based on the SPC's original intent for that objective

Upon completion of its analysis, the AAAPR will forward its recommendations for consideration to the Leadership Council.  The Leadership Council will review the AAAPR's report and can either request additional information from the AAAPR or make its recommendations to the President's Administrative Council for changes to the plan.  Upon approval, the Institution will submit the updated plan to the State Board of Education for approval.  The implementation of the changes will occur upon final approval.

Idaho State University Strategic Plan: 2022-2026

Evaluation Process

```
┌─────────────────────────┐
│ AAAPR reviews strategic │
│ plan and determines if  │
│ changes are necessary   │
└─────────────────────────┘
            │
            ▼
      ◇ Did the plan change? ◇ ──────────┐
            │                             │
           Yes                        No Change
            ▼                             │
┌─────────────────────────┐               │
│   Leadership Council     │               │
│   approves changes       │               │
└─────────────────────────┘               │
            │                             │
            ▼                             │
┌─────────────────────────┐               │
│  President approves plan │ ◄─────────────┘
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│    SBOE approves plan    │
└─────────────────────────┘
```

Idaho State University Strategic Plan: 2022-2026
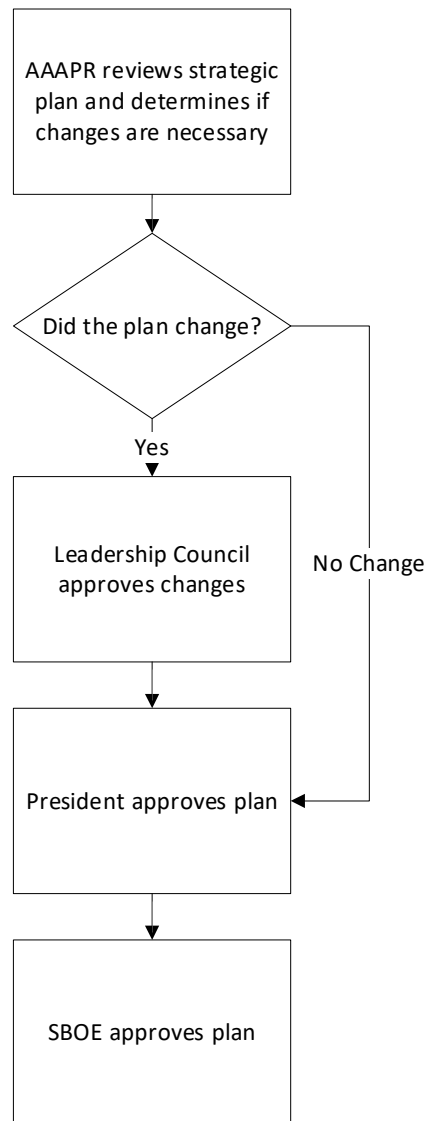
**Appendix 1**

| | State Board of Education Goals | | | |
|---|---|---|---|---|
| | *Goal 1:* EDUCATION SYSTEM ALIGNMENT | *Goal 2:* EDUCATION READINESS | *Goal 3:* EDUCATIONAL ATTAINMENT | *Goal 4:* WORKFORCE READINESS |
| **Idaho State University** | | | | |
| **GOAL 1: Grow Enrollment** | | | | |
| *Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.* | | | ✓ | ✓ |
| **GOAL 2: Strengthen Retention** | | | | |
| *Objective: Improve undergraduate student retention rates by 5% by 2022.* | ✓ | ✓ | ✓ | |
| **GOAL 3: Promote ISU's Identity** | | | | |
| *Objective: Over the next five years, promote ISU's unique identity by 12% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.* | ✓ | ✓ | ✓ | ✓ |
| **GOAL 4: Strengthen Communication, Transparency and Inclusion** | | | | |
| *Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.* | ✓ | ✓ | ✓ | |
| **GOAL 5: Enhance Community Partnerships** | | | | |
| *Objective: By 2022, ISU will establish 100) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.* | | | ✓ | ✓ |

# LEWIS CLARK
### S T A T E   C O L L E G E

*Connecting Learning to Life*

## STRATEGIC PLAN
## FY 2022-2026

**April, 2021**

# Contents

MISSION STATEMENT

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 learning environment.

## Core Theme Three:  Partnerships

Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

## VISION STATEMENT

Idaho's college of choice for an educational experience that changes lives and inspires a commitment to lifelong learning and civic engagement.

## Goal 1: Strengthen and Optimize Instructional and Co-curricular Programming

Objective A: Optimize course and program delivery options[1]

*Performance Measure 1: Number of online and evening/weekend programs.*

Definition: The number of degrees or certificates offered online or during evening or weekend hours.

Benchmark: Based upon current planning processes, LC State anticipates adding online degrees/certificates and evening & weekend programs of study within the next academic year (FY 21).

| Course Delivery Methods | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 22 (2021-22) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|---|
| Online[2] | New Measure | | 36 | 40 | 42 | | |
| Benchmark | No Prior Benchmarks | | | 37 | 42 | 42 | 42 |
| Achievement | | | | MET | MET | | |
| Evening/ Weekend | New Measure | | 0 | 7[3] | 7 | | |
| Benchmark | No Prior Benchmarks | | | 2 | 6 | 7 | 7 |
| Achievement | | | | MET | MET | | |

[1] Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

[2] List of online programs available here: http://catalog.lcsc.edu/programs/#filter=.filter_42

[3] The following programs/credentials are offered during evenings &/or weekends: Web Design & Development (cert., AAS, BAS), Business Administration (BA/BS), & Interdisciplinary Studies (BA/BS). A portion of these programs is available through weekend and evening delivery and number of the courses are offered online.

*Performance Measure 2: Proportion of courses in which course content is delivered online*

Definition: The proportion of courses in which course content (e.g., syllabi & student grades) is delivered using an online learning management system (LMS).[4]

Benchmark: One hundred percent (100%) of courses have content available to students through the LMS.

| Web Enhanced Courses | FY17 | FY18 | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 22 (2021-22) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|---|
| % Sections | New Measure | | Inventory current courses content on LMS | 69%[5] | 79% | | |
| Benchmark | No Prior Benchmarks | | | | 100% | 100% | 100% |
| Achievement | | | | | NOT MET | | |

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[4] Metrics reported for each fiscal year are reported one year behind, such that the metric reported for FY21 is measuring delivery of course content from AY 2019-20.

[5] Seventy one percent (71%) of sections were reviewed. Metric shows the proportion of sections reviewed with course content posted on LMS.

Objective B: Ensure high quality program outcomes[6]

*Performance Measure 1: Licensing & certification*

Definition: The proportion of LC State test takers who pass, or their average test scores, on professional licensure or certification exams.

Benchmark: Meet or exceed national or statewide averages.

| Licensing/Cert. Exams | | | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|---|---|
| **Professional Degrees** | NCLEX Registered Nurse[7] | LC State | 93% | 99% | 94% | 95% | 91%[8] | Exceed National Average |
| | | Benchmark: Nat'l Ave. | 85% | 85% | 86% | 87% | Not yet available | |
| | | Achievement | MET | MET | MET | MET | | |
| | NCLEX Practical Nurse[7] | LC State | 78% | 100% | 91% | 100% | Not yet available | Exceed National Average |
| | | Benchmark: Nat'l Ave.Error! Bookmark not defined. | 87% | 87% | 85% | Not yet available | | |
| | | Achievement | NOT MET | MET | MET | | | |
| | ARRT Radiology | LC State | 100% | 95% | 89% | 76% | Not Yet Available | Exceed National Average |
| | | Benchmark: Nat'l Ave. | 89% | 89% | 89% | 88% | | |
| | | Achievement | MET | MET | MET | NOT MET | | |
| | PRAXIS Teacher Education | LC State[9] | 168 | 168 | 170 | 175 | Not Yet Available | Meet State Average Scores |
| | | Benchmark: State Ave. | 172 | 170 | 168 | 170 | | |
| | | Achievement | NOT MET | NOT MET | MET | MET | | |
| | ASWB Social Work | LC State | 87% | 78% | 57% | Not Yet Available | | Exceed National Average |
| | | Benchmark: Nat'l Ave. | 78% | 69% | 67% | | | |
| | | Achievement | MET | MET | NOT MET | | | |

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[6] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

[7] Test results for first time test takers reported for April through March.

[8] Partial Year reported (April-Sept. 2020).

| Licensing/Certification Exams | | | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|---|---|
| Workforce Training[10] | Pharmacy Technician | LC State | 100% | --%[11] | --%[11] | --%[12] | Not Yet Available | Exceed National Average |
| | | Benchmark: Nat'l Ave. | 58% | 58% | 57% | | | |
| | | Achievement | MET | NOT MET | MET | | | |
| | Paramedic[13] | LC State | Cohorts complete every other year | 89% | Cohorts complete every other year | --%[12] | Not Yet Available | Exceed National Average |
| | | Benchmark: Nat'l Ave. | | 73% | | | | |
| | | Achievement | | MET | | | | |
| | Electrical Apprenticeship Idaho Journeyman | LC State | 90% | 100% | 100% | 91% | Not Yet Available | Exceed Statewide Average |
| | | Benchmark: State Ave. | 79% | 77% | 75% | 77% | | |
| | | Achievement | MET | MET | MET | MET | | |

## Objective C: Optimize curricular & co-curricular programming through *Connecting Learning to Life* initiative[14]

*Connecting Learning to Life* has been reenergized as a presidential priority focusing on bringing to life, across and throughout curricula and/or co-curricular engagement, LC's grounding mantra, "connecting learning to life"; and by doing so, make experiential and applied learning a signature hallmark of an LC

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[9] Excludes tests 5003, 5004, and 5005, which are required for elementary certification, but which test background subject area content that is not taught in the Division of Teacher Education programs or majors connected to certification.

[10] Workforce Training at LC State also offers Certified Nursing Assistant (CNA) training requiring exit exam certification. However, a change in statewide contract with vendor does not stipulate that the vendor report the test results back to the institutions. CNA will be brought back as part of this performance measure if/when those records become available.

[11] To protect student privacy, statistics not reported when composed of less than five individual students aggregated.

[12] No students tested in 2019-20.

[13] Written exam results only.

[14] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

State education. 'Connecting' experiences fall under *applied learning*[15] or *experiential learning*[16]. Many students will complete applied or experiential learning within their chosen majors. Others may reach outside their major for hands-on, co-curricular experiences.

*Performance Measure 1: Curricular programing of applied and experiential learning opportunities*

Definition: Courses, programs of study, majors, minors and certificates that serve as avenues of applied or experiential learning opportunities.

Benchmark: All programs of study offer graduates opportunities for applied &/or experiential learning. Long-term goals include the development of signature certificates and new, interdisciplinary degree options through which "academic" and career-technical courses may be woven together.

| Curricular Applied & Experiential Learning | FY17 - FY18 | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 22 (2021-22) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|
| Apprenticeships<br><br>Directed Study<br><br>Field Experiences<br><br>'Hands-on' courses<br><br>Internships, Practica & Clinicals<br><br>Performance Arts<br><br>Service Learning<br><br>Undergraduate Research | New Measure | Develop inventory of applied & experiential learning: Identify Courses & Programs of Study/Majors, Minors, Certificates.<br><br>No gaps were identified: All programs of study included curricular applied and experiential learning. | Developed *Signature Certificates* that knit together academic and Career & Tech. Edu (CTE) coursework. | Marketed availability of *Signature Certificates* | Continue to market the availability of *Signature Certificates*<br><br>Develop an additional *Signature Certificate* | 100% of LC State graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences. |

[15] Applied learning = hand's on application of theory.

[16] Experiential learning = the process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.

*Performance Measure 2: Co-Curricular programing of applied and experiential learning opportunities*

Definition: Co-curriculum programming engaging students in applied &/or experiential learning outside of their chosen program's curriculum. Examples displayed in the table below.

Benchmark: 100% of LC State graduates participate in applied &/or experiential learning.

| Co- Curricular Applied & Experiential Learning | FY17 - FY18 | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 22 (2021-22) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|
| Intramural athletics | New Measure | Develop inventory of co-curricular applied & experiential learning<br><br>Reprioritize/ reorg. resources & staff to support co-curricular programming:<br>Center of Student Leadership<br>Student Employment & Career Center | Expanded peer mentor program. In fall 2019, 22 peer mentors assisted new entering students. This program will continue.<br><br>Elements of co-curricular transcript & tracking software were launched with minor delay. Continue to expand functionality of software. | Co-curricular transcript, integrated with the Do More App, is functional.<br><br>Will expand student clubs, organizations and in-person leadership development opportunities<br><br>Career Readiness micro-credential will be unveiled in Spring 2021 semester. | Anticipate returning to a live career fair.<br><br>Exploring the possibility of including programming for regional high school students. | 100% of LC State graduates participate in applied &/or experiential learning via curricular **or** co-curricular experiences. |
| Intercollegiate athletics | | | | | | |
| Club Sports | | | | | | |
| Leadership in clubs or organizations | | | | | | |
| Peer mentorship | | | | | | |
| Reserve Officer Training Corps (ROTC)/Military Education | | | | | | |
| Residence life leadership | | | | | | |
| Student government | | | | | | |
| LC Work Scholars | | | | | | |
| Work study/experience including tutoring | | | | | | |
| Study abroad | | | | | | |

## Goal 2: Optimize Student Enrollment, Retention and Completion

Objective A: Increase the college's degree-seeking student enrollment[17]

*Performance Measure 1: Direct from high school enrollment*

Definition: The FTE of degree-seeking, entering college students (measured at fall census) who graduated from high school the previous spring term.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct high school enrollment is articulated in the table below.

| Direct from High School Enrollment | FY17 (Fall '16) | FY18 (Fall '17) | FY 19 (Fall '18) | FY 20 (Fall '19) | FY 21 (Fall '20) | FY 22 (Fall '21) | FY 23 (Fall '22) |
|---|---|---|---|---|---|---|---|
| FTE | 436 | 479 | 422 | 420 | 407 | | Available Fall '22 Census |
| Benchmark | New Measure – No Prior Benchmarks | | | 429 | 436 | 442 | 449 |
| Achievement | | | | NOT MET | NOT MET | | |

*Performance Measure 2: Adult enrollment*

Definition: The FTE of degree-seeking students (measured at fall census) who are above the age of 24.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to adult enrollment is articulated in the table below.

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[17] Consistent with Core Theme One: Opportunity. Expand access to higher education and lifelong learning.

[18] More information on LC State's financial modeling of institutional viability and expansion can be found here: https://www.lcsc.edu/budget/budget-office-resources

| Adult Learner (>24) Enrollment | FY17 (Fall '16) | FY18 (Fall '17) | FY 19 (Fall '18) | FY 20 (Fall '19) | FY 21 (Fall '20) | FY 22 (Fall '21) | FY 23 (Fall '22) |
|---|---|---|---|---|---|---|---|
| FTE | 773 | 709 | 631 | 608 | 618 | | Available Fall '22 Census |
| Benchmark | New Measure – No Prior Benchmarks | | | 641 | 651 | 661 | 671 |
| Achievement | | | | NOT MET | NOT MET | | |

*Performance Measure 3: Online Headcount*

Definition: The headcount of degree-seeking students (measured at fall census) who are taking courses online (both entirely online and partly online schedule of courses).[19]

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to online headcount is articulated in the table below[20].

| Online Headcount | FY17 (Fall '16) | FY18 (Fall '17) | FY 19 (Fall '18) | FY 20 (Fall '19) | FY 21 (Fall '20) | FY 22 (Fall '21) | FY 23 (Fall '22) |
|---|---|---|---|---|---|---|---|
| HC | 1,663 | 1,557 | 1,483 | 1,368 | 1,650[21] | | Available Fall '22 Census |
| Benchmark | New Measure – No Prior Benchmarks | | | 1,507 | 1,531 | 1,555 | 1,578 |
| Achievement | | | | NOT MET | MET | | |

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[19] Same definition as that used on the IPEDS Fall Enrollment Survey.

[20] This Benchmark assumes that a 10% growth in FTE would also equate a 10% growth in headcount.

[21] Preliminary figure associated with the April 2021 IPEDS Fall Enrollment Survey deadline.

*Performance Measures 4: Direct transfer enrollment*

Definition: The FTE of degree-seeking, entering transfer students (measured at fall census) who attended another college the previous spring or summer terms.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to direct transfer enrollment is articulated in the table below.

| Direct Transfer Enrollment | FY17 (Fall '16) | FY18 (Fall '17) | FY 19 (Fall '18) | FY 20 (Fall '19) | FY 21 (Fall '20) | FY 22 (Fall '21) | FY 23 (Fall '22) |
|---|---|---|---|---|---|---|---|
| FTE | 211 | 173 | 149 | 171 | 168 | | Available Fall '22 Census |
| Benchmark | New Measure – No Prior Benchmarks | | | 151 | 174 | 177 | 179 |
| Achievement | | | | MET | NOT MET | | |

*Performance Measure 5: Nonresident enrollment*

Definition: The FTE of degree-seeking students (measured at fall census) who are not residents of Idaho.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to nonresident enrollment is articulated in the table below.

| Nonresident Enrollment | FY17 (Fall '16) | FY18 (Fall '17) | FY 19 (Fall '18) | FY 20 (Fall '19) | FY 21 (Fall '20) | FY 22 (Fall '21) | FY 23 (Fall '22) |
|---|---|---|---|---|---|---|---|
| Asotin Co. Resident FTE[22] | 183 | 164 | 150 | 149 | 136 | | Available Fall '22 Census |
| Benchmark | New Measure – No Prior Benchmarks | | | 152 | 155 | 157 | 160 |
| Achievement | | | | NOT MET | NOT MET | | |
| Nonresident FTE | 395 | 359 | 329 | 319 | 326 | | |
| Benchmark: | New Measure – No Prior Benchmarks | | | 334 | 339 | 344 | 350 |
| Achievement | | | | NOT MET | NOT MET | | |

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[22] Asotin County residents pay a unique tuition & fee rate. More information about tuition & fees as they pertain to residency status available here: https://www.lcsc.edu/student-accounts/tuition-and-fees/tuition-and-fee-schedule-2020-2021

Objective B: Increase credential output[23]

*Performance Measure 1: Certificates and degrees[24]*

Definition: The count of degrees/certificates awarded at each degree-level.[25]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[27], necessitating a one percent increase annually[28].

| Certificates & Degrees | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|
| Certificates | 18 | 21 | 15 | 26 | | |
| Benchmark: Maintain | New Benchmark Methodology | | 21 | 21 | 28 | 30 |
| Achievement | | | NOT MET | MET | | |
| Associates | 414 | 425 | 347 | 365 | | |
| Benchmark: +1% annually | New Benchmark Methodology | | 430 | 436 | 442 | 455 |
| Achievement | | | NOT MET | NOT MET | | |
| Baccalaureates | 528 | 587 | 626 | 505 | | |
| Benchmark: +1% annually | New Benchmark Methodology | | 594 | 646 | 666 | 705 |
| Achievement | | | MET | NOT MET | | |

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[23] Consistent with Core Theme Two: Success. Ensure attainment of educational goals through excellent instruction in a supportive learning environment.

[24] State Board of Education postsecondary system wide measure.

[25] Consistent with IPEDS Completions Survey definitions.

[26] Goal 2, Objective A, Performance Measure I: "Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study".

[27] Analysis presented to the Board on Dec. 19th, 2018, and included in Board materials containing found here: https://boardofed.idaho.gov/meetings/board/archive/2018/1219-2018/02WORKSESSION.pdf?cache=1552074006132

[28] Exact amount of growth required to remain in alignment with statewide goals is 1.14%, annually.

*Performance Measures 2: Graduates[29]*

Definition: The unduplicated count of graduates by degree-level.[30]

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[27], necessitating a one percent increase annually[28].

| Graduates | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|
| Certificates | 14 | 20 | 15 | 25 | | |
| Benchmark: Maintain | New Benchmark Methodology | | 20 | 20 | 30 | 30 |
| Achievement | | | NOT MET | MET | | |
| Associates | 300 | 410 | 325 | 357 | | |
| Benchmark: +1% annually | New Benchmark Methodology | | 415 | 420 | 424 | 433 |
| Achievement | | | NOT MET | NOT MET | | |
| Baccalaureates | 528 | 573 | 616 | 491 | | |
| Benchmark: +1% annually | New Benchmark Methodology | | 580 | 622 | 628 | 641 |
| Achievement | | | MET | NOT MET | | |

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[29] State Board of Education postsecondary system wide measure.

[30] Graduates of multiple degree-levels are counted in the category of their highest degree/certificate awarded.

*Performance Measures 3: Graduation Rate - 150% normative time to degree attainment[31]*

Definition: The proportion of first-time, full-time entering students who attain a degree or certificate within 150% normative time to degree[32].

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[27], necessitating a one percent increase annually[28].

| First-Time Full-Time Cohorts | Attainment w/in 150% Time | FY17 (2011 Cohort) | FY18 (2012 Cohort) | FY 19 (2013 Cohort) | FY 20 (2014 Cohort) | FY 21 (2015 Cohort) | FY 23 (2017 Cohort) |
|---|---|---|---|---|---|---|---|
| Entered as Bacc.-Seeking | Bacc. | 23% | 33% | 32% | 31% | | |
| | Benchmark: +1% annually | New Benchmark Methodology | 24% | 25% | 33% | 34% | 36% |
| | Achievement | No Prior Benchmark | MET | MET | NOT MET | | |
| All First-Time, Full-Time Students | Bacc., Assoc, & Certificates | 28% | 40% | 38% | 36% | | |
| | Benchmark: +1% annually | New Benchmark Methodology | 29% | 30% | 39% | 40% | 42% |
| | Achievement | No Prior Benchmark | MET | MET | NOT MET | | |

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[31] State Board of Education postsecondary system wide measure.

[32] One hundred and fifty percent (150%) normative time to degree is six years for baccalaureate degrees, three years for associate degrees, and one and a half years for a one year certificate. Calculations used IPEDS definitions.

*Performance Measure 4: Graduation Rate - 100% normative time to degree attainment[33]*

Definition: The proportion of first-time, full-time entering baccalaureate-seeking students who achieved a baccalaureate, associate, or certificate within 100% normative time to degree.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[27], necessitating a one percent increase annually[28].

| First-Time Full-Time Cohort | Attainment w/in 100% Time | FY17 (2013 Cohort) | FY18 (2014 Cohort) | FY 19 (2015 Cohort) | FY 20 (2016 Cohort) | FY 21 (2017 Cohort) | FY 23 (2019 Cohort) |
|---|---|---|---|---|---|---|---|
| Entered as Bacc.-Seeking | Bacc.[34] | 16% | 15% | 21% | 18% | | |
| | Cert. & Assoc. | 1% | 1% | 1% | 3% | | |
| Benchmark: +1% annually | | New Benchmark Methodology | 22% | 23% | 24% | 25% | 27% |
| Achievement | | | NOT MET | NOT MET | NOT MET | | |

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[33] State Board of Education postsecondary system wide measure.

[34] Consistent with IPEDS Graduation Rates Survey definitions.

*Performances Measure 5: Retention rates*

Definitions:

The retention or proportion of **first-time, full-time, baccalaureate-seeking students** who start college in summer or fall terms and re-enroll by the following fall term of the subsequent academic year.

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

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student retention is articulated in the table below.

| Retention | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| **First-Time, Full-Time, Baccalaureate-Seeking, Students** | 57% | 63% | 60% | 61%[21] | | |
| Benchmark: +2% annually[35] | New Measurement | | 61% | 63% | 65% | 67% |
| Achievement | | | NOT MET | NOT MET | | |
| **All Degree-Seeking Students** | 73% | 75% | 75% | 76% | | |
| Benchmark: +2% annually | New Measurement | | 77% | 79% | 81% | 83% |
| Achievement | | | NOT MET | NOT MET | | |

*Performance Measure 6: 30 to Finish[36]*

Definition: Percent of undergraduate, degree-seeking students, who started their attendance in the fall (or prior summer) term, completing 30 or more credits per academic year, excluding those who graduated midyear and those students who started their enrollment during spring semester.

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[35] Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four year average of first-time, full-time, degree-seeking retention (59%).

[36] State Board of Education postsecondary system wide measure.

Benchmarks derived from financial modeling of institutional viability and expansion[18]. Based upon financial modeling of campus viability, LC State would like to be 3,000 total FTE or experience a growth of 10% from current FTE by FY 25, necessitating a 1.6 percent increase annually. How that campus wide goal extrapolates to degree-seeking student credit load is articulated in the table below.

| 30+ credits per AY | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| % | 25% | 38% | 31% | 33% | | |
| Benchmark[37] | New Benchmarking Method | | 30% | 32% | 34% | 36% |
| Achievement | | | MET | MET | | |

*Performance Measure 7: Remediation[38]*

Definition: Percent of 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 better.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[27], necessitating a one percent increase annually[28].

| Remediation | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| % | 21% | 39% | 51% | 59% | | |
| Benchmark | New Benchmarking Method | | 20% | 52% | 60% | 62% |
| Achievement | | | MET | MET | | |

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[37] Long-term benchmarks for FY 25 reflect 10% above the baseline, which is the historical four-year average of the percent of degree-seeking students who completed 30+ credits per academic year (28%).

[38] State Board of Education postsecondary system wide measure.

*Performance Measure 8: Math Pathways[38]*

Definition: Percent of new, degree-seeking freshmen who started in fall (or preceding summer) term and completed a gateway math course[39] within two years.

Benchmarks developed to align with the Idaho State Board of Education's K-20 Strategic Plan[26]. Analysis conducted by the Chief Research Officer identified the number of associates and baccalaureate degrees as needing to grow by eight percent by 2025[27], necessitating a one percent increase annually[28].

| Math Pathways | FY17 (Fall 2016- Su 2018) | FY18 (Fall 2017- Su 2019) | FY 19 (Fall 2018- Su 2020) | FY 20 (Fall 2019- Su 2021) | FY 21 (Fall 2020- Su 2022) | FY 23 (Fall 2022- Su 2024) |
|---|---|---|---|---|---|---|
| % | 48% | 53% | 40% | 44% | | |
| Benchmark: | New Benchmarking Method | | 53% | 54% | 56% | 58% |
| Achievement | | | NOT MET | NOT MET | | |

*Performance Measure 9: Workforce training enrollment*

Definition: Duplicated headcounts of students enrolled in Workforce Training programs at LC State.

Benchmarks set by Director of Workforce Training accounting for regional market demand and worker demographics.

| Workforce Training Enrollments | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| Duplicated Headcount | 3,345 | 3,563 | 3,699 | 2,893 | | |
| Benchmark: | New Benchmarking Method | | 3,600 | 3,650 | 3,700 | 3,800 |
| Achievement | | | MET | NOT MET | | |

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[39] Gateway math is defined institutionally as Math 123 and above.

*Performance Measure 10: Workforce training completion*

Definition: Completions of LC State's Workforce Training courses[40].

Benchmarks are a proportion of the enrollments each fiscal year (FY) and set to maintain the high proportion of completions observed historically.

| Workforce Training Completions | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| Duplicated Completions | 3,113 | 3,420 | 3,468 | 2,756 | | |
| Benchmark: Maintain | 93% | 96% | 94% | 94% | 94% | 94% |
| Achievement | | | MET | MET | | |

## Goal 3: Foster Inclusion throughout Campus and Community Culture

Objective A: Expand inclusive practices programming[41]

*Performance Measure 1: Number of faculty and staff participating in inclusive practices programming annually.*

Definition: Duplicated headcount of attendees at events designated as inclusive practices programming for faculty and staff. Examples of inclusive practices programming include many of those offered at LC State's Center for Teaching & Learning[42] and those coordinated by the President's Commission on College Diversity[43].

Benchmark: Steady increase in faculty & staff participation.

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[40] Completions measured by course because most Workforce Training offerings are designed as singular courses.

[41] Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

[42] Center for Teaching & Learning, Inclusive Practice Certificate: https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism/projects

[43]More information on LC State's diversity statement can be found here: http://www.lcsc.edu/diversity/diversity-vision/. More information about events that promote college diversity can be found here: http://www.lcsc.edu/diversity/

| Faculty Staff Participation | | FY17 - FY18 | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 22 (2021-22) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|---|
| Center for Teaching & Learning | Inclusive Practices Certificate | New Measure | Inventory inclusive programing | 24 | Program modified: Faculty certificate graduates now lead, volunteer, for IDEA (inclusion, diversity, equity, and anti-racism) programming on campus[44] | | Benchmark established once baseline inventory & tracking complete. |
| | Diversity Programming [45] | New Measure | Inventory inclusive programing | 167[46] | 223 | | |
| President's Diversity Commission | Events Programming | New Measure | Inventory of programing: <br>• Multicultural Week <br>• Idaho Human Rights Day <br>• Native American Awareness Week <br>• Veterans Day Luncheon & Recognition <br>• 9-11 Moving Tribute <br>• Constitution Day <br>• Women's History Month | 186 | 185[47] | Provide virtual programming and resources. | |

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[44] IDEA has a brand-new website with new guides and resources: https://www.lcsc.edu/teaching-learning/inclusion-diversity-equity-antiracism

[45] Measured on the calendar year.

[46] Diversity Programming at the Center for Teaching & Learning also included 14 workshops and five equity observations.

*Performance Measure 2: Number of participants in community enrichment activities*

Definition: Duplicated headcount of attendees at events arts and cultural programming  offered through LC State's Center for Arts & History[48].

Benchmark: Steady increase in community participation.

| Community Participation | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| **Duplicated Headcount** | New Measure | | Plan: inventory inclusive programs to include following year. Tracking to be implemented with programming. | | Impacted by pandemic protocols and personnel reductions. Tracking to be implemented when programming is recommenced. | Benchmark established once baseline inventory and tracking complete. |

## Goal 4: Increase and Leverage Institutional Resources to Achieve Enrollment, Employee Retention and Campus Planning Objectives

Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure[49]

*Performance Measure 1: New, ongoing revenue streams*

Definition: New, revenue-generating initiatives.

Benchmarks: Implement new, annual giving initiatives (general and employee campaigns). Expand events revenue opportunities and outcomes. A careful consideration of campus areas and auxiliaries is taking place in an attempt to monetize them to a more cost-neutral status.

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[47] Partial year reported: Native American Awareness Week and Women's History Month still underway at the time of reporting. Figure is approximate.

[48] Center for Arts & History: http://www.lcsc.edu/cah/

[49] Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

| Revenue Projects | | FY17 - FY18 | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 22 (2021-22) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|---|
| LC State Foundation | Employee Giving Campaign[50] | New Measure | 39% | 41% | 35% | | Impact Measured |
| | Benchmark: 5% annually | New Benchmarking Method | | | | 40% | 45% |
| | Annual Day of Giving | New Measure /Event | Plan | Piloted | To take place May 2021 | | Impact Measured |
| | Foundation Fee | | Implemented Jan. 1st, 2020 | | | | |
| Monetize Auxiliaries[51] | | New Measure | Plan | Cost-neutral financial modeling: Fee-based units move toward increased self-sustain-ability | Implement-ed revenue sharing model in which revenue generating operations provide institution with 10-25% share of yearly net revenue. Auxiliary operations reviewed for sustainability and increases in rental fees or services were adjusted to account for costs.[52] | Expand to include other auxiliaries & programs[53] (e.g., Res. Life & events/ conferences) Continue proficient use of COVID-19 relief funds Explore add'l grant funding for campus programs & auxiliaries | Impact Measured |

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[50] One year lag from measurement to reporting, therefore FY20 depicts results for FY19.

[51] Within the parameters of State Board of Education Policy I.J., available here: https://boardofed.idaho.gov/board-policies-rules/board-policies/general-governing-policies-procedures-section-i/use-of-institutional-facilities-and-services-with-regard-to-the-private-sector/

[53] Additional auxiliaries like Housing & Residence Life and events & conferences.

*Performance Measure 2: Federal, state, local and private grant funding*

Definition: Grant funding dollars.

Benchmark: $100,000 growth annually, which is approximately 2% of the historical (four year) average.

| Grants & Contract Funding | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 23 (2021-22) |
|---|---|---|---|---|---|---|
| Federal | $895,530 | $1,221,834 | $1,506,459 | $1,600,805 | | |
| State & Local[54] | $2,534,164 | $2,671,345 | $2,825,307 | $3,218,872 | | |
| Private | $133,075 | $41,565 | $44,800 | $298,885 | | Institutional Financial Diversification |
| Gifts[55] | $1,174,116 | $3,951,746 | $1,337,379 | $2,361,794 | | |
| Total | $4,736,885 | $7,886,490 | $5,713,945 | $7,480,356 | | |
| Benchmark: +$100,000 annually[56] | New Measure: No Prior Benchmarks | | $5,235,809 | 5,335,809 | $5,435,809 | |
| Achievement | | | MET | MET | | |

Objective B: Bring all employee compensation up to policy/median benchmarks[57]

*Performance Measure 1: The number of employees not meeting compensation benchmarks.*

Definition: The percent of employees whose compensation does not meet or exceed policy/median benchmarks as outlined in Idaho's compensation schedule for classified staff, College and University Professional Association (CUPA) for professional staff, and the American Association of University Professors (AAUP) for faculty.[58]

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[53] Additional auxiliaries like Housing & Residence Life and events & conferences.

[54] This item includes state scholarships awarded to the student, for the Opportunity Scholarship, and therefore may be resistant to change from institutional effort. FY 18 dollars include $223k in state scholarships and $625k in opportunity scholarships.

[55] Including grants that do not have restrictions or reporting requirements.

[56] Benchmark reflects $100,000 above the baseline, which is the historical four-year average of total grant funds ($5,135,809).

[57] Consistent with Core Theme Three: Partnerships. Engage with education institutions, the business sector, and the community for the benefit of students and the region.

[58] Employee compensation data captured June of every fiscal year.

Benchmark: Decrease the percent of employees not meeting these benchmarks by 5%, annually.
Benchmarks for employee compensation based upon the number of years in their current position:

- Employees in current position for 6-10 years: All greater than or equal to 80% of policy/median.
- Employees in current position for 11-15 years: All greater than or equal to 90% of policy/median.
- Employees in current position for 16 years or more: All at 100% of policy/median.

| Compensation: % Staff not meeting benchmarks | FY17 (2016-17) | FY18 (2017-18) | FY 19 (2018-19) | FY 20 (2019-20) | FY 21 (2020-21) | FY 22 (2021-22) | FY 23 (2022-23) |
|---|---|---|---|---|---|---|---|
| **% of Total Staff** | New Measure | | 58% | 55% | 64% | | Bring all employees to benchmarks based upon years of service |
| **Benchmark: -5% annually** | No Prior Benchmarks | | | 53% | 48% | 43% | |
| **Achievement** | | | | NOT MET | NOT MET | | |
| **% of Staff 6-10 years' service** | New Measure | | 39% | 35% | 52% | | All at greater than or equal to 80% of policy/ median |
| **Benchmark: -5% annually** | No Prior Benchmarks | | | 34% | 29% | 24% | |
| **Achievement** | | | | NOT MET | NOT MET | | |
| **% of Staff 11-15 years' service** | New Measure | | 58% | 59% | 62% | | All at greater than or equal to 90% of policy/ median |
| **Benchmark: -5% annually** | No Prior Benchmarks | | | 53% | 48% | 43% | |
| **Achievement** | | | | NOT MET | NOT MET | | |
| **% of Staff >16 years' service** | New Measure | | 73% | 66% | 76% | | All at 100% of policy/ median |
| **Benchmark: -5% annually** | No Prior Benchmarks | | | 68% | 63% | 58% | |
| **Achievement** | | | | MET | NOT MET | | |

## Key External and Internal Factors

A key external factor during last year has been the Coronavirus pandemic. Altered operations have impacted LC State's achievement of its strategic plan goals both positively and negatively. Successes in response to this pandemic include achievement of LC State's goals in relation to online enrollment (headcount), remediation and *30 to Finish* goals. While enrollment in LC State's Workforce Training courses declined, the success rates of student completions maintained at 94%. Those goals that were likely negatively impacted by this external factor were the enrollments of those students coming directly

from high school and directly from another institutional of higher education (i.e., direct transfer). LC State's employee compensation goals were also negatively impacted by pandemic.

The following assumptions about external and internal factors will continue to impact the institution as the 2022-2026 Strategic Plan is implemented.

Lewis-Clark State College…

1. Will continue to be a moderately selective admission institution with a greater than 95% acceptance rate, serving a substantial number of first generation students, admitting students with various degrees of college preparation.
2. Will serve both residential and non-residential students, including those who commute, take online courses, are place-bound, and are working adults.
3. LC State is maintaining its aspirational goal to serve 3,000 FTE, which is particularly challenging in, a post-pandemic world, punctuated by declining local, regional and national high school graduating classes.
4. Will continue to forge strategic partnerships with other institutions, agencies, businesses, and organizations and the community at large for mutual benefit.
5. Will play an active role in fulfilling the recommendations derived from:
   a. The Governor's 2017 Higher Education and Workforce Development taskforce.
   b. Huron consulting report released in the fall of 2018.
6. Will continue to promote its brand and share its successes with multiple audiences, including prospective students.
7. Will continue to recruit faculty, staff and students across a wide range of demographics.
8. Relies on ongoing efforts to maximize operational efficiencies (e.g., program prioritization and internal resource reallocation); and increasing and leveraging grants, private fundraising to complement tuition revenue and reduced state support.
9. Will continue to assess its programs and services (program performance – program prioritization) to determine their efficacy and viability.
10. Will and is engaging meaningful campus master planning to assess current and future physical plant and physical infrastructure needs.
11. Will advocate for increased state funding in support of LC State's mission, core themes, and strategic goals.


## Evaluation Process

LC State's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, the waning utility of the college's old strategic plan, and a successful NWCCU accreditation evaluation, institutional goals and objectives were rewritten. A representative committee developed new strategies and objectives to guide the work of the college. The new goals and objectives were proposed in the 2018-2022 strategic plan, submitted for Board review during the March 2018 meeting and adopted during the June 2018 meeting. The current Strategic Plan 2022-2026 is composed of these goals and objectives. Since Board review, they have been operationalized through relevant performance measures. System-wide performance measures are comingled among institutional performance measures to undergird LC State's commitment to "systemness". Institutional performance will undergo annual Cabinet review. Changes will be made in alignment with objective performance review and subjective evaluation of the involved campus stakeholders.

# College of Eastern Idaho

# Strategic Plan 2022-2026

March 10, 2021

FY 2022-2026

Strategic Plan

**MISSION STATEMENT**

To provide open-access to affordable, quality education that meets the needs of students, regional employers, and community.

**VISION STATEMENT**

Our vision is to be a superior community college.  We value a dynamic environment as a foundation for building our college into a nationally recognized community college role model.  We are committed to educating all students through progressive and proven educational philosophies.  We will continue to provide high quality education and state-of-the-art facilities and equipment for our students.  We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to advance their degree, and full participation in society.  We acknowledge the nature of change, the need for growth, and the potential of all challenges.

**State Metrics:**

**Timely Degree Completion**

I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

|  | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Percentage | 12% | 8% | 7% | 6% | >10% |

II. Percent of first-time, full-time, freshmen graduating within 150% of time[1]

|  | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Grad Rate %150 IPEDS | 53% | 54% | 58% | 50% | >60% |

III. Total number of certificates/degrees produced, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees

|  | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Certificates | 109 | 120 | 165 | 112 | >130 |
| Associate Degrees | 121 | 93 | 90 | 166 | >170 |

IV. Number of unduplicated graduates, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees

|  | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Completers of Certificates | 109 | 120 | 160 | 112 | >120 |
| Completers of Degrees | 121 | 93 | 90 | 164 | >160 |

**Reform Remediation**

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

|  | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Students | 40% | 33% | 28% | 34% | >39% |

**Math Pathways**

VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

|  | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Students | 29% | 24% | 15% | 8% | >20% |

**Guided Pathways**

VII. Percent of first-time, full-time freshmen graduating within 100% of time[1]

|  | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| FTFT Completers 100% | 37% | 46% | 58% | 49% | >50% |

**GOAL 1: A Well-Educated Citizenry**[2]

The College of Eastern Idaho will provide excellent educational opportunities to enter the workforce or to continue education with articulation agreements with universities.

Objective A:  Access

    Performance Measures:

    I.    Annual number of students who have a state funded or foundation funded scholarship:

|  | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| State Funded | 15 | 44 | 84 | 86 | >90 |
| Foundation Funded | 227 | 246 | 298 | 278 | >310 |

    II.    Percentage of entering CEI students who enroll in CEI programs during the first year after high school graduation:

| FY | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Percentage of Annual Enrollment who entered CEI within 1 year of High School | 19.0% | 21.5% | 30.7% | 27.4% | >29% |

    III.    Total degree and certificate production and headcount:

|  | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Degrees/Certificates | 228 | 213 | 255 | 278 | >300 |
| Completers | 226 | 211 | 245 | 272 | >280 |

Objective B:  Adult Learner Re-Integration

    Performance Measures:

    I.    Number of students enrolled in GED who are Idaho residents
    II.    Number of students who complete their GED

|  | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Enrolled | N/A | 458 | 247 | 370 | >300 |
| Completed | N/A | 40 | 51 | 55 | >30 |

**GOAL 2: Innovation and Economic Development**

Objective A: Workforce Readiness

Performance Measures:

I.      Number of graduates who found employment in their area of training
II.     Number of graduates who are continuing their education
III.    Number of graduates who found employment in related fields

| Grad by FY | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| I. Employed In training area | 195 | 192 | 224 | N/A | >230 |
| II. Continuing education | 38 | 31 | 22 | N/A | >50 |
| III. Employed in related field | 176 | 147 | 187 | N/A | >190 |

IV.     Percentage of students who pass the TSA for certification:

| Percentage By FY | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| TSA Pass Percentage | 92.6% | 83.48% | 95.00% | 93.44% | 96% |

**GOAL 3: Data-Informed Decision Making**

Objective A:  Number of industry recommendations incorporated into career technical curriculum.[3]

Performance measures:

I.      Number of workforce training courses created to meet industry needs.
II.     Number of Customized Training courses offered.
III.    WFT total Headcount:

| | FY 2017 | FY 2018 | FY 2019 | FY 2020[4] | Benchmark |
|---|---|---|---|---|---|
| WFT Courses[3] | 359 | 442 | 332 | 345 | >440 |
| Customized Training Courses | 2,328 | 3,444 | 2,926 | 466 | >4,000 |
| Headcount | 10,549 | 14,824 | 16,461 | 12,140 | >16,000 |

**GOAL 4: Effective and Efficient Educational System**

<u>Objective A</u>: High school senior who choose CEI as their first choice to higher education.
Performance Measures:

I.      Total fall enrolled students that are retained or graduate in the following fall.

| Fall Term of: | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Grad or still enrolled | 459 | 530 | 747 | 891 | >900 |

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.

| FY | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Percentage of Students entering within one year of HS and have ever taken a remedial course | 20% | 18% | 26% | 19% | 20% |

III.    Cost per credit hour[5]

| FY | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Cost per Credit Hour | $    790 | $    829 | $    756 | $    733 | $    <700 |

IV.     Number of students who successfully articulate to another institution to further their education:

| FY | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---|---|---|---|---|---|
| Number Continuing On | 221 | 248 | 300 | 283 | >350 |

**GOAL 5: Student Centered**

Objective A:  CEI faculty provides effective and student centered instruction.

Performance Measures:

I.      Utilization of annual Student Satisfaction Survey results for Student Centeredness. Results are the gap per Noel Levitz Annual Survey:[6]

|        | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|--------|---------|---------|---------|---------|-----------|
| CEI    | N/A     | 0.82    | 0.62    | 0.61    | <0.50     |
| PEERS  | N/A     | 0.64    | 0.63    | 0.84    | N/A       |

II.     Fall to Fall Retention per IPEDS Fall Enrollment Report:

|                              | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|------------------------------|---------|---------|---------|---------|-----------|
| FTFT Fall-to-Fall Retention  | 54%     | 73%     | 72%     | 67%     | >74%      |

III.    Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Results are the gap per Noel Levitz Annual Survey. [6]

|       | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|-------|---------|---------|---------|---------|-----------|
| CEI   | N/A     | 0.76    | 0.71    | 0.56    | <0.5      |
| PEERS | N/A     | 0.73    | 0.73    | 0.99    | N/A       |

IV.     Utilization of results of Student Satisfaction Survey[7] results for Financial Aid and the Admission Process.

|               | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---------------|---------|---------|---------|---------|-----------|
| Financial Aid | 94%     | N/A     | 88%     | 87%     | 98%       |
| Admissions    | 94%     | N/A     | 90%     | 91%     | 98%       |

Objective B:  Tutoring Center provides services to support education success.

Performance Measures:

I.        Tutoring center total students contact hours (in thousands).
II.       Percentage of students surveyed who rated the instruction they received in the tutoring center as very good to excellent:

|                     | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|---------------------|---------|---------|---------|---------|-----------|
| Total Student Hours | 7.1     | 6.4     | 7.7     | 8.7     | >7.5      |
| % Raised Grade      |         |         | 86.6%   | 87.3%   | >85%      |

Objective C:  CEI library services meets the expectation of students.

Performance Measures:

V.        Library services meet the expectations of students. Results are the gap per Noel Levitz Annual Survey. [6]

|       | FY 2017 | FY 2018 | FY 2019 | FY 2020 | Benchmark |
|-------|---------|---------|---------|---------|-----------|
| CEI   | N/A     | 0.09    | 0.19    | 0.37    | >.15      |
| PEERS | N/A     | 0.22    | 0.21    | 0.41    | N/A       |

Objective D:  Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.

Performance Measures:

I.        Number of applicants/students receiving CND services:

|               | FY 2017 | FY 2018 | FY 2019 | FY 2020[4] | Benchmark |
|---------------|---------|---------|---------|------------|-----------|
| Clients Served | 266     | 301     | 318     | 294        | >310      |

Key External Factors

1) <u>Funding</u>:

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding for Career Technical Education has allowed CEI to respond to industry needs in a timely and efficient manner. The enrollment and graduation rates in many of the Career Technical Programs have limited facilities and seats available to students with waiting lists. The recent State funding has allowed us to hire new instructors and reduce many of the waiting lists. CEI was funded as a community college, which allows us to offer the Associates of Arts and the Associates of Science Degrees for the first time in fall 2018. We are projecting growing enrollment over the next few years due to this funding. We are actively engaged in the "go on" rate in Idaho and working with the local high schools to recruit students. Ongoing funding for faculty.

2) <u>COVID-19</u>:

CEI, along with the other State Higher Education institutions was dramatically affected by COVID beginning in the March of 2020. CEI saw an increase of 11% in College credit student headcount in fall of 2020. The College was positioned well to rapidly move into a full online format to complete spring semester resulting in CEI issuing almost no incompletes for students who wished to complete the semester. The College worked diligently to in both summer and fall semesters to provide 1/3 face-to-face delivery and 2/3 online. The College used all the protocols of face coverings, social distancing, work from home and video conferencing. The result was flat enrollment at CEI for both summer and fall semesters with regard to headcount for credit classes. Along with offering 2/3 of classes online, CEI also provide all the wrap around student services and advising via online mechanisms.

3) <u>Evaluation Process</u>:

CEI is in the process of implementing a more thorough process for evaluating its performance measures. The institution has adopted a cycle of continuous improvement known as the Mission Fulfillment Process. The Mission Fulfillment Process is a Plan-Do-Study-Act process, which is how CEI implements, measures, adjusts, and informs budget proposals. There are four main areas of the process. "Plan" is the section of determining how new initiatives can be implemented. "Do" is the implementation step for enacting the changes derived from the previous cycle. "Study" is one of the most intricate steps. Called the Mission Fulfillment Report (MFR) cycle, it encompasses the gathering and assessment of data from all institutional levels. Finally, the "Act" step, informed from the assessment process, allows for budget allocations to improve measures. Figure 1: Mission Fulfillment Process is a depiction of the process flow.

4) Futuring:

CEI has decided to use "futuring" techniques as our approach to creating a strategic plan. Given the complexities of COVID and the rapidly changing demands of our region, CEI has used a futuring tactic. Our approach is to first forecast what the demands of business and industry will be in the region 3 to 5 years in the future (environmental scan). We then select programming that would meet the needs of regional employers whether degrees, certifications or skills. Programming would need to compliment the mission of our 2 year community college. We forecast the kinds of facilities needed to deliver the training and explore equipment and teaching strategies for delivery. We finally review the organization of our College to assess any needed structural changes of the College.
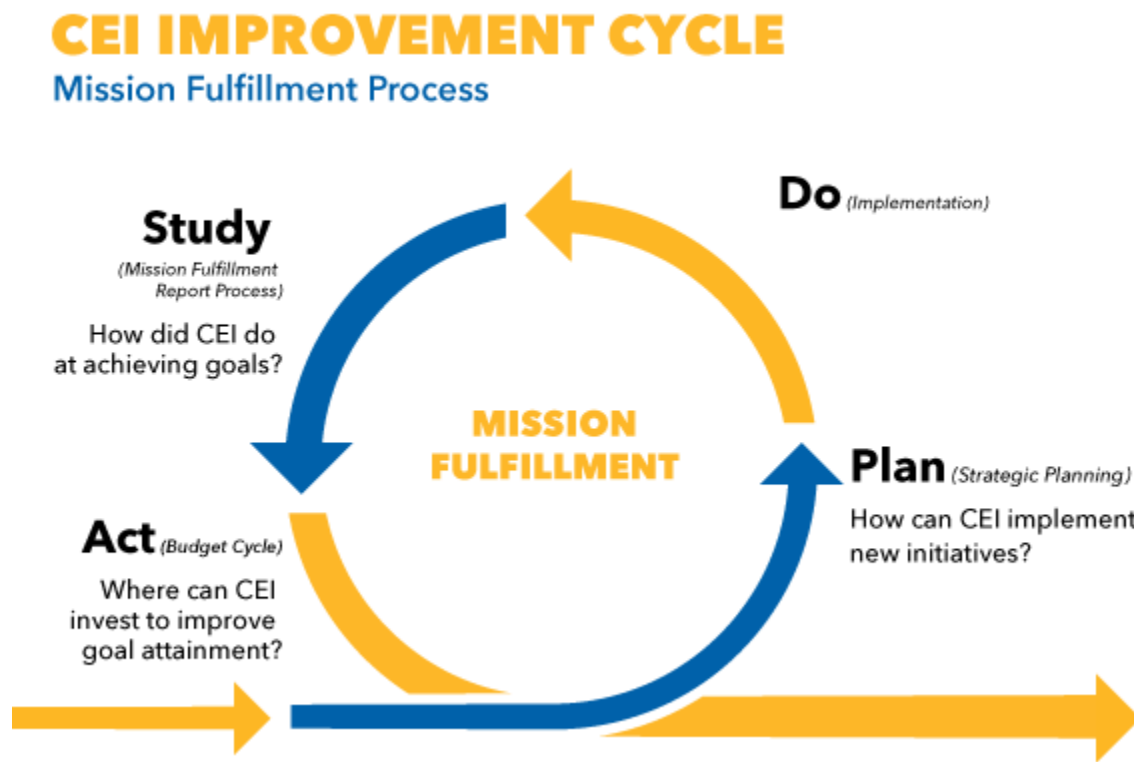


*Figure 1: Mission Fulfillment Process*

There are four main areas that make up the Mission Fulfillment Report (MFR). The gathering of information, assessment, adjustment, and implementation. The goal of the process is to collect data, to measure it against the benchmarks, and to present the findings for consideration of improvements. The cycle connects the employees to administration, to the trustees, and back to the employees. The cycle also identifies areas where improvements can be made to improve the measures through the allocation of resources.

_____

[1]*Years in which data are reported line up with a corresponding starting cohort. For example, FY2016 is a report of the Fall 2013 cohort, and FY2017 is a report of the Fall 2014 cohort and so forth for other reporting years.*

[2]*N/A - Has been used to indicate areas where reports or data have not finalized collection for the year in question or that are otherwise unavailable at the time this report was produced.*

[3]*CEI has adjusted this measure. It has changed from misc. course to more meaningful customized trainings and includes WFT total headcount.*

[4]*Covid-19 and the inability or difficulty in conducting some types of Face-to-Face instruction, work training, tutoring and other student services have significantly impacted these results.*

[5]*Calculated from IPEDS Financials Report sum of Costs (Instruction, Academic Support, Student Service and Institutional Support) divided by IPEDS 12 Month Enrollment Report sum of credits.*

[6]*In FY 2017 CEI transitioned the administration of the Noel Levitz survey from a fall to spring term resulting in the lapse of reportable data for that period.*

[7]*New CEI students take a survey prior to completing the required orientation course that includes these topics. A transition in the timing of the survey resulted in the lapse in data for FY 2018.*

**ATTACHMENT 8**



**2021-2026 (FY2022-2027)**
**STRATEGIC PLAN**

**MISSION STATEMENT**

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

**VISION STATEMENT**

To improve the quality of life of those impacted by our services.

**INSTITUTIONAL VALUES**

Quality, Equity, Innovation

## OUR STRATEGIC PLAN—THE CSI C-O-D-E
**CODE (noun): a system of principles**

Guided by the values of <u>equity, quality, and innovation</u>, the College of Southern Idaho pursues the following Strategic Goals, as established by the College of Southern Idaho Board of Trustees, and the President of the College of Southern Idaho.

### GOAL/CORE THEME 1:  CULTIVATE COMMUNITY ENGAGEMENT

*Strategy #1: Enhance and expand community involvement and engagement.*

**Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions.**

Performance Measures:

1.1       Student who respond that they "Would recommend this college to a friend or family member." (Source: Community College Survey of Student Engagement [CCSSE])

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 97% | 96% | 95% | NA* | 96% |

*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020
Benchmark:  96% [1] (by 2022)

**Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides.**

Performance Measures:

1.2       TBD (A performance measure for this objective is still being developed) [2]

**Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs.**

Performance Measures:

1.3.1     Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report)

| | FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|---|
| Credits | 25,680 | 32,814 | 36,904 | 42,805 | TBD |
| Headcount | 5,353 | 6,360 | 6,613 | 7,648 | TBD |

Benchmark:  TBD [3] (by TBD)

1.3.2     Region IV High School Immediate "Go On" Rate (Source: OSBE and CSI Data)

| | FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|---|
| CSI | 28.4% | 30.6% | 27.6% | 29.4% | 30.0% |
| Overall | 51.3% | 50.0% | 43.47% | 38.6% | 40.0% |

Benchmark:  30% and 40% [4] (by 2023)

1.3.3     Placement of Career Technical Education Completers (Source:  Idaho CTE Follow-Up Report)

| FY17 (2015-2016 Grads) | FY18 (2016-2017 Grads) | FY19 (2017-2018 Grads) | FY20 (2018-2019 Grads) | Benchmark |
|---|---|---|---|---|
| 93% | 96% | 98% | 98% | 96% |

Benchmark:  Maintain placement at or above the average for the previous four years (96%) [5] (by 2022)

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## GOAL/CORE THEME 2:  OPTIMIZE STUDENT ACCESS

*Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.*

**Objective 2.1:  Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention.**

**Performance Measures:**

2.1.1     Institutional Unduplicated Headcount of Non-Dual Enrollment Students (Source:  PSR 1 Fall Snapshot Report)

| FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | Benchmark |
|---|---|---|---|---|
| 4,328 | 4,023 | 3,765 | 3,987 | 5,000 |

Benchmark:  5.000 [6] (by 2025)

2.1.2     Institutional Full Time Equivalency (FTE) Enrollment (Source:  PSR 1 Fall Snapshot Report)

| FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | Benchmark |
|---|---|---|---|---|
| 3,408 | 3,378 | 3,433 | 3,476 | 3,750 |

Benchmark:  3.750 [7] (by 2025)

2.1.3     Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source:  IPEDS)

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 60% | 58% | 58% | 61% | |
| (365/606) | (366/629) | (355/607) | (364/598) | 63% |
| Fall 2016 | Fall 2017 | Fall 2018 | Fall 2018 | |
| Cohort | Cohort | Cohort | Cohort | |

Benchmark:  63% [8] (by 2022)

**Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities.**

**Performance Measures:**

2.2.1     Number of associate degrees and certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 151 Certificates | 154 Certificates | 146 Certificates | 129 Certificates | TBD |
| 816 Degrees | 800 Degrees | 839 Degrees | 947 Degrees | |

Benchmark: TBD [9] (by TBD)

2.2.2     Number of unduplicated graduates with associate degrees and/or certificates of one year or more produced annually (Source: IPEDS Completions) *Statewide Performance Measure*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 148 Certificates | 152 Certificates | 146 Certificates | 129 Certificates | TBD |
| 774 Degrees | 736 Degrees | 795 Degrees | 861 Degrees | |

Benchmark: TBD [9] (by TBD)

## PPGA

2.2.3    Student Satisfaction Rate with Overall Educational Experience (Source:  Community College Survey of Student Engagement)

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 90% | 93% | 90% | NA* | 90% |

*Due to the pandemic, the college was unable to administer the CCSSE in the spring of 2020
Benchmark:  90% [10] (by 2022)


## GOAL/CORE THEME 3:  DRIVE STUDENT SUCCESS

*Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.*

**Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies.**

**Performance Measures:**

3.1.1    Percentage of degree seeking students taking a remedial math course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 41% | 48% | 48% | 43% | 48% |
| (399/966) | (386/805) | (435/914) | (339/785) | |

Benchmark: 48% [11] (by 2022)

3.1.2    Percentage of degree seeking students taking a remedial English course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 79% | 72% | 78% | 73% | 78% |
| (283/356) | (198/276) | (203/261) | (185/255) | |

Benchmark: 78% [11] (by 2022)

3.1.3    Percentage of first-time degree seeking students completing a gateway math course within two years of enrollment (Source: College of Southern Idaho) *Statewide Performance Measure*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 29% | 34% | 41% | 48% | 50% |
| (414/1,407) | (430/1,268) | (485/1,187) | (499/1,044) | |

Benchmark:  50% [11] (by 2022)


**Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options.**

**Performance Measures:**

3.2.1    Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) *Statewide Performance Measure*

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 9% | 12% | 12% | 11% | 15% |
| (436/4,960) | (473/4,094) | (456/3,947) | (478/4,321) | |

Benchmark: 15% [12] (by 2022)


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**3.2.2**    Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source:  IPEDS) *Statewide Performance Measure*

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **Benchmark** |
|---|---|---|---|---|
| 26% | 27% | 31% | 34% | |
| (178/672) | (162/606) | (193/629) | (205/605) | 35% |
| Fall 2014 Cohort | Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | |

Benchmark:  35% [13] (by 2022)

**3.2.3**    Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source:  IPEDS) *Statewide Performance Measure*

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **Benchmark** |
|---|---|---|---|---|
| 15% | 15% | 20% | 21% | |
| (88/606) | (97/629) | (123/605) | (124/598) | 22% |
| Fall 2015 Cohort | Fall 2016 Cohort | Fall 2017 Cohort | Fall 2018 Cohort | |

Benchmark:  22% [14] (by 2022)

**3.2.4**    Median credits earned at graduation (Source:  College of Southern Idaho) *Statewide Performance Measure*

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **Benchmark** |
|---|---|---|---|---|
| 80 | 77 | 75 | 74 | 72 |

Benchmark:  72 [15] (by 2022)

**Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.**

**Performance Measures:**

**3.3.1**    TBD (A performance measure for this objective is still being developed) [2]

## GOAL/CORE THEME 4:  ENSURE INSTITUTIONAL STABILITY

*Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.*

**Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth.**

**Performance Measures:**

**4.1.1**    TBD (A performance measure for this objective is still being developed) [2]

**Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability.**

**Performance Measures:**

**4.2.1**    Maintain a Composite Financial Index (overall financial health) appropriate for a debt free college.  (Source: Composite Financial Index)

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **Benchmark** |
|---|---|---|---|---|
| 2.62 | 3.66 | 4.39 | 4.41 | 3.0 or above |

Benchmark:  3.0 or above [16] (by 2022)

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**TAB 8 Page 5**

Strategic Plan Goals and Objectives approved by the CSI Board of Trustees 2/22/2021

**KEY EXTERNAL FACTORS:**

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been shown to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Emergencies (pandemics, natural disasters, etc.);
- Legal and regulatory changes.

**EVALUATION PROCESS:**

The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the college employees. The college reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

**NOTES:**

[1] CSI has consistently received scores averaging 96% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. Students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

> *Source Note: The Community College Survey of Student Engagement (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey annually during the spring semester. In this metric, "comparison schools" consist of all other schools participating in the CCSSE during that term. Approximately 260 schools participated in the CCSSE during the most recent assessment period.*

[2] TBD—The college community is working to develop a performance measure and benchmark for these new objectives and will have measures in place by 2022.

[3] The college community is working to establish a local benchmark that will help support these goals and will have this benchmark established by 2022. This measure supports the Idaho State Board of Education's Goal II.A.V (>80% of HS grads have participated in one or more advanced opportunity) and II.A.VI (>3% of HS grads simultaneously earn an associate degree).

[4] The college is working to increase the immediate Region IV "go on" rate directly to CSI to 30% by 2023 and the go on rate to 40% for all colleges by 2023. This measure supports the Idaho State Board of Education's Goal II.A.VII (60% of HS grade attend college within 1 year; >80% within 3 years).

[5] This benchmark has been established based upon an average of the past four years of placement. (Source: Idaho CTE Follow-Up Report)

[6] The college has established a goal of enrolling 5000 non-dual credit students per semester by 2025. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS grade attend college within 1 year; >80% within 3 years).

[7] The college has established a goal of increasing FTE to 3,750 in the fall of 2025. This measure supports the Idaho State Board of Education's Goal II.A.VII (>60% of HS grade attend college within 1 year; >80% within 3 years).

[8] The 63% benchmark for first-time, full-time, degree seeking students has been set as a stretch benchmark in light of several college initiatives focused on retaining students. This measure supports the Idaho State Board of Education's Goal III.A.III (>75% retention for 2-year institutions). The most recent data reflects an entry cohort one year prior to FY date. For example, FY20 data reflects fall 2019 entry cohort.

[9] Benchmarks are yet to be set by the Idaho State Board of Education. These measures support the Idaho State Board of Education's Goal III.A.II.

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[10] Ninety percent has been chosen as a target considering that comparison schools have averaged 86% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent")

[11] These benchmarks have been established as stretch benchmarks in light of the college's work to move students initially placed into remediation into successful college level coursework as quickly as possible. These metrics support the Idaho State Board of Education's Goal III, Objective B, and in particular, Goal III.B.II (>60% within two years).

[12] In recognition of data showing that students who complete 30 or more credits per year have more long-term success in college than students who do not, and are more likely to complete a certificate or degree, the college is working to encourage students to enroll in 30 or more credits per year. This measure supports the Idaho State Board of Education's Goal III.B.I (>50% per year).

[13] This benchmark has been established considering recent positive trend in this area and several initiatives the college has undertaken to increase completion rates. This measure supports the Idaho State Board of Education's Goal III.A.IV (>50% per year).

[14] This benchmark has been established considering recent positive trend in this area and several initiatives the college has undertaken to increase completion rates.

[15] The college has worked to reduce the number of credits earned at graduation by students through orientation, advising, and the use of guided pathways. This target reflects ongoing work in this area. This measure supports the Idaho State Board of Education's Goal III.B.III (<69 credits).

[16] This benchmark recognizes a Composite Financial Index Ratio that has been deemed to be appropriate for debt-free colleges by the Composite Financial Index. A range above 3.0 indicates a level of fiscal health that allows for transformative actions.

## ATTACHMENT 8

| Alignment with Idaho State Board of Education 2022-2027 Strategic Plan | State Board of Education Goals | | | |
|---|---|---|---|---|
| | *Goal 1: EDUCATIONAL SYSTEM ALIGNMENT* | *Goal 2: EDUCATIONAL READINESS* | *Goal 3: EDUCATIONAL ATTAINMENT* | *Goal 4: WORKFORCE READINESS* |
| College of Southern Idaho Goals and Objectives | | | | |
| *GOAL #1: CULTIVATE COMMUNITY ENGAGEMENT* | | | | |
| *Strategy #1: Enhance and expand community involvement and engagement.* | | | | |
| Objective 1.1: Foster a climate of inclusivity so students, employees, and communities are welcomed, supported, and valued for their contributions. | | | | |
| Objective 1.2: Promote awareness of and participation in the innovative and high-quality educational, enrichment, and cultural opportunities the college provides. | | | | |
| Objective 1.3: Collaborate with K-12 and employer partners to provide adaptive responses to community needs. | ✓ | ✓ | | ✓ |
| *GOAL #2: OPTIMIZE STUDENT ACCESS* | | | | |
| *Strategy #2: Enhance and expand quality and innovative educational opportunities grounded in equity and inclusion.* | | | | |
| Objective 2.1: Establish robust support systems and processes that enhance and expand opportunities for entry, reentry, and retention. | ✓ | ✓ | ✓ | |
| Objective 2.2: Engage in a college-wide, systemic approach to developing and implementing training, certificate, and degree programs that support existing and emerging industries and expand equitable enrollment opportunities. | | ✓ | ✓ | ✓ |
| *GOAL #3: DRIVE STUDENT SUCCESS* | | | | |
| *Strategy #3: Align quality and innovative educational programs with student needs, workforce demands, and employment opportunities.* | | | | |
| Objective 3.1: Adapt learning environments, regardless of modality, to engage our diverse student population and to enhance student attainment of educational goals while using innovative technologies and pedagogies. | ✓ | | ✓ | ✓ |
| Objective 3.2: Increase the rate of college completion by removing barriers, providing targeted support measures, creating multiple pathways to completion, and increasing flexible schedule options. | ✓ | | ✓ | |
| Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all. | | ✓ | ✓ | |
| *GOAL #4: ENSURE INSTITUTIONAL STABILITY* | | | | |
| *Strategy #4: Create a sustainable model for long-term growth that enhances equity, quality, and innovation.* | | | | |
| Objective 4.1: Promote an environment that recognizes and supports engagement, innovation, collaboration, accountability, and growth. | | | | |

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**TAB 8 Page 8**

Strategic Plan Goals and Objectives approved by the CSI Board of Trustees 2/22/2021

**ATTACHMENT 8**

| Objective 4.2: Develop, enhance, and align resources and processes that support strategic goals and result in institutional optimization and sustainability. | ✔ | | | |
|---|---|---|---|---|

Strategic Plan Goals and Objectives approved by the CSI Board of Trustees 2/22/2021

# College of Western Idaho
# Strategic Plan 2022 – 2026

## STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

**MISSION STATEMENT**

*The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.*

**VISION STATEMENT**

*By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.*

**GOAL 1: Advance Student Success**

*CWI values its students and is committed to supporting their success in reaching their educational and career goals.*

**Objective A:** Improving Student Retention, Persistence, and Completion

**Performance Measures:**

I.   *Increase percent of credit students who persist from term to term*

| FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|---|
| 67% | 68% | 73% | 75% | 75% | >=77 % |

**Benchmark:** *Term to term persistence rates will meet or exceed 71% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

**ATTACHMENT 9**

*II.    Number of degrees/certificates produced annually (IPEDS Completions)*

| FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|---|
| Degrees | | | | | |
| 996 | 979 | 984 | 906 | 949 | >=1,000 |
| Certificates of at least 1 year | | | | | |
| 229 | 182 (240 w/Gen. Ed awards) | 261 (402 w/Gen. Ed awards) | 297 (513 w/Gen. Ed awards) | 325 (1,264 w/Gen. Ed awards) | >=330 |

**Benchmark (state-wide performance measure):** *Number of degrees produced annually (IPEDS completions) will meet or exceed 1,000 degrees by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

**Benchmark (state-wide performance measure):** *Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 300 certificates by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

*III.    Number of unduplicated graduates (IPEDS Completions)*

| FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|---|
| Degrees | | | | | |
| 910 | 893 | 891 | 881 | 917 | >=975 |
| Certificates of at least 1 year | | | | | |
| 226 | 161 (262 w/Gen. Ed awards) | 197 (336 w/Gen. Ed awards) | 241 (451 w/Gen. Ed awards) | 268 (1,197 w/Gen. Ed awards) | >=275 |

**Benchmark (state-wide performance measure):** *Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 975 by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

**Benchmark (state-wide performance measure):** *Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 275 by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Percentage of students completing 30 or more credits per academic year

| FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|---|
| 4% | 3% | 4% | 5% | 4% | >=8% |

*IV.    Benchmark (state-wide performance measure): Percentage of students completing 30 or more credits per academic year will meet or exceed the FY19 Idaho 2-year Community College Average of 8% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)*

| **FY16** (2015-2016) | **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **Benchmark** |
|---|---|---|---|---|---|
| Fall Cohort 2013 13% | Fall Cohort 2014 12% | Fall Cohort 2015 20% | Fall Cohort 2016 22% | Fall Cohort 2017 23% | >=26% |

**Benchmark (state-wide performance measure):** *Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 26% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

V. *Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)*

| **FY16** (2015-2016) | **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **Benchmark** |
|---|---|---|---|---|---|
| Fall Cohort 2014 6% | Fall Cohort 2015 9% | Fall Cohort 2016 12% | Fall Cohort 2017 13% | Fall Cohort 2018 14% | >=19% |

**Benchmark (state-wide performance measure):** *Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 19% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

**Objective B:** Developing Effective Educational Pathways

**Performance Measures:**

I. *Increase percent of CWI Dual Credit students who transition to CWI programs within one year of high school graduation.*

| **FY16** (2015-2016) | **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **Benchmark** |
|---|---|---|---|---|---|
| 13% | 13% | 10% | 11% | Not Yet Available | 1% annual increase |

**Benchmark:** *Increase the number of Dual Credit students who transition to CWI programs within one year of graduation by 1% annually. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

II. *Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment*

| FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|---|
| English: 70%<br>Math: 10% | English: 70%<br>Math: 17% | English: 67%<br>Math: 22% | English: 73%<br>Math: 23% | English: 74%<br>Math: 27% | English: 72%<br>Math: >=25% |

**Benchmark (state-wide performance measure):** *Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be 72% for English and will meet or exceed 25% for Math by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

III. *Percentage of first time degree seeking students completing a gateway math course within two years of enrollment*

| FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|---|
| 28% | 22% | 24% | 24% | 27% | >=25% |

**Benchmark (state-wide performance measure):** *Percentage of first time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 25% by 2026. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

**Objective C:** Developing Effective Educational and Career Pathways and Transfer Opportunities

I. *Increase percentage of students completing transfer programs who enroll at a four-year institution within one year of completion*

| FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|---|
| 54% | 56% | 56% | 56% | Not Yet Available | >=60% |

**Benchmark:** *Increase transfer of General Education Academic Certificate (GEAC), AA and AS completers to four-year institutions to meet or exceed 60% by 2026 (based on highest level of completion). The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

**GOAL 2: Promote and Invest in the Development of Quality Instruction**
*CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.*

**Objective A:** Advancing Innovative Programming and Strategies.

**Performance Measures:**

### I. *Increase success rates for students who enter CWI underprepared*

| FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|---|
| **English** | | | | | |
| Fall: 70%<br>Spring: 68%<br>Summer: 77% | Fall: 65%<br>Spring: 74%<br>Summer: 76% | Fall: 68%<br>Spring: 73%<br>Summer: 88% | Fall: 72%<br>Spring: 74%<br>Summer: 83% | Fall: 67% | >=80% |

**Benchmark (English):** *By 2026, 80% or more of students who enter the English pipeline through English-plus co-requisite model successfully pass ENGL 101. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

**GOAL 3: Ensure Operational Stability and Compliance**

**Objective A:** Adopt and Implement the National Institute of Standards and Technology (NIST) Cybersecurity Framework.

**Performance Measures:**

### I. *Foster better risk and cybersecurity management communications and decision making with both internal and external stakeholders.*

| FY16 (2015-2016) | FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|---|
| NA | In progress | Full Implementation | Full Implementation | Full Implementation | Full Implementation |

**Benchmark (state-wide performance measure):** *Adopt NIST standards by June 30, 2018 and complete IT Annual Work Plan implementation by FY18. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

*Key External Factors*
*There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:*
- *Continued revenue. 35% of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Maintaining parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.*
- *Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.*
  - *CWI's enrollment has been adversely affected by COVID-19. The long-term impacts of COVID-19 on CWI's enrollment are currently unknown.*

- *Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education. Current trends in the local economy indicate strong employment rates, which may also be impacting CWI enrollment.*

***Evaluation Process***

*The College of Western Idaho is currently operating in its Comprehensive Strategic Plan for 2018-2022 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.*

*When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.*

03/18/2021

**North Idaho College**

FY 2022-2026
Strategic Plan

**MISSION STATEMENT**
North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

**VISION STATEMENT**
As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

**GOAL 1:  STUDENT SUCCESS**
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A:  Provide innovative, progressive, and student-centered programs and services.
  *Performance Measures*
  I.  Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still enrolled, within six years as defined by VFA.  *Source:  Voluntary Framework of Accountability (VFA).* [CCM 187]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 65.8% (Fall 10 Credential-Seeking Cohort thru summer 16) | 65.8% (Fall 11 Credential-Seeking Cohort thru summer 17) | 64.9% (Fall 12 Credential-Seeking Cohort thru summer 18) | 66.7% (Fall 13 Credential-Seeking Cohort thru summer 19) | 70% |

  Benchmark: 70% [1] (by 2025)

  II.  Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at NIC within one year following their high school graduation.  *Source:  NIC Trends.* [CCM 227]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 33.5% (247/737) 2016 High School Graduate Cohort | 28.7% (279/973) 2017 High School Graduate Cohort | 31.8% (346/1087) 2018 High School Graduate Cohort | 26.8% (325/1212) 2019 High School Graduate Cohort | 35% |

  Benchmark: 35% [2] (by 2025)

III.  Percentage of NIC Dual Credit students who participated in dual enrollment during any year of high school and matriculated at other institutions within one year following their high school graduation. *Source: NIC Trends.* [CCM 228]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 52.8% (389/737) 2016 High School Graduate Cohort | 51.0% (496/973) 2017 High School Graduate Cohort | 51.7% (562/1087) 2018 High School Graduate Cohort | 50.7% (614/1212) 2019 High School Graduate Cohort | 55% |

Benchmark: 55% [3] (by 2025)

IV.  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. *Statewide Performance Measure. Source: NIC Trends.* [CCM 238]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| a) 74 b) 431 c) 687 Total Awards: 1192 | a) 98 b) 556 c) 690 Total Awards: 1344 | a) 74 b) 604 c) 681 Total Awards: 1359 | a) 121 b) 620 c) 659 Total Awards: 1400 | a) 125 b) 630 c) 700 |

Benchmark: a) 125 b) 630 c) 700 [4] (by 2025)
*Note: Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. See footnotes for additional information.*

V.  Number of unduplicated graduates broken out by a) certificates of less than one year; b) certificates of at least one year; and c) associate degrees. *Statewide Performance Measure. Source: NIC Trends.* [CCM 239]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| a) 57 b) 422 c) 675 Total overall unduplicated count: 906 | a) 77 b) 534 c) 659 Total overall unduplicated count: 913 | a) 65 b) 583 c) 650 Total overall unduplicated count: 872 | a) 105 b) 604 c) 619 Total overall unduplicated count: 893 | a) 110 b) 610 c) 700 |

Benchmark: a) 110 b) 610 c) 700 [5] (by 2025)
*Note: Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020. See footnotes for additional information.*

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

*Performance Measures*

I.  Percentage of CTE Concentrators who achieved positive placement or transition in the second quarter after leaving postsecondary education. *Source: NIC Trends.* [CCM 177]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 85% | 82% | Data coming soon | Data not yet available | 90% |

Benchmark: 90% [6] (by 2022)
*Note: FY19 is due to ICTE on April 30 so this data is not yet available, but coming soon.*

II.  Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends.* [CCM 108]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| 78.5% (12,978/16,536) Fall 16 | 79.2% (13,022/16,452) Fall 17 | 81.0% (13,459/16,614) Fall 18 | 81.0% (12,854/15,873) Fall 19 | 82% |

Benchmark: 82% [7] (by 2024)

Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.

*Performance Measures*

I.  Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends.* [CCM 155]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| 80.1% (686/857) Fall 16 to Spr 17 | 79.9% (658/824) Fall 17 to Spr 18 | 80.7% (671/832) Fall 18 to Spr 19 | 79.8% (604/757) Fall 19 to Spr 20 | 84% |

Benchmark: 84% [8] (by 2022)

II.  Retention Rate – Full time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 025]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| 57.0% (389/683) Fall 16 cohort | 53.3% (356/668) Fall 17 cohort | 55.0% (377/686) Fall 18 cohort | 56.1% (361/644) Fall 19 cohort | 60% |

Benchmark: 60% [9] (by 2025)

III.  Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 026]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| 34.3% (93/271) Fall 16 cohort | 35.9% (85/237) Fall 17 cohort | 32.6% (78/239) Fall 18 cohort | 35.4% (86/243) Fall 19 cohort | 40% |

Benchmark: 40% [10] (by 2025)

IV.  Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *Statewide Performance Measure. Source: NIC Trends.* [CCM 195]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| 8.0% (363/4533) | 8.2% (345/4198) | 8.5% (332/3889) | 7.8% (288/3685) | 10% |

Benchmark: 10% [11] (by 2025)

V. Percent of first-time, full-time, freshmen graduating within 150% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 196]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 23% (151/653) Fall 14 Cohort<br><br>NIC Rank 54% | 27% (169/625) Fall 15 Cohort<br><br>NIC Rank 58% | 25% (174/685) Fall 16 Cohort<br><br>NIC Rank 55% | 28% (188/668) Fall 17 Cohort<br><br>Rank not yet available | Rank of 60% against IPEDS comparator institutions |

Benchmark: Rank of 60% against IPEDS comparator institutions [12] (by 2025)

VI. Percent of first-time, full-time freshmen graduating within 100% of time. *Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 199]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 17% (105/625) Fall 15 Cohort<br><br>NIC Rank 67% | 16% (112/685) Fall 16 Cohort<br><br>NIC Rank 73% | 20% (135/668) Fall 17 Cohort<br><br>Rank not yet available | 19% (128/686) Fall 18 Cohort<br><br>Rank not yet available | Rank of 65% against IPEDS comparator institutions |

Benchmark: Rank of 65% against IPEDS comparator institutions [13] (by 2025)

## GOAL 2: EDUCATIONAL EXCELLENCE

High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

*Performance Measures*

I. Market Penetration - Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 037]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 3.0% (6,928/230,072) | 3.1% (7,235/234,845) | 2.9% (6,900/240,202) | 2.7% (6,586/245,861) | 3.6% |

Benchmark: 3.6% [14] (by 2024)

II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.* [CCM 038]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 2.1% (4,878/230,072) | 2.1% (4,883/234,845) | 2.3% (5,419/240,202) | 1.8% (4,471/245,861) | 3.0% |

Benchmark: 3.0% [15] (by 2024)

III. 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. *Statewide Performance Measure. Source: NIC Trends.* [CCM 203/204]
Math

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 17.5%<br>(190/1088)<br>15-16 cohort | 25.2%<br>(245/971)<br>16-17 cohort | 22.6%<br>(171/757)<br>17-18 cohort | 24.5%<br>(135/551)<br>18-19 cohort | 25% |

English

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 30.6%<br>(119/389)<br>15-16 cohort | 30.2%<br>(116/384)<br>16-17 cohort | 23.0%<br>(90/392)<br>17-18 cohort | 28.9%<br>(81/280)<br>18-19 cohort | 35% |

Benchmark: Math 25%; English 35% [16] (by 2024)

IV. Percent of new degree-seeking freshmen completing a gateway math course within two years. *Statewide Performance Measure. Source: NIC Trends.* [CCM 198]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 28.1%<br>(436/1552)<br>14-15 cohort | 27.4%<br>(433/1578)<br>15-16 cohort | 29.1%<br>(493/1695)<br>16-17 cohort | 33.6%<br>(575/1713)<br>17-18 cohort | 35% |

Benchmark: 35% [17] (by 2024)

Goal 2, Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.
*Performance Measures*

I. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 162]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 52.2<br>Spring 17<br><br>Top Schools<br>58.5 | Survey administered on a two-year rotation; no data available | 50.9<br>Spring 19<br><br>Top Schools<br>60.1 | Survey administered on a two-year rotation; no data available | 53.0 |

Benchmark: 53.0 [18] (by 2023)

II. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).* [CCM 165]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 44.2<br>Spring 17<br><br>Top Schools<br>58.4 | Survey now administered on a two-year rotation; no data available | 48.6<br>Spring 19<br><br>Top Schools<br>60.9 | Survey administered on a two-year rotation; no data available | 48.0 |

Benchmark: 46.0 [19] (by 2023)

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

*Performance Measures*

I.  Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends.* [CCM 114]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 81% | 89% | 89% | 81% | 80% |

Benchmark: At least 80% of SLOA goals are consistently progressing or met [20] (by 2024)

II. Full-time to Part-time faculty ratio. *Source: NIC Trends.* [CCM 029]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 0.8:1.0<br>156 FT & 208 PT | 0.8:1.0<br>160 FT & 208 PT | 0.8:1.0<br>161 FT & 210 PT | 0.7:1.0<br>150 FT & 213 PT | 0.8:1.0 |

Benchmark: No less than 0.8:1.0 [21] (by 2024)

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

*Performance Measures*

I.  Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends.* [CCM 115]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| $132,436 | $175,618 | $180,950 | $89,267 | Maintain or increase funding levels |

Benchmark: Maintain or increase funding levels [22] (by 2024)
*Note: FY20 decline due to COVID-related travel restrictions.*

## GOAL 3: COMMUNITY ENGAGEMENT

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

*Performance Measures*

I.  Percentage of student evaluations of workforce training and community education courses with a satisfaction rating of above average. *Source: NIC Trends.* [CCM 054]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 98%<br>(313/320) | 98%<br>(322/330) | 96%<br>(348/363) | 98%<br>(281/286) | 100% |

Benchmark: 100% [23] (by 2024)

Goal 3, Objective B:  Demonstrate commitment to the economic/business development of the region.
*Performance Measures:*
I.   Licensure Pass Rates. *Source:  NIC Trends.*  [CCM 091]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| 99% | 97% | 99% | 92% | 100% |

Benchmark: 100% [24] (by 2024)

Goal 3, Objective C:  Promote North Idaho College in the communities we serve.
*Performance Measures*
I.   Annual number and percentage increase of Dual Credit annual credit hours in the high schools. *Source:  State Board of Education Dual Credit Report.*  [CCM 020]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| 3,828 (+5.19%) | 7,093 (+85.29%) | 8,111 (+14.35%) | 7,721 (-4.81%) | +10% |

Benchmark: +10% [25] (by 2024)

II.   Dual Credit annual credit hours as percentage of total credits. *Source:  NIC Trends.*  [CCM 019]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| 13,481 credits (13% of total) | 17,672 credits (18% of total) | 19,594 credits (20% of total) | 19,658 credits (21% of total) | 20% |

Benchmark: 20% [26] (by 2024)

III.   Dual Credit unduplicated Annual Headcount and percentage of total. *Source:  NIC Trends.* [CCM 017]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| 1,377 (20% of total) | 2,036 (28% of total) | 1,983 (29% of total) | 1,970 (30% of total) | 25% |

Benchmark: 25% [27] (by 2024)

Goal 3, Objective D:  Enhance community access to college.
*Performance Measures*
I.   Distance Learning proportion of credit hours. *Source:  NIC Trends.*  [CCM 015]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| 11,971 credits (23.9% of total) Fall 16 | 11,791 credits (24.1% of total) Fall 17 | 11,805 credits (24.7% of total) Fall 18 | 11,520 credits (25.4% of total) Fall 19 | 27% of total student credit hours |

Benchmark: 27% of total student credit hours is achieved [28] (by 2024)

**GOAL 4: DIVERSITY**
A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Goal 4, Objective A: Foster a culture of inclusion.
*Performance Measures*
I. Percentage of students enrolled from diverse populations. *Source: NIC Trends.* [CCM 105]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 77.9% White<br>11.2% Other<br>10.9% Unknown | 76.4% White<br>12.2% Other<br>11.4% Unknown | 78.3% White<br>13.2% Other<br>8.5% Unknown | 77.8% White<br>14.5% Other<br>7.7% Unknown | Maintain a diverse, or more diverse population than the population within NIC's service region |

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region [29] (by 2024)

Goal 4, Objective B: Promote a safe and respectful environment.
*Performance Measures*
I. Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. S*ource: Community College Survey of Student Engagement (CCSSE).* [CCM 106]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| 38.5%<br>Spring 17<br><br>National Average 55.1% | Survey administered on a two-year rotation; no data available | 50.1%<br>Spring 19<br><br>National Average 56.2% | Survey administered on a two-year rotation; no data available | Increase by 2% annually until the national average is met or exceeded |

Benchmark: Increase by 2% annually until the national average is met or exceeded [30] (by 2023)

Goal 4, Objective C: Develop culturally competent faculty, staff and students.
*Performance Measures*
I. Number of degree seeking students who meet the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.* [CCM 174]

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | Benchmark |
|---|---|---|---|---|
| New | No Data Collected | 86%<br>(226/262) | 88%<br>(2,752/3,123) | 90% |

Benchmark: 90% of degree seeking students (by 2024) [31]
*Note: NIC started collecting proficiency outcome for all GEM courses in FY19. During the first year a limited number of courses were assessed. The college expects an increase in the number of courses assessed to increase as more faculty participate in the process. Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes.*

**GOAL 5: STEWARDSHIP**
Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.
*Performance Measures*
I.   Tuition revenue as a percentage of total revenue. *Source:  NIC Trends.*  [CCM 172]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| 26.6% | 24.5% | 23.9% | 23.1% | Total tuition revenue not to exceed 33.3% of revenue |

Benchmark: Total tuition revenue not to exceed 33.3% of revenue [32] (by 2024)

II.  Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions*.  Source: Integrated Postsecondary Education Data System (IPEDS).* [CCM 130]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| $3,288<br><br>NIC Rank 72.7% | $3,360<br><br>NIC Rank 68.2% | $3,396<br><br>NIC Rank 72.7% | $3,396<br><br>NIC Rank 72.7% | Rank of 60% against IPEDS comparator institutions |

Benchmark: Rank of 60% against IPEDS comparator institutions [33] (by 2022)

III. Auxiliary Services generates sufficient revenue to cover direct costs of operations. *Source:  NIC Trends.*  [CCM 170]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| $195,039<br>Net revenue | ($41,047)<br>Net loss<br>*(see footnote)* | $22,927<br>Net revenue | ($130,011)<br>Net loss<br>*(see footnote)* | Annual direct costs maintained |

Benchmark: Annual direct costs maintained [34] (by 2025)

Goal 5, Objective B:  Demonstrate commitment to an inclusive and integrated planning environment.
*This objective is currently under review.*

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.
*Performance Measures*
I.   Energy consumption per gross square foot as determined by gas/electric costs. *Source:  NIC Trends.*  [CCM 192]

| **FY17** (2016-2017) | **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | Benchmark |
|---|---|---|---|---|
| $0.98 per gross square foot<br>$702,624/719,173 square feet | $0.99 per gross square foot<br>$720,212/727,863 square feet | $0.94 per gross square foot<br>$684,137/727,863 square feet | $0.86 per gross square foot<br>$653,996/756,863 square feet | $0.90 per gross square foot |

Benchmark: $0.90 per gross square foot [35] (by 2022)

**KEY EXTERNAL FACTORS**
• Changes in the economic environment, including the COVID-19 pandemic
• Changes in local, state, or federal funding levels
• Changes in local, state, or national educational priorities
• Changes in education market (competitive environment)

**EVALUATION PROCESS**
- Details of implementation
  - The Executive Accreditation and Planning Team leads the President's Cabinet in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together the core values and the strategic plan guide NIC to mission fulfillment.
- Status of goals and objectives
  - North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met.  The review process often leads to the following questions:
    - Is the data we are collecting providing information related to goal attainment?
    - Is additional data needed to better understand goal attainment?
    - Do the objectives need revision to reach goal attainment?
  - There were no substantial changes made to the goals and objectives in the past academic year.

**Footnotes**

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[1] Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 62% and 66%.  This measure is based on a six-year cohort, so initiatives targeted at completion may take longer to appear.  This data reflects the credential-seeking cohort, which is determined by course taking behavior - students who earned a minimum of 12 semester credit hours by the end of their second year.  NIC will discontinue the VFA survey after AY2021.

[2] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Numbers are as of 3/8/2021.  Data refreshes nightly so prior year trends may have changed slightly.  Students who graduate during a fall or winter term may not be fully represented.

[3] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers.  Numbers are as of 3/8/2021.  Data refreshes nightly so prior year trends may have changed slightly.  Other Institutions excludes NIC. Students who graduate during a fall or winter term may not be fully represented.

[4] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Total awards by award level.  Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020.  Data shown is as of March 18, 2021 and does not reflect what was previously reported to IPEDS.

[5] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Counts are unduplicated by award level.  Historical data has been revised to reflect current IPEDS definitions which reflect a change in methodology, effective October 2020.  Data shown is as of March 18, 2021 and does not reflect what was previously reported to IPEDS.

[6] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Job related placement = military, related to training, not related to training, or pursuing additional education. Percentages are calculated on respondents only.  FY19 data is due to ICTE on April 30 so this data is not yet available, but coming soon.

[7] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.  This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S).  Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term.  Does not include labs, incompletes, or audits.

[8] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[9] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.  This cohort represents a small percentage of NIC's total credit student population. FY20 numbers are pre-IPEDS submission.

[10] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.  This cohort represents a small percentage of NIC's total credit student population.  FY20 numbers are pre-IPEDS submission.

[11] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Based on a cohort of new students.  Excludes non-degree seeking, Dual Credit, and 100% audits.  Includes registered credits and credits awarded through placement tests; Summer/Fall/Spring.  Numbers revised February 2021.  Refreshed nightly so numbers may change slightly, i.e. incomplete grade changes.

[12] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

[13] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. FY20 numbers (Fall 18 cohort) are pre-IPEDS submission and should be considered preliminary at this point.

[14] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

[15] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates.

[16] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[17] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Full year cohort, first-time degree-seeking, full and part time (IPEDS).  Gateway courses include MATH 123, 130, 143, 147, 157, 160, 170, and 253.

[18] Benchmark is set based on top schools combined with desired level of achievement.  Data points represent benchmark scores for the CCSSE Benchmark: Student-Faculty Interaction.  Benchmarks are groups of conceptually related survey items that address key areas of student engagement.  Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents.  Top Schools are those that scored in the top 10

percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

[19] Benchmark is set based on top schools combined with desired level of achievement. Data points represent benchmark scores for the CCSSE Benchmark: Support for Learners. Benchmarks are groups of conceptually related survey items that address key areas of student engagement. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. Top Schools are those that scored in the top 10 percent of the cohort by benchmark. CCSSE is a survey administered to community college students across the nation.

[20] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually.

[21] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Slight change was made in methodology starting in 2016. Counts now include all active employees. Prior years reflected active employees who were paid within the fiscal year.

[22] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Reflects the total of the Faculty PIP, Staff PIP, and Professional Development Fund and all expenses in the staff development line item for the general fund departments. Does not include tuition waivers for NIC courses taken by NIC employees. FY20 is substantially lower due to COVID-related travel restrictions.

[23] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[24] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY20 includes Pharmacy Tech, Medical Lab Tech, Medical Assistant, Law Enforcement, Physical Therapist Assistant, Registered Nursing, and Practical Nursing.

[25] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[26] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[27] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[28] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance student credit hours, end-of-term. Distance Learning is defined by Instructional Methods, including Internet, Blackboard Live, Hybrid, and IVC-receiving sites. FY19 (Fall 18 cohort) has been revised.

[29] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison = 90% White, 8.2% Other, and 1.8% Unknown. Source = U.S. Census Bureau Quick Facts, July 2019.

[30] Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered "quite a bit" or "very much" to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation.

[31] Proficiency outcomes were recently defined (spring 2021). GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. Note: NIC started

collecting proficiency outcome for all GEM courses in FY19.  During the first year a limited number of courses were assessed.  The college expects an increase in the number of courses assessed to increase as more faculty participate in the process.  Consequently, the college is predicting a decrease in the percentage of students who meet the proficiency outcomes.

[32] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

[33] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement.

[34] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.  The net loss in 19-20 is due to the pandemic.  The deficit in 17-18 was due to an unusual increase in "other expenses" - $1.3M that resulted in a negative balance of $177K for residence hall income for that year.  Stewardship is displayed by leveraging resources to contribute to the economic viability of NIC.  Conference & Events (Schuler Performing Arts Center) has historically received General fund support due to its service related to instruction programs.  The Student Wellness & Recreation Center is funded by student fees and building revenues.  Auxiliary Services Operating Units include:  Bookstore, Dining Services, Residence Hall, Student Union Operations, Cardinal Card Office, Financial Services, Parking Services, Conference & Events, and the Student Wellness & Recreation Center.

[35] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement.

**Strategic Plan**

**FY2022-**
**FY2026**

**STRATEGIC PLAN**

**MISSION STATEMENT**
The mission of the Career Technical Education (CTE) system is to prepare Idaho's youth and adults for high-skill, in-demand careers.

**VISION STATEMENT**
The vision of Idaho Division of Career Technical Education (IDCTE) is to be:
1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

**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:** *Technical assistance and support for CTE programs – Provide timely, accurate, and comprehensive support to CTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.*

**Performance Measures:**
I. ***The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.***
   ***Baseline data/Actuals:*** Initial Survey 2016

| **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **FY21** (2020-2021) | **Benchmark** |
|---|---|---|---|---|
| 3.46 | Survey not administered. | 3.78 | | Improvement |

   **Benchmark: Annual improvement in satisfaction levels.**[i]

**Objective B:** *Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.*

**Performance Measures:**
I. ***Full implementation of a Career Technical Education Data Management System.***
   ***Baseline data/Actuals:*** 2009 development began

| **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **FY21** (2020-2021) | **Benchmark** |
|---|---|---|---|---|
| | | New team formed to identify system output needs | | Analyze System Data |

   **Benchmark: By FY2022, begin development of data system**[ii]

II. *Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.*
   *Baseline data/Actuals:* FY2017 Actual -- Test data collected for each data element

| FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | Benchmark |
|---|---|---|---|---|
| 100% | 100% | Unable to complete – no assessment data due to COVID-19 | | 100% |

Benchmark: All pathway programs are subject to an annual desk audit.[iii]

**Objective C:** *Funding Quality Programs – Secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.*

**Performance Measures:**

I. *A secondary program assessment model that clearly identifies the elements of a quality program.*
   *Baseline data/Actuals:* FY2017: Develop a plan for program assessment.

| FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | Benchmark |
|---|---|---|---|---|
| Identified preliminary measures and secured ongoing funding | Expanded the number of performance measures and identified strategies to collect the data | Measures expanded and defined | | Pilot model in FY2022 and implement in FY2023 |

Benchmark: Identify schedule to comprehensively assess high quality secondary CTE programs with qualitative and quantitative review. This Program Quality Initiative is a subset of the Division's overall secondary program review process. Pilot model in FY2022 and implement in FY2023. [iv]

**Objective D:** *Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.*

**Performance Measures:**

I. *Secondary student pass rate for Technical Skill Assessment (TSA).*
   *Baseline data/Actuals:* Baseline FY15 – 71.7

| FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | Benchmark |
|---|---|---|---|---|
| 67.8 | 67.2 | No assessment data due to COVID-19 | | 676 |

Benchmark: 676 pass rate by FY2022[v]

*II.  Positive placement rate of secondary concentrators.*
*Baseline data/Actuals:* Baseline FY15 – 94.1

| FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | Benchmark |
|---|---|---|---|---|
| 94.4 | 95.0 | 97.0 | | 95 |

**Benchmark: Maintain placement rate at or above 95 percent.**[vi]

*III.  Implementation of competency-based SkillStack® micro-certifications for all relevant programs of study.*
*Baseline data/Actuals:* Baseline FY16 – 0

| FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | Benchmark |
|---|---|---|---|---|
| 20 of 52 = 38% | 26 of 52 = 50% | 35 of 54 = 65% | | 100% |

**Benchmark: By FY2025, implement SkillStack® for 100 percent of programs**[vii]

*IV.  Number of programs that align with industry standards and outcomes.*
*Baseline data/Actuals:* FY2017 Actual - 37

| FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | Benchmark |
|---|---|---|---|---|
| 46 of 52 = 88% | 52 of 52 = 100% | 52 of 54 = 96% | | 100% |

**Benchmark:  Align  100 percent of programs by FY2023**[viii]

**GOAL 2**
EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

**Objective A:** *Support State Board Policy III.Y by aligning similar first semester CTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.*

**Performance Measures:**
*I.  Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.*
*Baseline data/Actuals:* Baseline FY16 – 0

| FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | Benchmark |
|---|---|---|---|---|
| 20 of 52 = 38% | 26 of 52 = 50% | 35 of 54 = 65% | | 100% |

**Benchmark: Align  100 percent of programs by FY2025.**[ix]

**Objective B:** *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.  Placement rate of postsecondary program completers in jobs related to their training.*
*Baseline data/Actuals:* Baseline FY15 – 68

| FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | Benchmark |
|---|---|---|---|---|
| 55.8 | 62.3 | 69.7 | | 65 |

**Benchmark: 65 placement rate by FY2024**[x]

II. *Positive placement rate of postsecondary program completers.*
   *Baseline data/Actuals:* Baseline FY15 – 84.7

| **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **FY21** (2020-2021) | **Benchmark** |
|---|---|---|---|---|
| 94.6 | 94.7 | 94.9 | | 95 |

   **Benchmark: Maintain placement rate at or above 95 percent**[xi]

III. *The percent of secondary CTE concentrators who transition to postsecondary education.*
   *Baseline data/Actuals:* Baseline FY17 – 35.5

| **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **FY21** (2020-2021) | **Benchmark** |
|---|---|---|---|---|
| 44.8 | 41.0 | 44.4 | | 60 |

   **Benchmark: 60 percent by FY2024** [xii]

**GOAL 3**

WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

**Objective A:** *Workforce Training – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.*

**Performance Measures:**

I. *The percent of Workforce Training students who complete their short-term training.*

   *Baseline data/Actuals:* FY2018 – Identify Baseline

| **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **FY21** (2020-2021) | **Benchmark** |
|---|---|---|---|---|
| 93 | 89 | 92 | | 90 |

   **Benchmark: 90 percent average completion** [xiii]

**Objective B:** *Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.*

**Performance Measures:**

I. *The percent of AE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).*
   *Baseline data/Actuals:* FY2016 – 33

| **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **FY21** (2020-2021) | **Benchmark** |
|---|---|---|---|---|
| 39 | 35 | 29 | | 47 |

   **Benchmark: By FY2023, 47% of AE students make measurable progress.** [xiv]

**Objective C:** *Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.*

I. *Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.*
*Baseline data/Actuals:* FY 2016 – 89

| **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **FY21** (2020-2021) | **Benchmark** |
|---|---|---|---|---|
| 60 | 64 | 66 | | 67 |

**Benchmark: 67% positive outcome rate annually.**[xv]

II. *Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.*
*Baseline data/Actuals:* Average 5,000 hours annually

| **FY18** (2017-2018) | **FY19** (2018-2019) | **FY20** (2019-2020) | **FY21** (2020-2021) | **Benchmark** |
|---|---|---|---|---|
| 7,382 | 44,629 | 36,453 | | 25,000 |

**Benchmark: Maintain an average of 25,000 contact hours annually.**[xvi]

**Key External Factors**
- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to IDCTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of IDCTE to conduct statewide data analyses.

**Evaluation Process**
*Objectives will be reviewed at least annually (more frequently if data is available). The IDCTE Leadership Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, IDCTE will make requests through its budget and legislative requests to support the agency's goals and objective.*

[i] Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. FY20 results only include a response from secondary stakeholders.

[ii] Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

[iii] Based on IDCTE goal to improve program assessment process and 2018 legislative request for incentive funding.

[iv] Based on IDCTE goal to improve data accuracy and reduce reporting burden on districts.

[v] Federally negotiated benchmark. .

[vi] Based on IDCTE goal to ensure high placement rates for CTE programs.

[vii] IDCTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

[viii] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[ix] Based on current rate of program alignment.

[x] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[xi] Based on IDCTE goal to ensure high placement rates for CTE programs. CSI provided updated numbers for FY19, this number is reflected on our Performance Measurement Report.

[xii] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline. In the past, IDCTE used self-reported survey data for students that responded to a follow-up survey. Historical and current data includes (FY17 – FY19) students identified through National Clearinghouse data. This matches OSBE methodology.

[xiii] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[xiv] Federally negotiated benchmark. Results lower due to COVID-19.

[xv] Based on goal of continuing current outcome rates. Statewide totals (FY18) are missing NIC data due to staff vacancies.

[xvi] Based on current average number of contact hours statewide (total hours per workshop * total participants per workshop). In FY19, Idaho State University accounted for 66% of all contact hours due to more staff working on these efforts. They also offered a new program that contributed to a substantial increase. Although contact hours decreased due to COVID-19, the benchmark has increased since growth is sustainable.

## Idaho State Department of Education

FY2022 – 2026

**MISSION STATEMENT**
The Idaho State Department of Education provides the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

**VISION STATEMENT**
Supporting Schools and Students to Achieve.

**GOAL 1**
Idaho students are ready for college and careers.

Objective A:  Fully implement the Idaho Content Standards.

Idaho's plan for fully implementing the Idaho Content Standards uses a successful teacher coaching program.  This coaching model invests human capital in local districts to meet community needs. Coaches focus on instructional shifts by working closely with teachers, helping them understand and apply the Idaho Content Standards.

**Performance Measures:**
   I.   Percentage of students placing as proficient/At Grade Level on the spring Idaho Reading Indicator (IRI) K-3.

| 2018-2019 School Year | Benchmark |
|---|---|
| 69.7%[1] | Benchmark to be established after two years of data collection. |

Notes: The new IRI by Istation was first administered during the 2018-2019 school year.

   II.   Percentage of students placing as proficient or advanced on the Idaho Standards Achievement Test.

| | 2015-2016 School Year | 2016-2017 School Year | 2017-2018 School Year | 2018-2019 School Year | Benchmark[2] |
|---|---|---|---|---|---|
| ELA 3rd | 49.3%[3] | 47.18%[4] | 49.88%[5] | 50.34%[6] | 66.2% by 2022 |
| MATH 3rd | 52.2%[7] | 50.23%[8] | 52.17%[9] | 52.81%[10] | 68.1% by 2022 |
| ELA 8th | 53.6%[11] | 52.32%[12] | 53.87%[13] | 53.57%[14] | 69.1% by 2022 |
| MATH 8th | 38.5%[15] | 38.71%[16] | 41.08%[17] | 40.64%[18] | 59.0% by 2022 |
| ELA High School | 61.7%[19] | 59.1%[20] | 59.28%[21] | 59.22%[22] | 74.5% by 2022 |
| MATH High School | 30.8%[23] | 32.1%[24] | 32.87%[25] | 33.45%[26] | 53.9% by 2022 |

**Objective B:** Provide pathways to success post high school.

By providing increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements, the SDE will ultimately open multiple pathways to graduation. Targeted efforts for special education and gifted and talented students, along with Advanced Opportunities and GEAR UP programs, contribute to this strategy, as does increased adoption of mastery-based education.

Performance Measures:
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.

| 2015-2016 School Year | 2016-2017 School Year | 2017-2018 School Year | 2018-2019 School Year | Benchmark |
|---|---|---|---|---|
| 34.33%[27] | 46.36[28] | 54.41%[29] | 54.19%[30] | 60% by 2022 |

II.   Percentage of Idaho high school graduates meeting SAT readiness benchmarks.

| 2017 | 2018 | 2019 | Benchmark |
|---|---|---|---|
| 34%[31] | 33%[32] | 32%[33] | 60% by 2022 |

III.   High school four-year adjusted cohort graduation rate.

| Class of 2014 | Class of 2015 | Class of 2016 | Class of 2017 | Class of 2018 | Benchmark[34] |
|---|---|---|---|---|---|
| 77.3%[35] | 78.9%[36] | 79.7%[37] | 79.7%[38] | 80.65%[39] | 94.9% by 2022 |

**Objective C:** Expand participation in the Idaho Mastery Education Network (IMEN).

Schools across Idaho and the nation embrace mastery education to empower students to learn at their own pace.  At its core, mastery education shifts the measurement of a student's ability to demonstrated mastery from simply clocking seat time devoted to a subject or grade level. The SDE created a voluntary network of schools that are starting to implement mastery. During the initial phases, the SDE convened these schools to learn from one another, offer support where appropriate, learn from their innovations and best practices and collect models for implementation to prepare for supporting additional schools in this shift.  Senate Bill 1059, which was signed into law during the 2019 regular legislative session, removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program.  The SDE will continue to evaluate state policy impact on mastery and work with stakeholders and the Idaho Legislature to remove any additional barriers to implementation.

**Performance Measures:**
I.   Percentage of students in IMEN that meet their 3-year growth target.

| ELA | Percent Making "Adequate" Growth[40] | | | |
|---|---|---|---|---|
| | 2017 | 2018 | 2019 | Benchmark |
| ELA - IMEN Cohort 1 | 60.1% | 62.0% | 62.1% | > Idaho Avg. |
| ELA - Idaho Average | 60.9% | 64.4% | 65.4% | |

| Math - IMEN Cohort 1 | 45.3% | 45.5% | 46.4% | > Idaho Avg. |
|---|---|---|---|---|
| Math – Idaho Average | 51.0% | 53.8% | 54.2% | |

Notes: Nearly 1/3rd of the schools included in IMEN Cohort 1 are alternative schools. Adequate Growth is a measure of students on track to be proficient in three years. Analysis is restricted to students continuously enrolled in the state. The growth measure is only calculated for students in grades 4-8 with regular assessment scores in two consecutive years, thus the reported percentages are among students for whom this calculation was possible.

II.      Number of schools participating in IMEN.

| 2017-2018 School Year | 2019-2020 School Year | 2020-2021 School Year |
|---|---|---|
| 32[41] | 48[42] | 63[43] |

NOTES: Senate Bill 1059, which was signed into law during the 2019 regular legislative session, removed the statutory cap on the Idaho Mastery Education program to allow additional districts and schools to participate in the program. The department will support, but not necessarily fund, all schools that wish to participate in Idaho Mastery Education.

**GOAL 2**
Education stakeholders are accountable for student progress.

**Objective A:** Increase support to low-performing schools.

Comprehensive Support and Improvement (CSI) schools represent the lowest performing 5% of Idaho's Title I schools and any non-title schools that fall within that band. These schools are identified and supported over three year periods in order to aid them in improving student outcomes.

**Performance Measures:**
I.      Percentage of schools meeting CSI exit criteria.

| Benchmark |
|---|
| 90% by 2022 |

Notes: 2018-19 marks the first year of longitudinal data collection for the initial three-year cohort, which has since been extended based on COVID-19 disruptions, so there is no data to report at this time.

**GOAL 3**
Recruit and retain effective teachers.

Idaho, like many states, faces a critical shortage of teachers. Additionally, educators possessing fewer than four years of classroom experience make up a growing share of Idaho's teacher workforce. This trend is particularly acute in low-performing and high-poverty schools and common in classrooms of English language learners and students with disabilities. The shortage of qualified teachers, coupled with knowledge that we need our most experienced teachers with our highest need students means Idaho must both recruit new teachers and retain experienced teachers.

**ATTACHMENT 12**

Objective A:  Reduce the percentage of Idaho teachers leaving the profession within the first 5 years of service.

**Performance Measures:**

I.        Teacher retention rate.

| 2015-2016 School Year | 2016-2017 School Year | 2017-2018 School Year | Benchmark |
|---|---|---|---|
| 83.6%[44] | 83.6%[45] | 84.3%[46] | 92%[47] |

**Key External Factors**

Movement toward meeting the specified goals is contingent on the actions of state policymakers, efforts of education stakeholders and the work occurring in districts and charter schools.

**Evaluation Process**

The objectives outlined in this plan will be reviewed at least annually to assess the SDE's progress toward reaching benchmarks. As necessary, the SDE will identify barriers to success, strategies for improvement and any additional resources necessary to make measurable progress. The SDE will align its annual budget request and legislative agenda to support schools and students to achieve.

**End Notes**

[1] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-Spring-IRI-Results.xlsx

[2] Based on calculation approach used to generate long-term goals for all students and student groups in Idaho's Consolidated State Plan, March 28, 2019, http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf.

[3] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[4] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[5] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[6] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx

[7] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[8] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[9] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[10] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx

[11] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[12] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[13] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[14] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx

[15] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[16] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[17] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[18] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx

[19] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[20] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[21] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[22] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx

[23] 2015-2016 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2015-2016/2015-2016-ISAT-Results.xlsx

[24] 2016-2017 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2016-2017/2016-2017-ISAT-Results.xlsx

[25] 2017-2018 ISAT Results, http://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2017-2018/2017-2018-ISAT-Results.xlsx

[26] https://www.sde.idaho.gov/assessment/accountability/files/accountability-results/2019/2019-ISAT-Assessment-Results.xlsx

[27] FY2016 Program Totals, http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2016-Advanced-Opportunities-Program-Totals.pdf; Historical State Enrollment by Grade, http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx

[28] FY2017 Advanced Opportunities program files and data - allactivity7.10.17.xlsx - 9846 11th grade students and 1049 12th grade students; Historical State Enrollment by Grade, http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx

[29] FY2018 Program Totals, http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2018-Advanced-Opportunities-Program-Totals.pdf; Historical State Enrollment by Grade, http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx

[30] FY2019 Program Totals, http://www.sde.idaho.gov/student-engagement/advanced-ops/files/reporting/FY2019-Advanced-Opportunities-Program-Totals.pdf; Historical State Enrollment by Grade, http://www.sde.idaho.gov/finance/files/attendance-enrollment/historical/Historical-State-Enrollment-by-Grade.xlsx

[31] College Board, SAT Suite of Assessments Annual Report, Idaho, 2017, https://reports.collegeboard.org/pdf/2017-idaho-sat-suite-assessments-annual-report.pdf

[32] College Board, SAT Suite of Assessments Annual Report, Idaho, 2018, https://reports.collegeboard.org/pdf/2018-idaho-sat-suite-assessments-annual-report.pdf

[33] College Board, SAT Suite of Assessments Annual Report, Idaho, 2019, https://reports.collegeboard.org/pdf/2019-idaho-sat-suite-assessments-annual-report.pdf

[34] Benchmark 94.9% by 2022, based on Idaho's Consolidated State Plan, March 28, 2019, http://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf

[35] Idaho Department of Education, SDE Releases New Baseline Graduation Rates 2013/2014 New Federal Reporting Method Drastically Different, March 18, 2015, 03-18-2015-SDE-Graduation-Rate-Release.pdf

[36] https://idahoschools.org/state/ID/graduation

[37] https://idahoschools.org/state/ID/graduation

[38] https://idahoschools.org/state/ID/graduation

[39] http://www.sde.idaho.gov/communications/files/news-releases/01-17-19-Idaho's-high-school-graduation-rate-is-on-the-rise.pdf

[40] Calculations based on the initial 32 schools identified in https://www.sde.idaho.gov/mastery-ed/files/imen/IMEN-Progress-Report-2018.pdf and Idaho Academic Growth Accountability Data

[41] https://www.sde.idaho.gov/mastery-ed/files/imen/IMEN-Progress-Report-2018.pdf

[42] Per Aaron McKinnon, Mastery Based Coordinator SDE
[43] Per Aaron McKinnon, Mastery Based Coordinator SDE
[44] https://idahoschools.org/state/ID/teacher-quality

[45] https://idahoschools.org/state/ID/teacher-quality

[46] https://idahoschools.org/state/ID/teacher-quality

[47] National average teacher attrition rate is 8%, 2017-2018 Teacher Pipeline Report, https://boardofed.idaho.gov/wp-content/uploads/2018/02/Teacher-Pipeline-Report.pdf

# Idaho Division of Vocational Rehabilitation

# FY2022 - 2026

## Content and Format

The Strategic Plan (Plan) is divided into four sections. The first three sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs described, Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures, benchmarks and/or baselines for achieving their stated goals. The final section addresses external factors impacting IDVR.

Due to requirements outlined in the Workforce Innovation and Opportunity Act (WIOA) and from Rehabilitation Services Administration (RSA), IDVR programmatically operates under a Program Year instead of a Federal Fiscal Year. The Program Year aligns with Idaho's State Fiscal Year time period (July 1-June 30). All three programs under the Division adhere to state fiscal year reporting for this Plan. This Plan covers fiscal years 2022 through 2026.

This is the fourth year of IDVR's Plan as a result of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's latest Comprehensive Statewide Needs Assessment (CSNA), both of which impacted the goals and objectives for the Vocational Rehabilitation program. The changes resulting from WIOA also lead the Division to modify both the mission and vision statements to better reflect the focus on the dual customer; individuals with disabilities and employers. The Workforce Innovation and Opportunity Act dramatically shifted the performance measures for the VR program to align with the other core WIOA programs. Rehabilitation Services Administration (RSA) has allowed VR programs time to collect the performance data necessary to establish baselines which will be used to establish levels of performance before negotiating targets for the new performance measures. State Year 2021 (PY2020) was the first year for negotiations for one of the primary indicators; Measure Skill Gains. Negotiations for all other performance indicators will take place for State Year 2023 (PY2022). The majority of the Primary Performance Indicators (PPI) (except Measure Skill Gains) are lagging indicators and not available (N/A) for reporting this Plan. This Plan reflects updated, complete PPI data for SY2019.

**ATTACHMENT 13**

# Vocational Rehabilitation

## Vision

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

## Mission

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

# Vocational Rehabilitation

**Goal 1 – Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.**

**Objective 1:** Expand, monitor, and improve pre-employment transition services (Pre-ETS) to students with disabilities and similar services to youth.

**Performance Measure 1.1:** Number of students receiving Pre-employment Transition Services (Pre-ETS)

| SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| 301 | 1180 | 885 | 1012 | $\geq$ 1012 |

**Benchmark:** Greater than or equal to 1012 for SY22 [1]

**Performance Measure 1.2:** Number of youth applications for program participants under the age of 25.

| SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| 812 | 856 | 738 | 586 | $\geq$ 586 |

**Benchmark:** Greater than or equal to 586 for SY22 [2]
**Note:** The reduction in Youth applications maybe be attributed to the impact of COVID. This reduction is similar to the reduction with all VR applications during this time period.

**Objective 2**: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

**ATTACHMENT 13**

**Performance Measure 2.1:** For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

| SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| N/A | 81% | 81.67%†† | N/A† | $\geq$ 60% |

**Benchmark:** Greater than or equal to 60% for SY22 [3]
**†:** Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.
**††:** Formerly lagging and/or incomplete data is now available and updated in this plan.

**Performance Measure 2.2**
For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

| SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| N/A | 70.9% | 74.2%†† | N/A† | $\geq$ 50% |

**Benchmark:** Greater than or equal to 50% for SY22 [4]
**†:** Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.
**††:** Formerly lagging and/or incomplete data is now available and updated in this plan.

**Performance Measure 2.3:** Number of Regions where Customized Employment is available.

| SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| 3 | 3 | 2 | 0 | 8 Regions (100%) |

**Benchmark:** All 8 Regions [5] (by SY23)
**Note:** Customized Employment stalled in SY20. New efforts are underway to launch a new pilot in SY2022.

**Objective 3:** Hire and retain qualified staff to deliver quality vocational rehabilitation services.

**Performance Measure 1:** Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

| SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| 77.8% | 74% | 68% | 70.5% | $\geq$ 85% |

**Benchmark:** Greater than 85% for SY22 [6]

**ATTACHMENT 13**

**Goal 2 – Improve VR program efficiency through continuous quality improvement activities.**

**Objective 1:** Meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration (RSA).

**Performance Measure 2.1**: Meet or exceed negotiated targets on the following five measures.

| Performance Measure | SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|---|---|---|---|---|---|
| 1. *Employment Rate – 2nd Qtr after Exit* | | 55% | 60.4%†† | N/A† | > 65% |
| 2. *Employment Rate – 4th Qtr after Exit* | | 53.1% | 58.2%†† | N/A† | > 55% |
| 3. *Median Earnings – 2nd Qtr after Exit* | | $3888 | $4075†† | N/A† | > 4680 per quarter |
| 4. *Credential Attainment* | | 26% | 33.1%†† | N/A† | > 22% |
| 5. *Measurable Skill Gains* | | 25.9% | 35.3% | 51.2%†† | > 38.5% |

**Benchmark:** Greater than or equal to 65% [7], greater than or equal to 55% [8], greater than or equal $4680 per quarter [9], greater than or equal 22% [10], greater than or equal 38.5% (this target was negotiated with RSA and will be adjusted annually based on actual performance and applying a statistical adjustment model [11] (all benchmarks will be negotiated by SY23):

**†:** Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.
**††:** Formerly lagging and/or incomplete data is now available and updated in this plan.

**Objective 2.2:** Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

**Performance Measure 2.2:** Customer satisfaction rate.

| SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|---|---|---|---|---|
| 88.5% | 87.1% | 80.1% | 80.3% | > 90% satisfaction rate |

**Benchmark:** Greater than or equal to 90% for SY22 [12]

**Objective 2.4:** Collaborate with Community Rehabilitation Program partners to improve the quality of services.

**Performance Measure 2.4:** Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

| SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| N/A | 43% | 42.5% | 43.13% | $\geq$ 30% |

**Benchmark:** Greater than or equal to previous year in SY22[13]

### Goal 3 – Meet the needs of Idaho businesses

**Objective 3.1:** IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

**Performance Measure 3.1.1:** Retention Rate with the Same Employer the 4th quarter after exit.

| SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| N/A | 37.2% | 42.9%†† | N/A† | $\geq$ 50% |

**Benchmark:** Greater than or equal to 50% for SY23 [14]

**†:** Post exit indicator is lagging and is incomplete or not available this State Year. Data will be updated in the following Strategic Plan.

**††:** Formerly lagging and/or incomplete data is now available and updated in this plan.

# Extended Employment Services

## Mission

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides individuals with the most significant disabilities employment opportunities either in a community supported or workshop setting.

## Vision

Provide meaningful employment opportunities to enable citizens of Idaho with the most severe disabilities to seek, train-for, and realize real work success.

**Goal #1 – Provide employment opportunities for individuals who require long-term support services through the Extended Employment Services program.**

1. ***Objective***: *To provide relevant and necessary* long-term supports to assist individuals with the most significant disabilities to maintain employment.

*Performance Measure 1.1*: Number of individuals served.

| SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| 838 | 819 | 764 | 703 | > previous year performance |

**Benchmark:** Greater than or equal to previous year in SY22 [15]

*Performance Measure 1.1*: Number of individuals on the EES waitlist.

| SY2017 | SY2018 | SY2019 | SY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| 208 | 0 | 0 | 0 | < on waitlist than previous year |

**Benchmark:** Less than or equal to previous year in SY22 [16]

**ATTACHMENT 13**

# Council for the Deaf and Hard of Hearing (CDHH)

## Role of CDHH

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 following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

## Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

## Vision

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.

**Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.**

1. *Objective*: Continue to provide information and resources.

*Performance Measure 1.1*: Track when information and resources are given to consumers.

| FY2016 | FY2018 | FY2019 | FY2020 | Benchmark |
|---|---|---|---|---|
| 4 addt'l brochures 56 FB posts | 2 addt'l brochures 136 FB posts | 20 Library loans 24 packages of information 112 FB posts | 43 Library loans 90 pkgs of info 108 FB posts 667 clear masks & 11,340 paper masks distributed | Continue to create brochures, social interaction, & website development |

**Benchmark:** 2 or more new brochures or information packets created in SY22 [17]

**Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.**

1. *Objective*: Continue to increase the awareness.

**ATTACHMENT 13**

*Performance Measure 2.1*: Deliver presentations and trainings to various groups through education and social media.

| FY2017 | FY2018 | FY2019 | FY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| 65 | 89 | 73 | 40 | Presentations delivered |

**Benchmark:** 40 or more presentation delivered in SY22 [18]

**Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.**

1. *Objective*: Continue encouraging consultation and cooperation.

*Performance Measure 3.1*: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

| FY2017 | FY2018 | FY2019 | FY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| 12 | 14 | 64 | 48 | Present to various local, state & federal agencies |

**Benchmark:** Present at 48 or more local, state and federal agencies in SY22 [19]

**Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.**

1. *Objective*: The Council's office will provide the network.

*Performance Measure 4.1*: Track when information is provided.

| FY2017 | FY2018 | FY2019 | FY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| 1,056 calls | 1,160 calls | 2,456 calls | 5,777 calls | Maintain network through website, social media, brochures, telephone inquiries, & personal communication |

**Benchmark:** Track all calls in SY22 [20]
Note: Increased call volume due to COVID.

**Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to ensure that the needs of deaf and hard of hearing citizens are best served.**

1. *Objective*: The Council will determine the availability of services available.

*Performance Measure 5.1*: The Council will administer assessments and facilitate meetings to determine the needs.

| FY2017 | FY2018 | FY2019 | FY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| Met | Met | Met | Met | Continued work with mental health personnel |

**Benchmark:** Meet goal in SY22 [21]

**Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.**

**1. Objective:** The Council will make available copies of policies concerning deaf and hard of hearing issues.

*Performance Measure 6.1*: Materials that are distributed about public policies.

| FY2017 | FY2018 | FY2019 | FY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| Met | Met | Met | Met | Facilitate meetings with various agencies and group |

**Benchmark:** Meet goal in SY22 [22]

**Goal #7 – To monitor consumer protection issues that involve the deaf and hard of hearing in the State of Idaho.**

1. **Objective**: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

*Performance Measure 7.1*: Track how many complaints are received regarding the ADA.

| FY2017 | FY2018 | FY2019 | FY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| 50 ADA Issues | 150 ADA Issues | 168 ADA Issues | 172 ADA issues | Create information resulting from ADA complaint |

**Benchmark:** Track all complaints in SY22 [23]

**Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.**

1. **Objective**: The Council will submit reports.

*Performance Measure 8.1*: Reports will be accurate and detailed.

| FY2017 | FY2018 | FY2019 | FY2020 | Benchmark |
|--------|--------|--------|--------|-----------|
| Completed | Completed | Completed | Completed | Submit accurate reports. |

**Benchmark:** Complete for SY22 [24]

ATTACHMENT 13

# External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

## Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the  most qualified personnel to address the needs of the customers served by the organization.  Challenges in recruitment continue to be problamatic and persistent over the past several years.  Recruiting efforts have been stifled by low wages as compared to other Idaho state agencies as well as neighboring states.  The Division continues to evaluate and implement new strateiges in an effort to improve the recruitment and retention rates of qualified personnel, e.g., providing tuition assistance. IDVR continues  to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling.  Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligbility for the Certified Rehabilitation Counselor (CRC).

## State and Federal Economic and Political Climate

While Idaho has seen improvement in its economic growth over the past several years there are a variety of influences which can affect progress.  Individuals with disabilities have historically experienced much higher unemployment rates, even in strong economic times.  Furthermore, Idaho has one of the highest percentages per capita of workers in the country making minimum wage.  IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

IDVR is also affected by decisions made at the federal level. The Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, bring substantial changes to the VR program. WIOA's changes aim to improve the nation's workforce development system through an alignment of various workforce programs and improve engagement with employers to address skilled workforce needs.

WIOA requires IDVR to implement substantial programmatic changes.  These changes will impact policy development, staff training, fiscal requirements, and compliance reporting requirements. The most impactful changes continue to be the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities.  WIOA mandates state VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS) which are essentially services the Division was not previously providing prior to WIOA.  This change will result in an agency which is shifting not only the population it serves but is serving that population in different and innovative ways.  The Division's performance measures have also shifted

significantly under WIOA. As a result, the current benchmarks for the federal performance measures identified in this strategic plan present a high degree of error that will diminish as IDVR completes its transition to business as usual under WIOA, and new baselines are realized. The Division has diligently been working to address the new requirements and continues to move forward with the implementation of Pre-employment transition services and a strategic evaluation of the impact of these requirements. As previously mentioned, Vocational Rehabilitation programs are transitioning to new performance measures and negotiated one performance measure with Rehabilitation Services Administration; Measurable Skill Gains. Additionally, almost all of the new performance measures are lagging indicators, several lag by more than one full year.

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**Footnotes:**

[1] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.

[2] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.

[3] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

[4] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

[5] Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.

[6] Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.

[7] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*

[8] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*

[9] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*

[10] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2023). *(RSA-TAC-18-01, January 19, 2018)*

[11] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program will negotiate targets for this indicator in SY2021, negotiations are currently TBD. *(RSA-TAC-18-01, January 19, 2018)*

[12] Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however, it is typically utilized as a threshold for quality performance.

[13] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.

[14] Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2023. *(RSA-TAC-18-01,*

*January 19, 2018) This* performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.

[15] Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

[16] Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

[17] Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[18] Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. CDHH has hired a part time Communications and Outreach Coordination to increase awareness and make presentations throughout the state. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[19] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. CDHH partnered with JFAC to procure funding for a full-time interpreter and partnered with the Sexual Abuse/Domestic Violence Coalition. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[20] The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[21] Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[22] Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[23] Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.

[24] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.

# FY 2022-2026
# STRATEGIC PLAN

## 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.

## VISION STATEMENT
Inspire, enrich and educate the people we serve, enabling them to make a better world.

### SBoE Goal 1: EDUCATIONAL SYSTEM ALIGNMENT
Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

### IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:
I. Number of DTV translators.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 47 | 47 | 47 | 46 | | 46 |

Benchmark: 46 (by FY 2026)[1]

II. Percentage of Idaho's population within our signal coverage area.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 99.47% | 98.8% | 98.8% | 98.8% | | 98.4% |

Benchmark: 98.5% (by FY 2026)[2]

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:
Number of partnerships with other Idaho state entities and educational institutions.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 47 | 40 | 49 | 41 | | 40 |

Benchmark: 40 (by FY 2026)[3]

Objective C: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.

Performance Measure:
Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 97.6% | 99.9% | 99.9% | 99.9% | | 100% |

Benchmark: 100% (by FY 2026)[4]

Objective D: Provide access to IdahoPTV new media content to citizens, anywhere that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 1,981,837 | 1,584,947 | 2,263,398 | 1,635,238 | | 1,850,000 |

Benchmark: 2,000,000 (by FY 2026)[5]

II. Number of visitors to IdahoPTV/PBS video player.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 143,637 | 128,877 | 230,522 | 504,332 | | 100,000 |

Benchmark: 250,000 (by FY 2026)[6]

III. Number of alternative delivery platforms and applications on which our content is delivered.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 11 | 11 | 11 | 12 | | 13 |

Benchmark: 15 (by FY 2026)[7]

Objective E: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:
Number of broadcast hours of educational programming.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 28,299 | 35,095 | 25,480 | 24,853 | | 25,000 |

Benchmark: 25,000 (by FY 2026)[8]

Objective F: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 11,372 | 12,624 | 11,755 | 11,947 | | 13,000 |

Benchmark: 13,000 (by FY 2026)[9]

Objective G: Provide relevant Idaho-specific information.

Performance Measure:
Number of broadcast hours of Idaho-specific educational and informational programming.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 1,568 | 1,509 | 1,986 | 1,393 | | 2,000 |

Benchmark: 2,000 (by FY 2026)[10]

Objective H: Provide high-quality, educational television programming and new media content.

Performance Measure:
Number of awards for IdahoPTV media and services.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 49 | 56 | 57 | 68 | | 55 |

Benchmark: 60 (by FY 2026)[11]

Objective I: Operate an effective and efficient organization.

Performance Measures:
I. Total FTE in content delivery and distribution.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| 17 | 22 | 21 | 18 | | <24 |

Benchmark: Less than 24 (by FY 2026)[12]

II. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| Yes/Yes/Yes | Yes/Yes/Yes | Yes/Yes/Yes | Yes/Yes/Yes | | Yes/Yes/Yes |

Benchmark: Yes/Yes/Yes (by FY 2026)[13]

III. Work toward implementation of the Center for Internet Controls.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| * | Yes | Yes | Yes | | Yes |

Benchmark: Yes (by FY 2026)[14]
*New performance measure beginning FY18

**ATTACHMENT 14**

**SBoE 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 for the next educational level.

Objective: Be a relevant, educational and informational resource to all citizens.

Performance Measures:
I. Number of educational outreach and training events for teachers, students and parents.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| * | * | * | 101 | | 100 |

Benchmark: 140 (by FY 2026)[15]
*New performance measure beginning FY20

II. Average number per month during the school year of local unique users utilizing PBS learning media.

| FY17 (2016-2017) | FY18 (2017-2018) | FY19 (2018-2019) | FY20 (2019-2020) | FY21 (2020-2021) | FY22 Benchmark |
|---|---|---|---|---|---|
| * | * | * | 7,137 | | 8,000 |

Benchmark: 8,800 (by FY 2026)[16]
*New performance measure beginning FY20

# KEY EXTERNAL FACTORS

Funding – Idaho Public Television's funding depends upon a combination of State General Funds; an annual grant from the Corporation for Public Broadcasting that receives its revenue from Congress; Federal grants; and private donations from individuals, corporations and foundations. All four of these sources are subject to changes in economic conditions, political considerations, and competition from other non-profits and government entities. The largest portion of funding for Idaho Public Television comes from voluntary private contributions. IdahoPTV already out performs its peers of other State-licensed PBS stations in the percentage of the population which supports it with donations. While the population of Idaho continues to grow, it is unrealistic to expect major increases in private giving.

Regulatory Changes – With the greatest portion of Idaho Public Television funding coming from private contributions, the changes to federal tax policy has the distinct potential to negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

Broadband/New Media Devices – As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs and to make sure our content and services are available when and

where viewers want to access them. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard. Significant new funding will need to be obtained to make this technology change happen. Unlike the change from analog to digital, there are currently no Federal grant programs available to fund this transition.

# EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives, an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, APTS, and NETA.

We have a statewide advisory Friends board, currently 30 directors, with broad community and geographic representation. This board meets formally on a quarterly bases. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. Each quarter, we prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues.

Recently, Idaho Public Television was successful in obtaining a number of private and federal grants to provide educational services to teachers, students and parents. As part of those grants, we will be conducting research on the impact these education initiatives are having on the populations served.

Recently, IdahoPTV has begun to do qualitative and quantitative research on new and existing programs. Research has been executed by external entities to design content, define platform use, and metrics for success. It has proved a useful tool to launch a new series or re-engineer an existing one. External groups have provided surveys and analytics, demographic data, environmental scans, content audits and communications plans. We see this as a way to better understand and serve all Idahoans on all platforms.

_____

1. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
2. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
3. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
4. Benchmark is based on industry standard and the desire to reach underserved and disabled populations.
5. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
6. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
7. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.
8. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
9. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
10. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
11. Benchmark is based on industry standard combined with desired level of achievement.
12. Benchmark is based on industry standard combined with analysis of workforce needs.
13. Benchmark is based on industry standard of best practices.
14. Benchmark is based on industry standard of best practices. Administrative Rules are promulgated through the State Board of Education and this information is contained in the State Board of Education's K-20 Strategic Plan.
15. Benchmark is based on an analysis of historical trends combined with desired level of achievement.
16. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

**SUBJECT**
> American Rescue Plan (ARP) Act:  ESSER State Education Agency State Plan

**REFERENCE**

| | |
|---|---|
| April 5, 2021 | The Board approved the distribution of the ESSER II funds to local education agencies (LEAs) under a methodology that assured each LEA received an amount at least equivalent to what they would have received from discretionary funds prior to the 5% hold back and set 2.5% of the APR ESSER SEA Reserve (ESSER III) funds for distribution to schools who receive no Title I or low Title I funds, pending legislative approval of spending authority. |
| April 22, 2021 | The Board received an update on the COVID Relief K-12 funds, which included CARES Act ESSER, CRRSA Act ESSER, ARP ESSER, CRRSA EANS and ARP EANS. |
| June 4, 2021 | The Board postponed consideration of a draft ARP ESSER SEA State Plan in order to give Board members an opportunity to review and provide comments. |

**BACKGROUND/DISCUSSION**

> On March 24, 2021, the U.S. Department of Education (USED) made available two thirds of each state's ARP ESSER allocation to support ongoing efforts to reopen school safely for in-person learning, keep schools safely open once students are back, and address the academic, social, emotional, and mental health needs of all students.  To receive the remaining third of a state's ARP ESSER allocation and to comply with the terms and conditions of the ARP ESSER funds, the state has received, USED requires state education agencies to develop and submit an ARP ESSER plan that describes, among other things, the current education needs within the state, the intended uses of ARP ESSER funds, and the plans for the SEA to support LEAs in their planning for and use of ARP ESSER funds.

> An ARP ESSER SEA State Plan template was provided to states on April 21, 2021. The State Department of Education identified leads for each of the seven sections of the plan. Six of leads were Department staff, with the seventh being Board staff. Section D., Maximizing State-Level Funds to Support Students, was drafting was lead by Board staff.   The Department identified stakeholders and a timeline to quickly draft and receive feedback on the plan.   A notification from the State Department of Education's Chief Deputy Superintendent was emailed May 5, 2021 to notify stakeholders of the opportunity to participate in the drafting of the plan. This email included the timeline and a form for indicating interest in sections of the plan.  An additional communication went out on May 7, 2021 from the State Department of Education's Deputy Superintendent of Communications and Policy.

Team leads scheduled meetings for their sections between May 10 and May 18, 2021, and invited interested stakeholders to participate.  The opportunity to collaborate was communicated to a variety of stakeholders including school district superintendents, Board staff, the Governor's Office staff, Division of Financial Management staff, Legislative Services Office staff, Idaho Association of School Administrators, Idaho School Boards Association, Idaho Education Association, local education agency (LEA) business managers, Nez Perce Tribe Education Director, Idaho Business for Education, Idaho Association of Commerce and Industry, Bluum, Idaho PTA Association Board, and the State Department of Education's directors of Special Education, Indian Education, Certification, Student Engagement & Safety Coordination, Assessment and Accountability, and Federal Programs.

A link to the first draft of Idaho's ARP ESSER State Plan was published on the State Department of Education's website on the front page at www.sde.idaho.gov from May 21– June 1, 2021 for public review. Sixteen individuals and organizations provided input on the draft Plan posted on the Department of Education's webpage, this input is provided in Attachment 3.  These stakeholders represented district administrators and business managers, a retired counselor, local school board member, a grandparent, United Way, College of Idaho, New Classrooms, and interested citizens.

The Board's Accountability Oversight Committee (AOC) met May 27, 2021 to review the draft plan and make comments.  This feedback was provided to the State Department of Education on June 1st.  The final draft of the plan provided in Attachment 1 incorporates the AOC's feedback.

A stakeholder feedback review committee was convened on June 2, 2021 to review the public comment feedback and make recommendations for changes to the plan.   Twenty seven participants representing the Idaho Educators Association, LEA administrator, Charter Commission, Idaho State Board of Education, Idaho School Boards Association, Idaho Business for Education, Idaho Association of Commerce and Industry, Idaho legislator, Bluum, Idaho Hispanic Commission, Idaho Division of Financial Management, Education Northwest REL and Comprehensive Center 17, and State Department of Education executive staff and directors from the Indian Education, Special Education, Assessment and Accountability, Certification, and Federal Programs departments discussed the comments and provided suggestions for plan revisions.  Attachments 1 and 2 incorporate the Departments edits from this meeting.

**IMPACT**

This agenda item provides the Board with the Idaho ARP ESSER SEA State Plan for consideration.  The deadline for submittal of the plan to the US Department of Education is June 18th.

**ATTACHMENTS**
    Attachment 1 – Idaho ARP ESSER SEA State Plan
    Attachment 2 – Original Department Draft ARP ESSER SEA State Plan
    Attachment 3 – Public Comment Received by Department

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**
    The USDOE template asks the State Education Agency for each state to identify:

A. Description of the State's Current Status and Needs
1. Assessment of top 2-3 strategies that have been most effective in supporting the needs of students.
2. Assessment of top 2-3 issues currently facing students and schools.
3. Describe top 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year.
4. Describe how the Board / SEA will support LEAs in identifying the extent of the impact of the pandemic on student learning and student well-being.
5. Describe current status of data collection on operational status and mode of instruction for all schools.

B. Describe how the Board / SEA will support LEAs in safely reopening schools and sustaining safe operations.
1. Describe how the Board / SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools.
2. Describe how the Board / SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds.

C. Describe the Boards / SEA plans for consultation from stakeholders and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.
1. Describe how the Board / SEA engaged in meaningful consultation with stakeholders, and incorporated input into this plan.
2. Describe to what extent the Board / SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding.

D. Describe Board's / SEA evidence-based strategies for the use of these resources.
1. Describe how the Board / SEA will use the funds it reserves on evidence-based interventions to address the academic impact of lost instructional time.
2. Describe how the Board / SEA will use the funds it reserves for evidence-based summer learning and enrichment programs.
3. Describe how the Board / SEA will use the funds it reserves for evidence-based comprehensive afterschool programs.

4. Describe the intended use of the reserved funds for emergency needs, including to what extent these funds will be used to build Board / SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotion, and mental health needs; and to implement evidence-based interventions (the board took action on a portion of these funds on April 5, 2021).

E. Describe how the Board / SEA will support their LEAs in developing plans for LEAs' use of ARP ESSER funds.
1. Describe what the Board / SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements.
2. Describe how the Board / SEA will, in planning for the use of ARP ESSER funds, ensure LEAs engage in meaningful consultation with stakeholders.
3. Describe how the Board / SEA will support and monitor its LEAs in using ARP ESSER funds.
4. Describe the extent to which the Board / SEA will support its LEAs in implementing additional strategies for taking educational equity into account.

F. Describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions.
1. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools and how the Board / SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages.
2. Describe the extent to which the Board / SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff.

G. Describe how the Board / SEA is building capacity at the Board / SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.
1. Describe how the Board / SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements.
2. Describe how the Board / SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds.

The plan provided in Attachment 1 incorporates all of the comments provided by the Accountability Oversight Committee; adds the three focus areas for unfinished learning that the Board identified at the May Board retreat; and makes technical edits to for consistency of name usage and terminology. The three focus areas identified during the May Board Retreat are:
- Kindergarten through grade 4 literacy proficiency/growth toward proficiency;
- Grade 4 through 9 mathematics proficiency/growth toward proficiency; and

- High school credit recovery.

Attachment 1 provides a redlined version of the draft document provided by the Department. Attachment 2 is the Draft document provided by the Department.

Staff recommends approval of Attachment 1.

## BOARD ACTION

I move to approve the Idaho ARP ESSER SEA State Plan as provided in Attachment 1 and authorize the Board President to sign the ARP ESSER SEA State Plan on behalf of the State Board of Education.


Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund

U.S. Department of Education

Issued: April 21, 2021

OMB Number: 1810-0754
Expiration Date: October 31, 2021

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly $122 billion to States to support the Nation's schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies ("LEAs"), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education ("Department") is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation's schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency's ("SEA's") plan in order to make the State's remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA's response. Throughout this document, questions that refer to an SEA's ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by June 7, 2021, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA's plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department's website when it is received and will indicate each plan's approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations ("CRRSA") Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

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Cover Page

Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX):

SEA Contact: Sherri Ybarra, State Superintendent of Public Instruction

Telephone: (208) 332-6815

Email address: sybarra@sde.idaho.gov

| By signing this document, I agree to each of the assurances listed in Appendix C and further assure that:<br>To the best of my knowledge and belief, all information and data included in this plan are true and correct. | |
|---|---|
| Chief State School Officer or Authorized Representative (Printed Name) | |
| Signature of Authorized SEA Representative | Date: |

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A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. <u>Progress and Promising Practices</u>: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's *Safer Schools and Campuses Best Practices Clearinghouse* so that they can be shared with other States and LEAs.

   **Response**:

   During the COVID-19 pandemic, the State Board of Education, State Department of Education, and other state agencies, as appropriate (state) ~~Superintendent of Public Instruction, State Department of Education~~ developed various resources and trainings to support school districts and charter schools (local education agencies – LEAs) in meeting the needs of students across Idaho. For example, the State Department of Education (Department) held regular webinars to discuss all of the aspects of the shifting educational landscape, including the use of relief funds, child nutrition policy, and changes in assessment and accountability. The Department also created a public schools reopening page as a central repository for this type of information to assist local education agencies address student learning, operations, coordination with parents, safety and wellness, government resources, and connectivity. This page also included the Back to School Framework approved by the State Board of Education / State Education Agency (Board / SEA)~~state's overall cross-agency Back to School Framework~~. All of these resources provided guidance for supporting effective instruction and student wellbeing whether a school was open fully in-person, hybrid, or remote.

   Using this information, Idaho~~districts and schools~~ LEAs adopted various strategies, based on local needs and consultation with community partners, to support students during the COVID-19 pandemic. Three primary strategies implemented in Idaho are outlined below.

   **<u>In-person instruction</u>**

   For many LEAs~~districts~~, the most effective strategy was maintaining in-person instruction. To support this approach, the ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ provided guidance about physical logistics such as distancing procedures, air filtration, and environmental hygiene. Additionally, the Department disseminated resources to support the broader social and emotional needs of students returning to school, such as the CASEL SEL Roadmap for Re-Opening Schools. All LEAs prioritized student health and safety, but with appropriate precautions, in-person learning remained safe and sustainable throughout the entire school year for various

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~~local education agencies~~LEAs, particularly smaller ~~entities~~ LEAs in rural areas with minimal community transmission.

### Equitable access

When LEAs did need to incorporate distance learning, effective strategies focused on providing equitable access to the necessary technological resources and enhancing support for the students most at-risk in this educational environment. The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ collaborated with LEAs to manage these challenges. For example, the public schools reopening page included guidance to help local IT Directors identify the locations of students without internet service. These students could be assisted by providing an alternate method of internet access or prioritizing them for remaining in-person when hybrid learning was an option. These efforts built on ongoing cross-agency efforts to improve technology access in Idaho, started under the Governor's Broadband Task Force and Digital Divide Committee. The Broadband Task Force and Digital Divide Committee worked to identify gaps in Idaho's broadband infrastructure and supported efforts to improve access. For LEAs operating in a hybrid environment, the maintenance of in-person learning was further focused on students for whom online learning would be the most disruptive. NAEP school survey results indicate that Idaho educators were able to prioritize maintaining in-person instruction for traditionally at-risk student groups, including English learners, children with disabilities, and students experiencing homelessness. Many schools also targeted in-person learning for students in lower grades, for whom online learning could be more difficult.

### Teacher preparation

Another key strategy was ensuring educators were sufficiently prepared to provide effective instruction online, whether in a hybrid or fully-remote environment. The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ along with other stakeholders like the Idaho Digital Learning Academy, offered trainings on virtual classroom strategies and distance education resources, including those contributed by educators and school personal from around the state. The ~~State~~ Department also introduced remote assessment options to help teachers gather ongoing data from formative assessment processes, interim assessments, and progress monitoring tools to help educators track student outcomes and refine teaching and learning strategies.

Although many ~~districts~~ LEAs in Idaho modified their operating status multiple times during the year to respond to the existing public health situation, by the spring of 2021 there was a consistent trend towards offering in-person instruction. As of May 13, 2021, among 11~~5~~6 traditional school districts, 108 were in person, eight were hybrid and zero were fully online or closed.

2. Overall Priorities: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

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**Response**:

## Using data to target student needs

The foremost challenge for students and schools across Idaho is continuing to identify and employ effective strategies for assisting students who experienced ~~disrupted~~ unfinished learning. Statewide data on summative assessments in English Language Arts/Literacy and Mathematics and several other metrics are not yet available, but results from Idaho~~the State~~'s fall early reading assessment indicated around a five-percentage point reduction in the share of k~~K~~indergarten through third grade students reading at grade level from the year prior. Idaho is awaiting spring data from this early reading assessment to determine whether ongoing disruptions caused by COVID-19 further increased that performance gap relative to previous cohorts or if local education agencies were able to narrow it through instruction and specific intervention strategies during the year. Additional assessment results from available formative and summative assessments and end-of-year data on course enrollment, course grades, and other metrics will help districts and schools identify academic priorities. The state will help LEAs develop strategies to analyze intervention priorities outside of the academic context, such as student social/emotional health and economic need, which may have changed based on the ongoing COVID-19 disruptions.

## Re-connecting with students

As part of that process, one additional challenge is supporting students who have not maintained consistent contact with the educational system during the past school year. These students may not have assessment data to identify their academic needs and, in some cases, may not have current connections to their district or school. Idaho's overall K-12 enrollment fell by several thousand students from the previous school year and some districts' enrollment fell by over five percent. LEAs will continue their efforts to identify and support any "missing' students as well. All of these results will determine priority focus areas for learning during the summer and next fall.

3. Identifying Needs of Underserved Students: Describe your State's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:

    i.      Students from low-income families,
    ii.     Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
    iii.    Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
    iv.    English learners,
    v.     Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
    vi.    Students experiencing homelessness,

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vii.      Children and youth in foster care,

viii.     Migratory students, and

ix.     Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,[1] chronic absenteeism, student engagement, and social-emotional well-being.

*Complete the table below, adding rows as necessary, or provide a narrative description.*

**Response:** The ~~two~~ three core priorities for Idaho throughout the rest of this school year and school year 2021-2022 are continuing efforts to improve broadband access, addressing the academic impact of ~~lost instructional time~~unfinished learning, and addressing the social, ~~and~~ emotional, and mental health needs of students ~~challenges created by COVID-19~~. These general areas of focus are the same for all students, but interventions will focus on the specific needs for each group.

**Improving Broadband Access**

As indicated above, the Broadband Task Force and Digital Divide Committee have engaged in efforts to identify and address gaps in Idaho's broadband infrastructure. To improve equity in resources that support student learning, all students needs internet access and appropriate technology in order to engage in research and complete homework, and when necessary or preferred, to participate in online or hybrid learning. While improvements have been made, additional work is needed, particularly for students experiencing socioeconomic or housing challenges, and those in rural and remote communities. The Board / SEA is engaged on these committees and state agencies are engaged in ongoing discussions and work to identify appropriate next steps to address remaining broadband and technology gaps.

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[1] For the purposes of the plan, "academic impact of lost instructional time" refers to "learning loss" experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

**Addressing Unfinished Learning**

At this point in time, Idaho has limited statewide data to quantify the impacts of unfinished learning due to the pandemic. As indicated in Section D of this plan, the Accountability Oversight Committee (AOC), an ad-hoc committee of the Board / SEA, will be working with the ~~State~~ Department ~~of Education~~ to gather and analyze appropriate data. ~~elucidate those needs, but~~ Preliminary information suggests that the specific academic, ~~social, and emotional~~ consequences of unfinished learning due the COVID-19 ~~disruptions~~ pandemic vary by student group in ways that ~~sh~~would inform intervention efforts. ~~For instance~~As an example, the fall statewide early literacy assessment data indicates that the percentage of students from low-income families reading at grade level fell more from 2019 to 2020 than the statewide whole (5.7 percentage points compared to 5.1 percentage points). Similar patterns were seen among many, but not all, traditionally underserved groups, highlighting the need for targeted support. The Board / SEA has reviewed this data, as well as national data regarding the impacts of the pandemic, and has considered anecdotal evidence received from LEAs. Based on this combined information, the Board / SEA has tentatively identified priorities for addressing unfinished learning in our state: early English language arts / literacy skills (K-4), middle grades mathematics (4-9), and credit completion and course recovery for high school. The Board's / SEA's staff will work with the AOC and the Department to conduct an analysis of the state's data to confirm if these areas are those with of greatest need. Once the priority areas are confirmed, the Board / SEA and Department will communicate them to LEAs and will provide professional development and resources to support LEAs in addressing them.

To fully understand and address unfinished learning, the Board / SEA and Department are also reviewing attendance and chronic absenteeism data in order to identify and support students who have or continue to miss substantial instructional time.~~Improving and maintaining growth for students who have experienced interrupted learning will be a core focus at both the SEA and LEA level~~. Current data on chronic absenteeism for school year 2020-2021 also highlights disparities by student group. For instance, mid-year results indicate that nearly 12 percent of Hispanic students were identified as chronically absent upon exiting school, which was nearly double the rate among white students. An outline of ~~table indicating~~ all data to be considered by the AOC is included in Section D.

**Addressing Social and Emotional Challenges**

The Board / SEA and the Department recognize that the pandemic has had an impact on the social, emotional, and mental health of students and educators. While we are still gathering data to better understand these issues, ~~Additionally,~~ initial data from the 2020-2021~~is year's~~ student engagement survey ~~show areas of disparate need outside the academic context~~indicate that the social emotional impacts of the pandemic may have been more substantial for students in certain subgroups. As an example, the statewide student engagement survey administered to students in grades 3-12 in

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February and March, 2021, showed ~~that~~ a substantially higher percentage of students with disabilities ~~were~~ categorized as disengaged in the behavioral, cognitive, and emotional domains when compared with students without disabilities. More comprehensive data will become available at the end of this school year, allowing Idaho to enter the summer and the 2021-2022 school year with detailed information disaggregated by student group. ~~At that point, Idaho will have information about metrics such as performance relative to grade-level content standards, course grades, credits earned, discipline, student mobility, and chronic absenteeism. Other analyses will include ongoing technology needs, continuing the work of the Governor's Broadband Task Force and Digital Divide Committee.~~

~~Forthcoming data points will provide a fuller picture of the COVID-19 disruptions which will help clarify priorities and inform associated interventions. Ongoing areas of focus, such as early literacy, middle grade math performance, and credit recovery in high school, may be further refined or revised based on these results. Beyond identifying patterns at the state level, Idaho will provide training and support for LEAs to help them conduct their own analyses that can inform evidence-based interventions consistent with their specific needs. As this information becomes available, the state and LEAs can use the template in Table A1 below to summarize the highest priority needs and guide programmatic efforts to address interrupted learning and maintain growth.~~

Table A1. *This table will be populated when data is available in summer 2021.*

The types of data disaggregated by the student groups below will include assessment results, graduation rate, go-on rate, course grades, and other metrics discussed above, including the extent of the ongoing digital divide. These data will provide critical information about how to best support traditionally underserved groups, such as Native American and Hispanic students. Idaho anticipates the majority ~~all~~ of data used for this analysis will be gathered through ~~available via standard~~ already established collection methods and will not require additional data submissions from LEAs.

| Student group | Highest priority needs |
|---|---|
| Students from low-income families | Available summer 2021 |
| Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity) | Available summer 2021 |
| Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender) | Available summer 2021 |
| English learners | Available summer 2021 |
| Children with disabilities | Available summer 2021 |
| Students experiencing homelessness | Available summer 2021 |
| Children and youth in foster care | Available summer 2021 |
| Migratory students | Available summer 2021 |
| Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed | Available summer 2021 |

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| Student group | Highest priority needs |
|---|---|
| the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students) | |

4. <u>Understanding the Impact of the COVID-19 Pandemic</u>: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

   **Response**: To support LEAs, ~~Idaho will create~~ the Department will provide both recorded and in-person trainings on using existing reporting tools to identify the academic and social/behavioral impacts of the COVID-19 disruptions ~~will be created~~. These trainings will address strategies for appropriately using existing data systems for our statewide assessments (interim and summative) in English Language Arts/Literacy and Mathematics, the statewide early literacy assessment (formative and summative), the English learner assessment, the student engagement survey, and graduation rates. The Department will advertise these training opportunities through newsletters, webinars, and direct outreach to LEA stakeholders. The AOC will review and analyze data in the Student Achievement Report (created by the Department), which will include a focus on ~~Idaho will also produce a report summarizin~~g the effects of COVID-19 on students across Idaho across myriad metrics, including opportunity to learn, statewide achievement tests, the state's early reading assessment, attendance, and enrollment. These results will be disaggregated by both student and school characteristics. ~~This work will be a priority focus for the Board of Education's Accountability Oversight Committee.~~ The Department~~state~~ will also produce this report at the LEA level to help stakeholders contextualize their results and inform ongoing intervention efforts. Upon request, the state will provide LEAs with custom data reports targeted to their specific priorities. Of particular concern are schools previously identified for support and improvement. ~~Idaho~~ The Department will provide customized tools and reports to ensure these schools have ongoing support for their improvement efforts and that this year's disruptions do not derail their progress in improving overall outcomes and narrowing achievement gaps.

5. <u>School Operating Status</u>: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:

   i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:

a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;

b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and

c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

**Response**: Throughout the 2021-2022 school year, the Department Idaho employed several approaches to track operating status. At the start of the year, staff monitored district websites and reported the listed status. However, the data were not always completely accurate because district websites did not always reflect operating status changes and the process for manually reviewing websites sometimes took several weeks to complete. In January and February of 2021, staff contacted all districts by phone and email to obtain their correct operating status. Since that time, staff have continued to follow up regularly based on anticipated changes. This manual approach was necessary because the StateIdaho does not have a single, unified system for tracking district or school operating status.

Enrollment and attendance, disaggregated by student group, have been collected regularly throughout the year via the state's K-12 longitudinal data system. LEAs submit information to the state via this system in October, November, December, March, May, at the end of the school year in June, and in September to cover the summer period. These attendance and enrollment data can be merged with the operating status information via the state's unique LEA identification number.

The StateIdaho's longitudinal data system also includes information on instructional setting for each course in which a student participates. The available instructional settings can delineate between in-person instruction, synchronous online instruction, and asynchronous online instruction. However, these data are not captured at the individual student level, so a hybrid course would be identified with a single setting while individual students might be participating either in-person or remotely. Furthermore, the setting may have changed at different times during the year without those updates being reflected in the data LEAs provide to the state.

ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June

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21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

**Response**: Please see the tables in Appendix A for the data described in A.5.i.a and A.51.b. Using the most current mid-term average daily attendance (ADA) figures in Idaho to address item A.5.1.c, the ADA by operational status is as follows: Remote or online only = 8,837; Hybrid = 126,126; and Full-time in-person instruction = 168,123. All data will be made publicly available on the ~~Superintendent of Public Instruction,~~ State Department of Education website (sde.idaho.gov) by June 21, 2021 and will be updated regularly.

iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

**Response**: The Board / SEA ~~Idaho~~ expects that nearly all traditional LEAs will offer in-person instruction during Summer 2021 and the 2021-2022 school year, with the exception of fully virtual charter schools ~~or LEAs~~. However, within traditional LEAs, we anticipate that some districts will continue to offer online school options that they created during the 2020-2021 school year. ~~Idaho~~ The Board / SEA and Department will explore options for capturing more detailed and accurate ~~operating status~~instructional methodology information. In making this decision, the ~~state~~ Board / SEA will weigh the benefits of any new data collection against the additional time and effort necessary for LEAs to report this information. The state will track any available operating status information and report enrollment by student group on the ~~Superintendent of Public Instruction,~~ State Department of Education website.

## B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. Support for LEAs: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
    i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention ("CDC") for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

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**Response**: The Board / SEA approved Idaho Back to School Framework (Framework) 2020 (https://boardofed.idaho.gov/resources/idaho-back-to-school-framework-2020) provides expectations, guidelines and best practices to ensure a safe and successful school environment. This document was most recently updated on October 21, 2020, and will continue to be updated by the Board / SEA as necessary to remain current with changes to state and federal guidance. The Framework is a collective effort by the Idaho Governor's Office, and the State Board / SEAof Education. The Framework was developed and recommended for Board / SEA approval by a work group made up of representatives from, the Superintendent of Public Instruction's OfficeDepartment of Education, the Idaho Department of Health and Welfare, and representatives from each of Idaho's seven the local public health districts, and representative of LEAsIdaho's public schools. This guidance document addresses each of the mitigation strategies listed in the table below. For reference, the corresponding pages from the Framework 2020 have been provided for each mitigation strategy in the table below.

In addition to the general guidelines provided in the Framework 2020 related to the appropriate accommodations for children with disabilities, the Superintendent of Public Instruction, State Department of Education also distributed a 53-page document that dove deeper into the guidance on this particular topic. The "Guidelines for Providing Special Education Services During the COVID-19 Pandemic" is the Board's / SEA's detailed guidance to support districts in meeting the needs of students with disabilities. A link to that guidance document is here, (https://www.sde.idaho.gov/coronavirus/sped/SPED-COVID-19-Q-A-06-03-2020.pdf).

The State Board of Education / SEA also distributed a separate guidance document specific to the wearing of masks in our schools (. A link to that document is provided here, https://www.sde.idaho.gov/re-opening/files/COVID-19-School-Mask-Guidance.pdf) .

*Complete the table below, adding rows as necessary, or provide a narrative description.*

Table B1.

| Mitigation strategy | SEA response |
|---|---|
| Universal and correct wearing of masks | *p. 9, 12, 31* |
| Physical distancing (e.g., including use of cohorts/podding) | *p. 7, 8, 10-13, 31* |
| Handwashing and respiratory etiquette | *p. 9, 29-31* |
| Cleaning and maintaining healthy facilities, including improving ventilation | *p. 9, 29-31* |

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| Mitigation strategy | SEA response |
|---|---|
| Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments | *p. 7-10* |
| Diagnostic and screening testing | *p. 9- 11* |
| Efforts to provide vaccinations to educators, other staff, and students, if eligible | *The* Superintendent of Public Instruction, *State Department of Education is not involved in the effort to provide vaccinations.* |
| Appropriate accommodations for children with disabilities with respect to the health and safety policies | *p. 13, 23, 24, 26- 28* |

ii.   Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

**Response**: By May 2021, most Idaho brick and mortar LEAs had reopened and returned to full-time, in-person instruction. In the late Summer of 2020, each LEA was required to develop a local plan. With input from the local public health district or other health experts, each LEA developed a plan that outlined their operations, including how it would respond to disease transmission within their community, enabling them to continue to provide instruction and educational services to their students. The Office of the State Board / SEA staff of Education verified with that each LEA that a local plan had been drafted, vetted, and adopted by the local school board. It is anticipated that districts will update these plans for the upcoming school year through the Safe Return to In-Person Instruction and Continuity of Services Plan. By May 2021, most Idaho brick-and-mortar LEAs had reopened and returned to full-time, in-person instruction.

During the 2021 legislative session, the Superintendent of Public Instruction introduced and sponsored House Bill 175 (https://legislature.idaho.gov/wp content/uploads/sessioninfo/2021/legislation/H0175.pdf), which was signed into law later in the session. Beginning July 1, Idaho law will require, "to the greatest extent possible and where safety requirements can be developed by the school district or public charter school, an in-person instruction option will be made available to students." A link to the full text of the bill has been provided here, https://legislature.idaho.gov/wp content/uploads/sessioninfo/2021/legislation/H0175.pdf. This new law clearly prioritizes in-person instruction for our traditional brick and mortar schools.

iii.   To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

**Response**: The ~~State of Idaho~~ state coordinated a network of statewide task forces to inform aspects of prevention, mitigation, response, and recovery from the pandemic events and effects. Federal resource coordination and information flow was primarily accomplished through federal and state agency representatives in the task force environment. The primary vehicle for guidance and information to individual LEAs was through regular webinars with Idaho public school administrators and staff, the Idaho Superintendents Network, the Idaho School Boards Association, and formal policy guidance from the ~~Office of the State~~ Board / SEA ~~of Education~~ and the ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~. LEAs were incorporated into technical working groups with Education Liaisons through the 7 Public Health Districts (PHDs) as well as county Emergency Managers to support regional and local decision-making and resource requests.  These technical working groups assisted in determining critical information and process development related to screening, testing, essential worker testing, community situational awareness and healthcare resource allocation specific to the education environment. This coordination pattern from federal partners to statewide task forces to local technical working groups and ultimately to the local governing body comprised the primary support structure for coordination and guidance throughout the preparation and response phase of operations.

    iv.   Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

**Response**: The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will continue to hold informational webinars for LEA administrators and staff to provide ongoing and uninterrupted support for their needs in responding to COVID. The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will facilitate the Idaho Superintendents Network, a professional learning community that works with superintendents across Idaho's LEAs.  These monthly gatherings allow for direct and timely communication with district administrators, providing information that will facilitate nimble transitions in instruction delivery throughout the highly dynamic environment the pandemic has created in our schools.  The Governor's Office convened a K-12 Emergency Council made up of superintendents representing each educational region of the state, charter school representatives, and State Board of Education members. This group continues to meet to identify issues, share information and inform LEA's in the regions.  The Board / SEA will update and maintain the relevant guidance documents described in our responses in Section B.1.i-iii.  The Board / SEA will continue to maintain and update a primary webpage focused on COVID resources that support Idaho schools in the year ahead, and the Department will maintain the pandemic resource page located on the its website.  A link to th~~is~~e state coronavirus resource website is available here, https://coronavirus.idaho.gov/resources-for-schools/.  Additionally, the ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will continue to offer professional development opportunities to support educators in implementing instructional practices and programs to address the academic impact of ~~lost instructional time~~unfinished learning and the social and

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emotional challenges created by COVID-19. Efforts to address social and emotional impacts include a statewide professional development activity, the Idaho Prevention and Support Conference, for all K-12 educators to learn about school safety and prevention support programs. This event most recently occurred in April of 2021, with more than 800 Idaho educators in virtual attendance. The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will be offering this opportunity again in the Spring of 2022. Further, the Idaho Rural Education Association has as their mission to expand the quality of learning and educational opportunities in rural schools and communities. Partly in response to the COVID-19 pandemic, this association offers a resource list of mental health providers who will travel to rural and remote locations throughout the state to support the emotional and mental health needs of students.

2. <u>Safe Return to In-Person Instruction and Continuity of Services Plans</u>: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:

    i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;

    ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services;

    iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),[2] and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and

    iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and

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[2] ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

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technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

**Response**: In October 2020, ~~all~~ LEAs posted a Back-to-School Plan on ~~each~~ their ~~LEA's~~ website or made them available through their district offices, which was verified by ~~the Office of the State~~ Board / SEA staff~~of Education~~. This was five months prior to the enactment of ARP ESSER. ~~The stakeholder group for this section developed a~~A checklist form (see Appendix E) by which LEAs can compare their original plan and the ARP Act ESSER LEA plan requirements will be made available. ~~and consider any~~This checklist may be used for LEAs to verify their existing plans ~~revisions necessary to~~ meet Federal requirements and identify any~~d~~ amendments they will need to make to come into compliance. LEAs whose Back-to-School plan included input from stakeholders and is publicly available on the LEA's website as identified under Sec. 2001(i)(1) and (2), but does not address all the requirements of the April 22, 2021 Federal Register, will have until November 24, 2021 (6 months after May 24, 2021) to revise and post its plan. Any LEA whose Back-to-School plan does not meet the requirements under Sec. 2001(i)(1) and (2) will have 30 days within receipt of the funds to develop and make publicly available a Safe Return plan that meets statutory requirements (August 1, 2021). All LEAs must complete the Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021. ~~The Superintendent of Public Instruction, State~~ Department ~~of Education~~ staff will visit each LEA website for these documents beginning August 2, 2021. Technical assistance and support will be provided, as needed, for any LEA that does not meet the minimum statutory ~~~~requirements, which includes meaningful stakeholder input. For a copy of the Safe Return to In-Person Instruction and Continuity of Services Plans Checklist, see Appendix E.

## C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. <u>SEA Consultation</u>: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
    i. students;
   ii. families;
  iii. Tribes (if applicable);
   iv. civil rights organizations (including disability rights organizations);
    v. school and district administrators (including special education administrators);
   vi. superintendents;
  vii. charter school leaders (if applicable);
 viii. teachers, principals, school leaders, other educators, school staff, and their unions; and

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ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

**Response**: As soon as Idaho received the ARP ESSER State Plan template on April 22, 2021, the ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ staff met several times to identify team leads for each section of the plan and to develop a core stakeholder list for ~~the~~ initial communication.  On May 5, 2021, a letter went out from the Department's Chief Deputy Superintendent to stakeholders.  The ~~purpose of the~~ letter ~~was to~~ invited stakeholders to provide input into ~~the development of~~ Idaho's ARP ESSER Plan, ~~.~~ ~~The letter~~ included the timeline for developing and submitting the Plan, and provided a ~~link where~~process for stakeholders ~~could~~to identify sections of interest. The same communication was sent out again May 7, 2021 from the Department's Deputy Superintendent of Communications and Policy.

Team leads scheduled meetings for their sections between May 10-May 18, 2021, and invited interested stakeholders to participate.  The opportunity to collaborate was communicated to a variety of stakeholders including superintendents, ~~State~~ Board / SEA ~~of Education~~ staff, ~~the~~ Governor's Office staff, Division of Financial Management staff, Legislative Services Office staff, Idaho Association of School Administrators, Idaho School Boards Association, Idaho Education Association, LEA business managers, Nez Perce Tribe Education Director, Idaho Business for Education, Idaho Association of Commerce and Industry, Bluum, Idaho PTA Association Board, and the ~~Superintendent of Public Instruction's~~Department's directors of Special Education, Indian Education, Certification, Student Engagement ~~&~~and Safety Coordination, Assessment and Accountability, and Federal Programs.

Additionally, Superintendent of Public Instruction Sherri Ybarra is currently accepting applications through June 25, 202,1 for a new Student Advisory Council.  This statewide panel will include representation from students in grades 2 – 11 from different backgrounds, cultures, and school size. Through this council, Idaho students will have an opportunity to share their voices on important educational topics, including the Idaho ARP ESSER SEA State Plan implementation.  This group will meet quarterly either virtually or in person.

A link to the first draft of Idaho's ARP ESSER State Plan was published on the ~~Superintendent of Public Instruction,~~ State Department of Education's website ~~on the front page at~~ (www.sde.idaho.gov)~~-~~ from May 21– June 1, 2021 for public review. Sixteen individuals and organizations provided input on the draft Plan posted on the ~~Superintendent's~~ Department's webpage.  These stakeholders represented district administrators and business managers, a retired counselor, local school board member,

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a grandparent, United Way, College of Idaho, New Classrooms, and interested citizens. Stakeholder input included support and gratitude in using part of the ARP ESSER State Set-Aside Reserve 3% for LEAs who do not receive Title I-A allocations. Support for Innovation Zones to address unfinished learning was promoted by New Classrooms. Support was expressed for using the State Set-Aside Reserve for students with unique needs such as those students who are homeless, migratory, English Learners, or with disabilities. Several stakeholders described support for using full-service community-based afterschool and summer enrichment providers as a valuable resource and partner to schools in addressing the academic, social and emotional needs of students. Support for using chronic absenteeism as a measure for identifying students was included. There was some confusion expressed about the two LEA plans and the need for approval by the local school board prior to submission to the State Department of Education. Support was also expressed for additional educator professional development for social emotional health and positive behavioral interventions and supports ( PBIS) as well as the importance of good nutrition and feeding children at school. All feedback documentation is on file at the Superintendent of Public Instruction, State with the Department of Education office.

The State Board office Board's / SEA's, Accountability Oversight Committee (AOC) met May 27, 2021 to read the draft plan and make comments. This feedback was provided to the Superintendent of Public Instruction, State Department of Education on June 1st and the input was incorporated into the final draft.

A stakeholder feedback review committee was convened on June 2, 2021 to review the public comment feedback and make recommendations for changes to the plan. Twenty seven participants representing the Idaho Educators Association, LEA administrator, Charter Commission, Idaho State Board / SEA office, Idaho School Boards Association, Idaho Business for Education, Idaho Association of Commerce and Industry, Idaho legislators, Bluum, Idaho Hispanic Commission, Idaho Division of Financial Management, Education Northwest REL and Comprehensive Center 17, and the State Department's of Education executive staff and directors from the Indian Education, Special Education, Assessment and Accountability, Certification, and Federal Programs departments discussed the comments and provided suggestions for plan revisions. The final version of the Idaho ARP ESSER State Plan submitted to the State Board of Education / SEA for consideration and submittal to the U.S. Department of Education reflects discussions outcomes from this meeting.

The State Board members / SEA met June 15 4, 2021, to review and approve Idaho's ARP ESSER State Plan prior to Superintendent Ybarra and the State Board president signing the plan. and delegate submittal of the plan by the SEA's representative to the U.S. Department of Education.

Moving forward, Superintendent of Public Instruction, State Department of Education staff will continue to provide weekly ESSER reports on its website, updates on the implementation of the state's ARP ESSER State Plan in to the State Board meetings / SEA, and quarterly virtual/in-person updates to the public.

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2. <u>Coordinating Funds</u>: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:

   i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

   *Complete the table below or provide a narrative description.*

Table C1.

| Funding Source | Prior/current SEA and LEA uses (including funding amounts, if applicable) | Planned SEA and LEA uses (including funding amounts, if applicable) |
|---|---|---|
| CARES Act ESSER I: $47,854,695 Idaho allocated 100% of its ESSER I funds, including the State Set-Aside Reserve to LEAs. | LEA: $43,069,226 total  See Appendix F for LEAs' Reimbursement by Category | Idaho does not collect LEAs' future/planned uses of funds. |
| | $3,785,469 – LMS/Blended Learning | |
| | $1,000,000 – SEL activities | |
| CARES Act GEER I: | $1,036,000 –funds to Career Technical Ed for PD to teachers | Idaho does not collect LEAs' future/planned uses of funds. |
| | $742,000 –  funds to Career Technical Ed for PD to teachers | |
| | $3,813,800 – funds to Idaho Digital Learning Alliance | |
| | $839,700 – funds to Idaho Public Television | |
| | $368,250 - STEM | |
| | $25,000 – Building Safety | |
| CRRSA Act ESSER II: $195,890,413 | LEA:  $176,301,372 total discretionary flow through.  The Governor signed the supplemental appropriation into law May 10, 2021 and LEAs received access to half of these funds May 20, 2021 and the remaining funds July 1, 2021, per the legislature.  Data on how LEAs spend these funds are not yet available. | 100% of the State Set-Aside Reserve has been obligated. There are no additional planned uses of funds at the state level.  The state does not collect LEAs' planned uses of funds. |
| | SEA:  $19,589,041 total $11,851,302 – allocations to LEAs who do not receive a Title I-A allocation and low funded ESSER II LEAs $300,000 – administration costs $6,137,700 – HB22 $1,300,000 – Content and Curriculum Digital Tech | |
| CRRSA Act GEER II: $6,857,039 | These funds have not been obligated yet. | |

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**Response**: In addition to the GEER funds, the Governor ~~asked the Superintendent of Public Instruction, State Department of Education through the~~approved ~~at~~ the funding request of the ~~State~~ Board ~~of Education~~ / SEA ~~request funding~~ for flowthrough grants to LEAS ~~to~~ administer~~ed~~ ~~funds for four flowthrough grants to LEAs~~by the Department ~~of Education~~:

- $99 M Special Distribution,
- $24,920,000 Blended Learning for devices, connectivity, professional development, assistive technology and a learning management system
- $1,000,000 for Technology for 60 LEAs with high poverty needs
- $1,000,000 for LEAs that did not receive a Title I-A allocation.

     ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

**Response**: CARES Act ESSER I funds were awarded to LEAs on June 24, 2020. The Board / SEA ~~Idaho~~ allocated 100% of its 10% State Set-Aside Reserve to LEAs for LMS/Blended Learning and SEL activities. ~~Idaho~~ The Board / SEA and Department do~~es~~ not track LEA obligations, only reimbursements. In Idaho, Federal funds are subject to legislative appropriation. Governor Little signed the supplemental appropriation for CRRSA Act ESSER II funds into law May 10, 2021. LEAs received access to approximately half of these funds May 20, 2021 and will receive access to the remaining funds July 1, 2021, per the legislature. The 10% State Set-Aside Reserve of $19,589,041 has been obligated by the Board / SEA:

- $11,851,302 – allocations to LEAs who did not receive a Title I-A allocation and low funded ESSER II LEAs
- $300,000 – administration costs

The legislature approved:

- $6,137,700 – HB22 – an additional appropriation based on increased attendance for two Charter LEAs
- $1,300,000 – Content and Curriculum Digital Tech ($1,000,000 must be used for research-based programs to assist with the instruction of students with non-English or limited-English proficiency for learning loss while $300,000 may be used by the Department to contract for services that provide technology education opportunities and/or information technology certification to students and faculty that prepare students for college, career, or the workplace.

Idaho does not track LEA obligations.

     iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to

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which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 ("ESEA"), IDEA, Workforce Innovation and Opportunity Act ("WIOA"), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.[3]

**Response:** LEAs are highly encouraged to coordinate and leverage all their Federal funds, including ESEA, IDEA, McKinney-Vento Homeless Assistance Act, and child nutrition funds, to meet the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic as they plan for the safe return to and continuity of in-person instruction.

### D.  Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. Academic Impact of Lost Instructional Time: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
   i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

   The Board / SEA has not chosen specific interventions, as those will be determined at the local level. The Board / SEA will require LEAs will be required to use evidence-based interventions and to provide the appropriate research.

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[3] Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

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The Board / SEA has reviewed national data regarding the impacts of the pandemic and has considered anecdotal evidence received from LEAs has tentatively identified priorities for addressing learning gaps in our state: early English language arts / literacy skills (K-4), middle grades mathematics (4-9), and credit completion and course recovery for high school. The Board / SEA will be conducting an analysis of the state's data to confirm if these areas are those with the greatest need. Once the priority areas are confirmed, the Board / SEA and Department will communicate them to LEAs and will provide professional development and resources to support LEAs in addressing them.

Professional development will be provided to LEAs, including administrators, on using data to identify gaps in student learning and implementing accelerated learning strategies to address those gaps. Such strategies may include high-dosage tutoring, extended learning time interventions (during or before/after school), acceleration academies (focused instruction in one subject during vacation breaks), with an emphasis on ensuring strategies are tied closely to classroom content (and aligned to the state content standards) and designed to meet the needs of their local student populations.

In addition to strategies focused on addressing disrupted learning, the state will provide professional development to LEAs regarding using ARP ESSER funds to increase resources available to students and families to meet students' social, emotional, and mental health needs and will strongly encourage LEAs to set aside funds for this purpose. The Idaho Rural Education Support Network and Idaho Digital Learning Academy have gathered a list of social, emotional, and mental health resources, and the Board / SEA and Department will partner with them to distribute the list to all LEAs. LEAs will be required to indicate how they are addressing these needs in their Use of Funds Plan, as outlined in Section E.

The Board / SEA will use state-level funds to support the evaluation and ongoing monitoring of the impact of strategies implemented by LEAs. This will include costs to program the state longitudinal data system (SLDS) to support expanded data collection and costs related to analysis and research, including engaging with contractors as needed. It may also include providing funds to LEAs to manage data at the local level.

The Accountability Oversight Committee (AOC), an ad hoc committee of the Board / SEA, will review data related regarding the effectiveness of the state's implementation of the ARP ESSER Plan no less than two times per year. Based on this analysis, the AOC will make recommendations to the Board / SEA regarding any adjustments that should be considered to improve the use of funds or implementation. The data that will be included in the AOC's annual report is provided in Section A and romanette ii below. In addition to that data, the AOC will review the state's interim assessment data. As a part of the state's Idaho's suite of standardized assessments, the Idaho Standards Achievement

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Test by Smarter Balanced includes the Smarter Balanced Interim Assessments. The Smarter Balanced Interim Assessments are provided at no cost to LEAs, and between 30% and 40% of the state's LEAs have used them in recent years as a part of progress monitoring and/or formative assessment. Moving forward, the Board / SEA will continue to strongly encourage LEAs to~~will~~ use the Interim Block and Focused Interim Block assessments throughout the year and the Department will provide professional development and communications to support LEAs in effectively using them~~to provide the state with appropriate data, or may request approval of a locally identified interim assessment~~. The AOC will review a sampling of the Smarter Balanced ~~i~~Interim ~~a~~Assessment data midyear to monitor progress and attempt to identify LEAs that are demonstrating success in accelerating student learning ~~and those that are struggling and need additional support~~. The ~~state will provide professional development and communications regarding effective use of the Smarter Balanced Interim Assessments~~ AOC recognizes the limitations of the interim assessment data, and will take care in making interpretations and using the data.

ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and

The Board / SEA will require LEAs to indicate the evidence-based strategies they will use to address the needs of individual students, including students within subgroups disproportionally impacted by the COVID-19 pandemic, in their Use of Funds Plans, as outlined in Section E.

Idaho's previous assessment data has demonstrated gaps between subgroups of students and their peers, including students from low socioeconomic backgrounds, those receiving special education services, English Learners, and students from diverse ethnic backgrounds. The Board / SEA is committed to determining the extent to which these gaps have been exacerbated by the pandemic. As previously indicated, the Board / SEA has reviewed national data related to the impacts of the pandemic and has engaged in preliminary discussions regarding prioritizing efforts to address learning gaps. However, the Board / SEA is looking forward to reviewing Idaho's data to determine if the national trends related to learning gaps and disproportionate impact hold true in our state. The Board / SEA has tasked the AOC with reviewing data and reporting to the Board.

The statewide data to be used to determine the disproportionate impact of the pandemic on certain groups of students will be compiled by the Department annually into Idaho's Student Achievement Report. The Student Achievement Report will be analyzed by the AOC, and the committee will provide recommendations to the Board regarding policies and strategies that need to be

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adjusted to address student needs and improve achievement. The majority of the data to be included in the Student Achievement Report is already collected by the state; however, the Department and the AOC will be comparing and analyzing the data in new ways in order to identify students disproportionately impacted by the pandemic.  The 2022 Student Achievement Report will include the following data, as outlined in Section A of this plan:

- Opportunity to Learn Survey Results
- Longitudinal representation of cohort performance on state standardized assessments, including the Idaho Standards Achievement Test and the Idaho Reading Indicator
- Comparison of performance on the state standardized assessment by student subgroups (low socioeconomic, special education, English learners, homeless, migrant, and foster).
- Comparison of performance on state standardized assessment by locale designation (rural vs. urban)
- Comparison of performance on state standardized assessment by attendance
- Comparison of graduation rates by student subgroups and by attendance
- Comparison of secondary student grades (with a focus on failure grade rates) by student subgroups and by attendance
- Comparison of Go On rates by student subgroups

As outlined in Sections A and E of this plan, the state will distribute the AOC's Annual Report, including the Student Achievement Report to all LEAs. The state will also support LEAs in conducting similar analyses of their LEA-level data. Finally, the Board / SEA and Department will encourage LEAs to consider other locally available data, such as benchmark and formative assessments and teacher feedback, that they may use to identify and support students disproportionately impacted by the pandemic.

iii.  The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Board / SEA will review the AOC's Annual Report, which will include an analysis of data comparing the performance of students on statewide standardized assessments based on their enrollment (movement between LEAs) and attendance, including those identified as chronically absent. Professional development will be provided to LEAs regarding use of the statewide data and how they can conduct similar analysis at the LEA level. LEAs will be guided to use their attendance and absenteeism data to identify students who missed the most instruction during the 2019-2020 and 2020-2021 school years, and those whose attendance is problematic during the 2021-2022 school year. To support LEAs in addressing the needs of students who missed substantial

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instruction, professional development will be provided to LEAs regarding how they can use a tiered system of support to improve student attendance and engagement. The tiered system of support will be based on resources available through AttendanceWorks, as previously recommended to the Board by the Accountability Oversight Committee.

The Board / SEA will offer LEAs with no or low formula-based allocations and those who use their LEA-level ARP ESSER funds and have exhausted other funding sources, but still need additional funds to implement the tiered system of support, the opportunity to apply for funds from the state.

2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:

   i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

      The Board / SEA has not chosen specific interventions, as those will be determined at the local level. The Board / SEA will require LEAs to use evidence-based interventions when implementing summer programming.

      The Board / SEA and Department will distribute resources to LEAs regarding evidence-based approaches to implementing effective summer programs that address students academic and social, emotional, and mental health needs. Professional development aligned to these resources will be provided. Evidence-based practices included in the professional development and/or distributed resources could include:
      - facilitation by credentialed teachers with content knowledge;
      - focus on single-subject intensives;
      - use of rigorous curricula aligned to the state content standards and consistent with the curricula used by the LEA during the school year;
      - high-quality enrichment experiences; and
      - an emphasis on consistent attendance and engagement.

      Beginning with summer 2021, LEAs will be required to submit data regarding student enrollment and attendance in summer programs. Gathering this data will allow the Board / SEA to conduct an evaluation of the effectiveness of summer programs. The state may utilize the following data points to evaluate the effectiveness of summer programs:

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- Comparison of student scores on the spring Idaho Reading Indicator (prior to participation in summer) and the fall Idaho Reading Indicator (after participation) for grades K-3;
- Comparison of students scores on the spring Idaho Standards Achievement Test by Smarter Balanced and the Smarter Balanced Interim Comprehensive Assessment administered at the end of summer programs for grades 4-8;
- Student grades for secondary students enrolled in specific courses for the purposes of credit recovery; and
- LEA established pre and post test results.

ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

Idaho is participating in the Summer Learning and Enrichment Collaborative, and the Board / SEA and Department will gather and distribute information to LEAs regarding effective strategies for meeting students' needs, particularly students disproportionately affected by the pandemic.

The Board / SEA and Department will guide LEAs to use spring data, including statewide standardized assessment results, to review the needs of individual students and determine which students should be enrolled in summer programs. Professional development will provided that includes how LEAs can review their student subgroup data to identify students disproportionately impacted by the pandemic, and how accelerated learning strategies can be implemented to ensure students' individual learning gaps and needs are addressed.

iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Board / SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer programs.

Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year.

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3.  <u>Evidence-Based Comprehensive Afterschool Programs</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:

    i.  A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

        The Board / SEA has not chosen specific interventions, as those will be determined at the local level. The Board / SEA will require LEAs to use evidence-based strategies in implementing before and afterschool programs.

        Professional development will be provided on effective implementation of accelerated learning strategies.  Further, the Board / SEA will ~~require~~ strongly encourage LEAs to begin or expand partnerships with non-profits and other community agencies that provide or support before and after school programming, and will ensure LEAs understand that they may use LEA-level funds to support these partnerships.  The Board / SEA will require LEAs to report how their before and afterschool programs were created, including if they have ~~by~~ engag~~ing~~ed in new community partnerships or buil~~ding~~t upon existing partnerships, and to indicate if the number of available spots in before and afterschool programs ~~is~~has increased using ARP ESSER funds. The SEA will also require LEAs to provide information regarding their efforts to increase attendance and participation in before and afterschool programs (or maintain high attendance if previous data indicates it was already strong).

        Beginning in the 2021-2022 school year, the Board / SEA will require LEAs to submit data about student enrollment and attendance in before and afterschool programs. The Board / SEA will use statewide standardized assessment data, including interim assessments when appropriate, to compare the performance of students attending before and afterschool programs to their peers who do not attend. The Board / SEA will use state-level funds to support data gathering and analysis, as needed.

    ii.  How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

        The Board / SEA and Department will guide LEAs to use data, including statewide standardized assessment results, interim assessments, and/or locally-

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chosen progress monitoring, to review the needs of individual students and determine which students should be enrolled in before and afterschool programs. Professional development will provided that includes how LEAs can review their student subgroup data to identify student disproportionately impacted by the pandemic, and how accelerated learning strategies can be implemented to ensure students' individual learning gaps and needs are addressed.

    iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The Board / SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer before and afterschool programs.

Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year.

4. Emergency Needs: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

The Board / SEA will use the statewide emergency needs funds to provide funding to LEAs that receive no or low formula-based ARP ESSER allocations based on Title I to support their implementation of accelerated learning strategies. Additionally, the state Board / SEA will provide funding to the Bureau Deaf Blind, as they have not qualified for allocations, but have students in need of services.

E. Supporting LEAs in Planning for and Meeting Students' Needs
The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

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1. <u>LEA Plans for the Use of ARP ESSER Funds</u>: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:

    i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;

    ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

    iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and

    iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

**Response:** Ensuring LEAs develop high-quality thoughtful plans identifying how they will use their ARP ESSER funds is critical in addressing the significant impact of COVID-19, including keeping schools open for in-person instruction, lost instructional time, and the social and emotional health of both students and staff.  The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ has an important role in supporting LEAs in meeting the Federal Register requirements for the ARP ESSER Plan.   An LEA ARP ESSER Use of Funds template was developed and will be distributed to LEAs to complete. The Board / SEA expects each LEA's local board of trustees to guide collaborative community efforts to develop their Use of Funds Plans, and is requiring the LEA Plans to be sSigned~~atures are required from~~ by the LEA's superintendent or charter administrator and the president of the LEA's local ~~school~~ board of trustees ~~president or Charter Commission representative~~ prior to ~~the LEA~~ submitting the plan to the ~~State~~ Department ~~of Education~~.   See Appendix H for the LEA ARP ESSER Use of Funds template.  This template requires LEAs to address the impact of lost instruction time on academics, social, emotional, and mental health needs of all students with a targeted focus on the students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory children.

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Additionally, Idaho requires LEAs to address interventions to support Native American students and Hispanic students experiencing gaps. These underserved population groups are included in the LEA plan template.

Technical assistance and support in developing the plan will be provided to LEAs until all plans are submitted to the state. State support includes an upcoming webinar in June on the four tiers of evidence-based interventions.  The Comprehensive Center 17 organized an Idaho team that is currently participating in the Summer Learning ~~&~~and Enrichment Collaborative.  This professional learning community supports organizations that are partnering to provide summer programs that engage students academically, socially and emotionally, particularly those students hardest hit by the pandemic.  Information is posted on the ARP ESSER webpage at https://www.sde.idaho.gov/federal-programs/american-rescue-plan/index.html , and LEAs are invited to visit the Collaborative website and engage in the series of virtual learning offerings.  ESEA Federal Programs coordinators are planning a mini-webinar series later this summer to share specific ideas on how ESSER funds can be used to support the at-risk subgroup populations.  This includes students identified as homeless, children and youth in foster care, migratory students, and students in correctional facilities.

~~Superintendent Ybarra supports any~~ LEAs who want to move to a community school model are encouraged.  Community schools are an evidence-based framework for coordinating recovery efforts and actively engaging families and partner organizations.  The Federal Programs' FACE coordinator is actively involved in supporting LEAs to become community schools.  On June 10, 2021, a virtual learning presentation will provide LEAs information on how ESSER funds can support the practical implementation of the community school strategy, ongoing professional development and implementation support.  An additional presentation is planned to provide LEAs information on the importance of stakeholder involvement in developing and revising their Back-to-School plans and the LEA ARP ESSER Use of Funds plan.

2.  <u>LEA Consultation</u>: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:

     i.  students;
    ii.  families;
   iii.  school and district administrators (including special education administrators); and
   iv.  teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

     i.  Tribes;
    ii.  civil rights organizations (including disability rights organizations); and

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iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

**Response:** As part of the LEA ARP ESSER Plan – Use of Funds, LEAs must identify the stakeholder roles providing input, describe the process, including timeline, for involving stakeholders, and describe how the public was given an opportunity to provide input in the development of the plan. Involving stakeholders includes meaningful participation in conversations, discussions, and meetings where plan components are addressed. Examples of obtaining public input could include conducting a public hearing, posting the plan on the LEA's website and soliciting comment, and conducting a survey on sections of the plan. The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will ensure LEAs are aware of resources available to develop their plan and ensure stakeholder input is included. Staff are currently scheduling a mini-webinar series that includes stakeholder involvement in ESSER use of funds planning and program use of funds for the underserved populations.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:

   i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

   **Response:** The LEA ARP ESSER Plan template requires the LEA to describe how it will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being. The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will review LEA plans for inclusiveness and will provide direct support for LEAs with gaps in their plans. Information from LEA plans will be used to devise ongoing specific support plans and deliver through existing ~~SEA~~ state support mechanisms.

   The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will collaborate with federal technical assistance providers (e.g., Region 17 Comprehensive Center), to provide professional development and resource support to LEA staff on topics to be determined through analysis of developed LEA plans. It is anticipated, but not limited to, ~~that topics may include~~ the following topics:

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- Acceleration Academies
- Devising and best utilizing additional instructional time
    - Before or After School
    - Additional School Days
    - Summer School
- Common formative assessments
- Early learning (K-4 literacy)
- Extended day partnerships (CBOs)
- Extracurricular Activities
- High-quality tutoring
- Mastery learning/Project-based learning
- Multi-tiered system of supports
- Narrowing standards
- SEL and mental health supports
- Strategic staffing (teacher advocates, advisory, looping)
- Student voice and perception
- Transition supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)
- Four tiers of evidence-based interventions

ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

**Response:** The Accountability Oversight Committee (AOC) is an ad-hoc committee of the ~~State~~ Board ~~of Education~~/ SEA that provides the Board with recommendations related to assessment and accountability. The AOC's annual report is focused on analyzing data and providing recommendations regarding policy and implementation strategies the state can put in place to improve student achievement. For its fiscal year 2022 report, the AOC will be including a special focus analyzing the effects of the COVID 19 pandemic on student achievement, including a review of data to determine if disparate impacts exist between subgroups of students. The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will compile the data into the 2020-2021 Student Achievement Report, and the AOC will analyze the data and make recommendations to the Board / SEA regarding its use. The data will be distributed to LEAs to improve their understanding of any disparate impacts on student subgroups. Professional development will be provided to LEAs on conducting analysis of local data to identify disproportionately impacted students within their LEA and to support development of appropriate ~~analyzing the data with support for implementing~~ intervention strategies.

iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:

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1. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
2. Students who did not consistently participate in remote instruction when offered during school building closures; and
3. Students most at-risk of dropping out of school.

**Response:** The LEA ARP ESSER Use of Funds template includes a section on identifying, re-engaging, and supporting students who have experienced the impact of ~~lost instructional time~~unfinished learning.  These data will be collected from the LEA plan templates and analyzed at the state level to identify the largest gaps.   The state will share the information with LEAs, and these data will identify the areas of greatest need which will inform technical assistance and professional development to support LEAs.

4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:

   i. Allocating funding both to schools and for districtwide activities based on student need, and
   ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

**Response:** In the LEA ARP ESSER Use of Funds template, LEAs must describe how remaining funds will be allocated to schools and for districtwide activities based on student need to support student success both equitably and inclusively.  These data will provide a state-level view of where professional development and support is needed. Additionally, ~~Superintendent Ybarra and State~~ the Board / SEA ~~members feel strongly~~has approved the use of SEA set-aside/reserve fund ~~that~~ for LEAs that do not receive a Title I-A allocation and, therefore, do not receive an ESSER formula allocation in recognition of ~~also have~~their COVID pandemic needs that require funding to address.  As a result, with the ESSER I round of funding, LEAs that did not receive a Title -A allocation received "equitable like" funding from one of the Governor's COVID relief funding sources. With CRRSA Act ESSER II and ARP ESSER, ~~State Board members supported funding these~~the Board / LEA ~~of Education~~ approved funding these same LEAs using monies from the State Set-Aside Reserve.

In an effort to provide financial transparency, the Every Student Succeeds Act (ESSA) requires public schools to report per-pupil federal and non-federal costs, and for states to collect and publish this information.  Idaho reports this information on its report card website at https://idahoschools.org/ under the Non-Academics section of each LEA's page.  The new maintenance of equity requirement under the American Rescue Plan (ARP) will further protect funding levels for those high poverty LEAs and schools.

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F.  Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students' academic, social, emotional, and mental health needs.

1.  Supporting and Stabilizing the Educator Workforce:

    i.  Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math ("STEM") educators; career and technical education ("CTE") educators; early childhood educators). Cite specific data on shortages and needs where available.

    *Complete the table below, changing or adding additional rows as needed, or provide a narrative description.*

    Table F1.

| Area | 2018-2019 Idaho State Student to Area Ratio* | 2019-2020 Idaho State Student to Area Ratio* | 2020-2021 Idaho State Student to Area Ratio* |
|---|---|---|---|
| Special educators | 24 special education students per special educator | 23 special education students per special educator | 21 special education students per special educator |
| Paraprofessionals – special education | 11 special education students per special education paraprofessional | 10 special education students per special education paraprofessional | 11 special education students per special education paraprofessional |
| English as a second language educators | 180 English language students per English as a second language educator | 145 English language students per English as a second language educator | 129 English language students per English as a second language educator |
| Paraprofessionals – English as a second language | 103 English language students per English as a second language paraprofessional | 113 English language students per English as a second language paraprofessional | 104 English language students per English as a second language paraprofessional |
| School counselors | 421 students per school counselor<br><br>31 out of 176 ~~districts~~ LEAs had no school counselors | 413 students per school counselor<br><br>31 out of 180 ~~districts~~ LEAs had no school counselors | 403 students per school counselor<br><br>39 out of 185 ~~districts~~ LEAs had no school counselors |
| Social workers | 5796 students per school social worker | 5673 students per school social worker | 5822 students per school social worker |

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| Area | 2018-2019 Idaho State Student to Area Ratio* | 2019-2020 Idaho State Student to Area Ratio* | 2020-2021 Idaho State Student to Area Ratio* |
|---|---|---|---|
| | 144 out of 176 ~~districts~~ LEAs had no school social workers | 149 out of 180 ~~districts~~ LEAs had no school social workers | 152 out of 185 ~~districts~~ LEAs had no school social workers |
| Nurses | 1969 students per school nurse

130 out of 176 ~~districts~~ LEAs had no school nurses | 1902 students per school nurse

131 out of 180 ~~districts~~ LEAs had no school nurses | 1825 students per school nurse

135 out of 185 ~~districts~~ LEAs had no school nurses |
| School psychologists | 1755 students per school psychologist

107 out of 176 ~~districts~~ LEAs had no school psychologists | 1686 students per school psychologist

109 out of 180 ~~districts~~ LEAs had no school psychologists | 1704 students per school psychologist

117 out of 185 ~~districts~~ LEAs had no school psychologists |

\*The number for each area is determined by an individual serving in at least one (1) applicable assignment and counts that person as one individual (full or part time), and does not include those who were contracted by outside vendors.

ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

**Response:** To recruit and retain certificated individuals in the identified shortage areas, the ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will provide the following professional development opportunities which is in alignment with the second recommendation of the Educator Pipeline Subcommittee of the Our Kids, Idaho's Future – Final Report to continue to grow statewide professional development efforts for educators:

- The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ partnered with NNU to develop behavioral health and wellness professional development specific to grade level. For a list of opportunities click here.
- Free Youth Mental Health First Aid twice a month
- Free Suicide Prevention Gatekeeper training, both online and community trainings
- Various workshops on behavioral health and wellness at the annual Prevention and Support Conference
- Various workshops on mental health at Idaho School Mental Health conference, in collaboration with the Idaho School Counselors Association, the Idaho

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School Psychologist Association, and the Association of Idaho School Social Workers.

- Implementation and technical support for student wellness programs in Idaho elementary, middle, and high schools via Idaho Lives Project and Sources of Strength.
- Management and oversight of the Garrett Lee Smith Grant and the ID-AWARE (Addressing Wellness and Resilience in Education) Grant.
- SEA provides PD for educators with a special education focus throughout the year through the SEA and SESTA. For a list of trainings please see the ITC link at https://idahotc.com/

Idaho LEAs have had access to CARES Act ESSER funds since June 24, 2020. Approximately, half of CARES Act funds have been expended and drawn down from LEAs as of May 3, 2021. For CARES Act ESSER, 25% of these expended funds have been used for salaries and benefits to avoid, in part, layoffs during the COVID-19 pandemic. ~~Four of the Governor's CARES Act GEER funds were administered by Superintendent of Public Instruction Sherri Ybarra. They included a Special Distribution, Technology (connectivity and devices), Blended Learning, and Non-ESSER (funds to LEAs who do not receive Title I-A funds). Of these funds, 20% were spent on salaries and benefits to avoid, in part, layoffs during the COVID-19 pandemic.~~

~~Idaho~~ The Idaho legislature has been given spending authority for CRRSA Act funds, and these budget appropriations ~~have been~~ were signed into law by the Governor the week of May 10, 2021. These funds are being made available to LEAs in the Grant Reimbursement Application (GRA) program, for which LEAs will have access the week of May 17, 2021.

iii.    Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

**Response**: The following are options provided by the ~~State~~ Board ~~of Education~~ / SEA to fill areas of need in certified educators for the 2021-2022 school year.

- Three alternative authorization options to allow educators to serve as a teacher of record, school counselor of record, and social worker of record while they are completing a program that leads to certification.
- Four non-traditional routes to teacher certification that allows teachers to serve as the teacher of record while they are finishing the requirements for certification.
- Emergency provisional certification for areas a school district or charter school identify as a declared emergency hire.

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The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ has a *Be an Educator* webpage for the recruitment of certified educators.  The ~~SEA~~ Department ~~of Education~~ will continue to update the website to include options and routes for certification.

The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will provide Career Fairs through already established funding to assist ~~local education agencies~~LEAs in recruitment of certified educators.  The Career Fair will include information for LEAs on how they can use different types of funding to cover costs for the preparation of their staff that are working toward certification as well as the professional development opportunities provided by the ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~.

2.  <u>Staffing to Support Student Needs</u>:  Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

    **Response:** The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ has a *Be an Educator* webpage for the recruitment of certified educators.  The ~~SEA State~~ Department ~~of Education~~ will continue to update the website to include options and routes for certification.

    The ~~State~~ Board / SEA ~~of Education~~ and ~~Superintendent of Public Instruction, State~~ Department of Education will collaborate with Department of Labor and PERSI on ideas for recruiting individuals for employment opportunities.

    The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will provide Career Fairs through already established funding to assist LEAs in recruitment of certified educators.  The Career Fair will include information on how LEAs can use different types of funding to cover costs for the preparation of their staff that are working toward certification.  In addition, information will be provided on opportunities for preparation of paraeducators to increase the number of qualified paraeducators available to LEAs.

    The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ will provide resources of ideas on options for classified staff/paraprofessionals to free up teachers, school counselors, school social workers, school nurses, and school psychologists to focus on providing services to students.

    The ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ to create a website with resources available for behavioral health and wellness.

G.  Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1.  <u>Capacity for Data Collection and Reporting</u>: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:

    i.  Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
    ii.  Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
    iii.  Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
    iv.  Jobs created and retained (by position type);
    v.  Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
    vi.  Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

    **Response:** The Board / SEA~~Idaho~~ will ~~be able to~~ ensure ~~that the state and~~ LEAs have the capacity to collect and report data for ~~on~~ all~~many critical~~ identified metrics, ~~simply~~ by maintaining existing systems and using SEA set-aside ARP ESSER funds to expand the state's statewide longitudinal data system and support data management, research, and analysis. The Board / SEA and Department have been thoughtful in prioritizing use of existing data for analysis and only adding requirements for new data submission when necessary.  Additionally, the Board / SEA may use SEA funds to address capacity issues at the LEA level, if needed.  The existing data management and reporting system for the Idaho Standards Achievement Test ~~statewide assessments~~ in English Language Arts/Literacy, Mathematics, and Science includes the results of interim assessments that LEAs may administer to students ~~can participate in~~ throughout the year to identify

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learning needs relative to the state content standards. LEAs who use these optional assessments can view their results in this system and the state can access this information as well. The state's early literacy assessment also incorporates a monthly progress monitoring system that LEAs can use to support younger students and that the state can access as needed.

Data on coursework, chronic absenteeism, exclusionary discipline, and school personnel characteristics will continue to be available in the state's longitudinal data system, via which LEAs submit information several times throughout the year.

Idaho LEAs will also continue to administer student, parent, and staff engagement surveys in the 2021-2022 school year. Fiscal data, including per-pupil expenditures by LEA and school, are also available through the existing data infrastructure and will continue to be included on the state and local report cards, (available at IdahoSchools.org).

~~Idaho has been thoughtful about taking care in adding requirements for data submission and will be suing existing data as much as possible. However, for metrics relevant to the use of pandemic funds that are not currently collected, such as new summer programs, Idaho will use state funds to support new data collection mechanisms.~~ To assist LEAs in reporting these data, the ~~state~~ Department will also generate consistent, streamlined templates with associated guidance. This approach will mirror the process the ~~Superintendent of Public Instruction, State~~ Department ~~of Education~~ already uses for state intervention and remediation funds, where LEAs report the specific amount allocated towards personnel, technology, curriculum, professional development, or other resources.

Consistent with Appendix B, the state will also produce more general guidance to assist LEAs in creating appropriate policies that allow them to safely maintain in-person learning in the summer and during school year 2021-2022. This guidance will build on the state's Back to School Framework.

2. Monitoring and Internal Controls: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

**Response:** As ARP ESSER funds are released, Idaho will provide regular trainings to LEAs about the rules for using these funds and effective strategies for identifying local high priority needs. The state will base these strategies on the analysis components outlined in Section A. These steps will assist LEAs in setting up appropriate and

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effective use of these funds at the start of the process. For reporting, Idaho currently maintains a Grant Reimbursement Application (GRA) that educational entities use to provide documentation about the use of funds for federal flow through grants. However, this application does not include all of the reporting information associated with the use of ARP ESSER funds, such as the amount of funds spent on ~~lost instructional time~~unfinished learning and on social/emotional needs. Consequently, to support appropriate monitoring of these funds, the state will create a separate ARP ESSER tracking system that includes all of the associated federal reporting requirements. LEAs receiving these funds will be required to report their use of funds on a quarterly basis. Staff members will review all submissions and follow up with any entities who have not submitted their information or who have submitted information, insufficient data, or a questionable use of funds. Each submission period, staff will randomly select five percent of the LEAs for more detailed auditing.

The state will also regularly track changes in the identified priority metrics over time to help determine whether interventions have been effective or require refinement. Particular attention will be paid to the effectiveness of support for traditionally underserved student groups, such as Native American and Hispanic students.  Idaho anticipates it will be the able to develop and support this new ARP ESSER monitoring framework with existing staff, who are well practiced in assisting LEAs in appropriately using and reporting on other sources of funds.

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## Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

**Response:** The data below are current as of 5/13/2021. The data in Table 1 are based on the current LEA-level operating status information that Idaho tracks. The possible values are "Online," "Virtual School," "Hybrid," "In Person with Online School Option," and "In Person." To align with the categories in Table 1, these values are mapped as follows:

- Online and Virtual School entries = Remote or online only
- Hybrid and In Person with Online School Option = School buildings open with remote/online and in-person instruction (hybrid)
- In Person = School buildings open with full-time in-person instruction

Since Idaho only captures these data at the LEA level, all schools within an LEA are considered to have the same status as the LEA as a whole to generate the counts in Table 1. It is also impossible to fully discern with the existing data whether a particular educational environment is being offered to all students or some students. Consequently, schools are listed as offering the option associated with their operating status to all students. All other schools are listed in the "Not offered" category. Based on these caveats, users should cautious in interpreting these data.

**Table 1**

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

*Add or change rows as needed*

| Number of schools | All schools | Offered to all students | Offered to some students | Not offered |
|---|---|---|---|---|
| Remote or online only | 760 | 17 | - | 743 |
| School buildings open with both remote/online and in-person instruction (hybrid) | 760 | 294 | - | 466 |
| School buildings open with full-time in-person instruction | 760 | 449 | - | 311 |

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

**Response:** Due to these underlying data limitations discussed above, the state is not able to confidently disaggregate the figures by instructional level.

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**Table 2**

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

*Add or change rows as needed*

**Response:** The data in Table 2 are based on enrollment data as of 5/13/2021. Students who are enrolled in more than one entity are counted in each location. Student enrollment data are merged with the operational status information summarized above Table 1.

Table 2. Enrollment and mode of instruction

| Number of students | Total enrollment | Remote or online only | Both remote/online and in-person instruction (hybrid) | Full-time in-person instruction |
|---|---|---|---|---|
| Students from low-income families | 98,070 | 4,160 | 38,159 | 55,751 |
| White, not Hispanic | 229,134 | 7,538 | 91,784 | 129,812 |
| Black or African American, not Hispanic | 3,335 | 64 | 1,297 | 1,974 |
| Hispanic, of any race | 57,759 | 1,418 | 27,674 | 28,667 |
| Asian, not Hispanic | 3,460 | 65 | 1,436 | 1,959 |
| American Indian or Alaskan Native, not Hispanic | 3,211 | 70 | 1,347 | 1,794 |
| Native Hawaiian or Pacific Islander, not Hispanic | 976 | 21 | 429 | 526 |
| Two or more races, not Hispanic | 9,415 | 443 | 4,236 | 4,736 |
| Race/Ethnicity information not available | NA | NA | NA | NA |
| English learners | 18,601 | 126 | 8,725 | 9,750 |
| Children with disabilities | 33,918 | 1,040 | 14,691 | 18,187 |
| Students experiencing homelessness | 5,521 | 149 | 2,132 | 3,240 |
| Children and youth in foster care | 1,105 | 40 | 433 | 632 |
| Migratory students | 3,758 | 0 | 2,236 | 1,522 |

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## Appendix B: Reporting Language Included in the Grant Award Notification ("GAN")

As described in the Grant Award Notification ("GAN"), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

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## Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;

- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
  - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
  - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);

- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;

- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;

- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

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- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

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## Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Educations General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

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(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Click here to enter text.

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Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number.  Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.  The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382).  Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

## Appendix E: Safe Return to In-Person Instruction and Continuity of Services Plan Checklist

Instructions: All Idaho LEAs must complete this Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021.

| | |
|---|---|
| LEA # and Name: | |
| DATE LEA's 2020-2021 Back-to-School Plan was approved by the local school board: | |
| Website link to the LEA's current Back-to-School Plan: | |

| Mitigation Strategies Information Required to be Included in LEA's Plan | | |
|---|---|---|
| CDC Recommended Prevention/Mitigation strategies required to be addressed in the LEA plan by the U.S. Department of Education (Federal Register/Vol. 86, No. 76/Thursday, April 22, 2021/Rules and Regulations) | Does the LEA's _current_ Back to School Plan include information regarding policies applicable to the mitigation strategy? (Note: the LEA is not required to implement all strategies, but the LEA's plan must include information about the LEA's policy about each mitigation strategy) | |
| Universal and correct wearing of masks | Yes ☐ | No ☐ |
| Modifying facilities to allow for physical distancing (e.g., including use of cohorts/podding) | Yes ☐ | No ☐ |
| Handwashing and respiratory etiquette | Yes ☐ | No ☐ |
| Cleaning and maintaining healthy facilities, including improving ventilation | Yes ☐ | No ☐ |
| Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments | Yes ☐ | No ☐ |
| Diagnostic and screening testing | Yes ☐ | No ☐ |
| Efforts to provide vaccinations to school communities | Yes ☐ | No ☐ |
| Appropriate accommodations for children with disabilities with respect to the health and safety policies | Yes ☐ | No ☐ |

| NARRATIVE Information Required to be Included in LEA's Plan | | |
|---|---|---|
| Required Information | Does the LEA's _current_ Back to School Plan include this NARRATIVE information? | |
| How the LEA is addressing and plans to address students' academic needs | Yes ☐ | No ☐ |
| How the LEA is addressing and plans to address students' social, emotional, mental health, and other needs (which may include student health and food services) | Yes ☐ | No ☐ |
| How the LEA is addressing and plans to address their staff's social, emotional, mental health, and other needs | Yes ☐ | No ☐ |
| The process for review and revision of the plan (including gathering community / stakeholder input) no less frequently than every six months through September 30, 2023. | Yes ☐ | No ☐ |
| The LEA's need for support and/or technical assistance related to implementing the strategies identified in Table 1 or Table 2, if applicable. | Yes ☐ | No ☐ |

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| Assurances | LEA Response | |
|---|---|---|
| 1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct. | Yes ☐ | No ☐ |
| 2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. | Yes ☐ | No ☐ |
| 3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. | Yes ☐ | No ☐ |
| 4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent. | Yes ☐ | No ☐ |
| 5. The plan is publicly available on the LEA website. | Yes ☐ | No ☐ |

| |
|---|
| NOTES: <br> • If the LEA developed a Back-to-School plan before ARP ESSER was enacted (March 11, 2021) and that plan was developed with public input, but the plan does not include *all* of the required information, as outlined in Table 1 and Table 2 above, the LEA must revise its plan to include all required elements.. <br> • LEAs are required to review and revise their Back-to-School / Safe Return to In-Person Instruction Plan no less frequently than every 6 months. |
| Date of most recent review of the LEA's current Back-to-School Plan: |
| If the LEA answered "No" to any elements in Table 1 or Table 2, <br> LEA Plan Modification Deadline):  November 24, 2021 (6 months after May 24, 2021). |
| If the LEA answered "Yes" to all elements in Table 1 and Table 2, next planned LEA Plan Review Date (no more than 6 months from the last plan review date): |

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## Appendix F: CARES Act FY20 & FY 21 Reimbursements by Category as of June 1, 2021

| CARES ACT GRANTS | Salaries and Benefits | Purchased Services | Professional Development | Supplies Materials | Capital Objects | Transportation | Other | Travel | Indirect Cost Collection | Meals | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CARES Coronavirus Relief - CFAC** | | | | | | | | | | | |
| CARES Coronavirus Relief - CFAC - Special Distribution | $ 67,598,460.25 | $ 4,971,951.73 | $ 17,739,312.51 | $ 248,936.92 | $ 6,970,319.55 | $ - | $ 63,565.69 | $ 31,405.90 | $ 1,710.32 | | $ 97,625,662.87 |
| CARES Coronavirus Relief - CFAC - Technology | $ 2,500.00 | $ 88,903.89 | $ 638,356.90 | $ - | $ 253,358.62 | $ - | $ - | $ - | $ - | | $ 981,424.41 |
| CARES Coronavirus Relief - CFAC - Blended Learning | $ 1,410,550.41 | $ 1,731,722.85 | $ 14,242,142.00 | $ 417,246.21 | $ 6,090,141.85 | $ - | $ - | $ 134,992.08 | $ - | | $ 24,026,795.40 |
| CARES Coronavirus Relief - CFAC - Non ESSER I | $ 202,472.69 | $ 118,411.88 | $ 400,386.31 | $ 21,400.46 | $ 109,794.07 | $ - | $ - | $ - | $ 1,483.06 | | $ 853,948.47 |
| CARES Coronavirus Relief - CFAC - Child Nutrition | $ 168,136.42 | $ 1,785.15 | $ - | $ 1,463,231.90 | $ 3,431.91 | $ 27,261.51 | $ - | $ 3,542.34 | $ - | $ - | $ 1,667,389.23 |
| **CARES ESSER I** | | | | | | | | | | | |
| CARES ESSER I - Flow Through | $ 12,645,627.61 | $ 1,633,691.44 | $ 5,612,236.83 | $ 32,593.62 | $ 1,986,821.92 | $ 159,820.48 | $ 33,203.34 | $ 455,922.66 | $ 1,743.04 | | $ 22,561,660.94 |
| CARES ESSER I - State Set-Aside LMS | $ 41,675.71 | $ 1,017,667.91 | $ 888,878.30 | $ 42,558.42 | $ 116,898.48 | $ 33,451.36 | $ - | $ 40,868.84 | $ - | | $ 2,181,999.02 |
| CARES ESSER I - State Set-Aside SEL | $ 110,121.47 | $ 64,859.63 | $ 123,272.44 | $ 25,754.67 | $ 8,000.00 | $ 1,211.96 | $ - | $ 4,316.90 | $ 3,315.64 | | $ 340,852.71 |
| **CARES Child Nutrition State Grant** | | | | | | | | | | | |
| CARES Child Nutrition State Grant | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 45,481,967.00 | $ 45,481,967.00 |
| **Grand Total** | $ 82,179,544.56 | $ 9,628,994.48 | $ 39,644,585.29 | $ 2,251,722.20 | $ 15,538,766.40 | $ 221,745.31 | $ 96,769.03 | $ 671,048.72 | $ 8,252.06 | $ 45,481,967.00 | $ 195,721,700.05 |
| **Percentage** | 41.9880% | 4.9197% | 20.2556% | 1.1505% | 7.9392% | 0.1133% | 0.0494% | 0.3429% | 0.0042% | 23.2381% | 100.0000% |

| CRRSA ACT GRANTS | Salaries and Benefits | Purchased Services | Professional Development | Supplies Materials | Capital Objects | Transportation | Other | Travel | Indirect Cost Collection | Meals | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| CRRSA Act - ESSER II F/T | $ 2,991,249.59 | $ 1,588,239.27 | $ 265,666.63 | $ - | $ 94,748.60 | $ - | $ 1,727.49 | $ 309,295.00 | $ - | | $ 5,250,926.58 |
| CRRSA Act - ESSER II Set Aside | $ 145,466.00 | $ 15,587.96 | $ 37,750.84 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 198,804.80 |
| **Grand Total** | $3,136,716 | $1,603,827 | $303,417 | $0 | $94,749 | $0 | $1,727 | $309,295 | $0 | $0 | $5,449,731 |
| **Percentage** | 57.5573% | 29.4295% | 5.5676% | 0.0000% | 1.7386% | 0.0000% | 0.0317% | 5.6754% | 0.0000% | 0.0000% | 100.0000% |

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## Appendix G: ARP Section 2001(e)(1-2): Use of LEA Funds

2001(e)(1)

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

2001(e)(2)

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education

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Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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## Appendix H: LEA ARP ESSER Use of Funds Template

Instructions: Complete this plan template by engaging meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan.  Submit this plan, or a Plan developed by the LEA that includes all requirements, to Lisa at lenglish@sde.idaho.gov by October 1, 2021.

| |
|---|
| LEA # and Name: |
| Website link to the LEA's ARP ESSER Plan – Use of Funds |

**Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning**

1.  *Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved.  Describe how the public was given an opportunity to provide input in the development of this plan.*
    [Open-ended response]

2.  *Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines[4] for reopening and operating schools for in-person learning.*
    [Open-ended response]

3.  *Describe how the LEA will use no less than, 20% of allotted ARP funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:*
    a.  *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
    b.  *Students who did not consistently participate in remote instruction when offered during school building closures; and*
    c.  *Students most at-risk of dropping out of school.*
    d.  S*ubgroups of students disproportionally impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*
    [Open-ended response]

4.  *Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix G) . In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.*
    [Open-ended response]

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[4] The most recent guidelines can be found here: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html

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5. *Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.*
   [Open-ended response]

6. *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*
   [Open-ended response]

**Section 2: Assurances**

| Assurance | LEA Response | |
|---|---|---|
| | Yes | No |
| 1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct. | Yes ☐ | No ☐ |
| 2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA. | Yes ☐ | No ☐ |
| 3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA. | Yes ☐ | No ☐ |
| 4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent. | Yes ☐ | No ☐ |
| 5. The plan is publicly available on the LEA website. | Yes ☐ | No ☐ |
| [5a] If the LEA response with 'yes', this is an open-ended item for the URL  Please provide the URL: | | |

Superintendent's Printed Name: _____

Superintendent's Signature: _____          Date: _____

School Board President's Printed Name: _____

School Board President's Signature: _____          Date: _____

**Submit this plan to Lisa at lenglish@sde.idaho.gov no later than October 1, 2021.**

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Idaho State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund



U.S. Department of Education

Issued: April 21, 2021

OMB Number: 1810-0754
Expiration Date: October 31, 2021

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides nearly $122 billion to States to support the Nation's schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies ("LEAs"), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education ("Department") is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation's schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency's ("SEA's") plan in order to make the State's remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.


Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA's response. Throughout this document, questions that refer to an SEA's ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by June 7, 2021, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA's plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department's website when it is received and will indicate each plan's approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations ("CRRSA") Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

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Cover Page

Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX):

SEA Contact: Sherri Ybarra, State Superintendent of Public Instruction

Telephone: (208) 332-6815

Email address: sybarra@sde.idaho.gov

| By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. | |
|---|---|
| Chief State School Officer or Authorized Representative (Printed Name) | |
| Signature of Authorized SEA Representative | Date: |

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A.  Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1.  Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's *Safer Schools and Campuses Best Practices Clearinghouse* so that they can be shared with other States and LEAs.

    **Response**:

    During the COVID-19 pandemic, the Superintendent of Public Instruction, State Department of Education developed various resources and trainings to support the needs of students across Idaho. For example, the Department held regular webinars to discuss all of the aspects of the shifting educational landscape, including the use of relief funds, child nutrition policy, and changes in assessment and accountability. The Department also created a public schools reopening page as a central repository for this type of information to assist local education agencies address student learning, operations, coordination with parents, safety and wellness, government resources, and connectivity. This page also included the state's overall cross-agency Back to School Framework. All of these resources provided guidance for supporting effective instruction and student wellbeing whether a school was open fully in-person, hybrid, or remote.

    Using this information, Idaho districts and schools adopted various strategies, based on local needs and consultation with community partners, to support students during the COVID-19 pandemic.

    **In-person instruction**

    For many districts, the most effective strategy was maintaining in-person instruction. To support this approach, the Superintendent of Public Instruction, State Department of Education provided guidance about physical logistics such as distancing procedures, air filtration, and environmental hygiene. Additionally, the Department disseminated resources to support the broader social and emotional needs of students returning to school, such as the CASEL SEL Roadmap for Re-Opening Schools. All LEAs prioritized student health and safety, but with appropriate precautions, in-person learning remained safe and sustainable throughout the entire school year for various local education agencies, particularly smaller entities in rural areas with minimal community transmission.

    **Equitable access**

When LEAs did need to incorporate distance learning, effective strategies focused on providing equitable access to the necessary technological resources and enhancing support for the students most at-risk in this educational environment. The Superintendent of Public Instruction, State Department of Education collaborated with LEAs to manage these challenges. For example, the public schools reopening page included guidance to help local IT Directors identify the locations of students without internet service. These students could be assisted by providing an alternate method of internet access or prioritizing them for remaining in-person when hybrid learning was an option. These efforts built on ongoing cross-agency efforts to improve technology access in Idaho, started under the Governor's Broadband Task Force and Digital Divide Committee.  For LEAs operating in a hybrid environment, the maintenance of in-person learning was further focused on students for whom online learning would be the most disruptive. NAEP school survey results indicate that Idaho educators were able to prioritize maintaining in-person instruction for traditionally at-risk student groups, including English learners, children with disabilities, and students experiencing homelessness. Many schools also targeted in-person learning for students in lower grades, for whom online learning could be more difficult.

**Teacher preparation**

Another key strategy was ensuring educators were sufficiently prepared to provide effective instruction online, whether in a hybrid or fully-remote environment. The Superintendent of Public Instruction, State Department of Education offered trainings on virtual classroom strategies and distance education resources, including those contributed by educators and school personal from around the state. The State Department also introduced remote assessment options to help teachers gather ongoing data from formative assessment processes, interim assessments, and progress monitoring tools to help educators track student outcomes and refine teaching and learning strategies.

Although many districts in Idaho modified their operating status multiple times during the year to respond to the existing public health situation, by the spring of 2021 there was a consistent trend towards offering in-person instruction. As of May 13, 2021, among 116 traditional school districts, 108 were in person, eight were hybrid and zero were fully online or closed.

2. Overall Priorities: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

**Response**:

**Using data to target student needs**

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The foremost challenge for students and schools across Idaho is continuing to identify and employ effective strategies for assisting students who experienced disrupted learning. Statewide data on summative assessments in English Language Arts/Literacy and Mathematics and several other metrics are not yet available, but results from the State's fall early reading assessment indicated around a five-percentage point reduction in the share of Kindergarten through third grade students reading at grade level from the year prior. Idaho is awaiting spring data from this early reading assessment to determine whether ongoing disruptions caused by COVID-19 further increased that performance gap relative to previous cohorts or if local education agencies were able to narrow it through instruction and specific intervention strategies during the year. Additional assessment results and end-of-year data on course enrollment, course grades, and other metrics will help districts and schools identify academic priorities. The state will help LEAs develop strategies to analyze intervention priorities outside of the academic context, such as student social/emotional health and economic need, which may have changed based on the ongoing COVID-19 disruptions.

### Re-connecting with students

As part of that process, one additional challenge is supporting students who have not maintained consistent contact with the educational system during the past school year. These students may not have assessment data to identify their academic needs and, in some cases, may not have current connections to their district or school. Idaho's overall K-12 enrollment fell by several thousand students from the previous school year and some districts' enrollment fell by over five percent. LEAs will continue their efforts to identify and support any "missing' students as well. All of these results will determine priority focus areas for learning during the summer and next fall.

3. <u>Identifying Needs of Underserved Students</u>: Describe your State's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
    i. Students from low-income families,
    ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
    iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
    iv. English learners,
    v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
    vi. Students experiencing homelessness,
    vii. Children and youth in foster care,

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viii.     Migratory students, and
ix.     Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,[1] chronic absenteeism, student engagement, and social-emotional well-being.

*Complete the table below, adding rows as necessary, or provide a narrative description.*

**Response:** The two core priorities for Idaho throughout the rest of this school year and school year 2021-2022 are addressing the academic impact of lost instructional time and the social and emotional challenges created by COVID-19. These general areas of focus are the same for all students, but interventions will focus on the specific needs for each group.

At this point in time, Idaho has limited statewide data to elucidate those needs, but preliminary information suggests that the specific academic, social, and emotional consequences of the COVID-19 disruptions vary by student group in ways that would inform intervention efforts. For instance, the fall early literacy assessment data indicates that the percentage of students from low-income families reading at grade level fell more from 2019 to 2020 than the statewide whole (5.7 percentage points compared to 5.1 percentage points). Similar patterns were seen among many, but not all, traditionally underserved groups, highlighting the need for targeted support.

Improving and maintaining growth for students who have experienced interrupted learning will be a core focus at both the SEA and LEA level. Current data on chronic absenteeism for school year 2020-2021 also highlight disparities by student group. For instance, mid-year results indicate that nearly 12 percent of Hispanic students were identified as chronically absent upon exiting school, which was nearly double the rate among white students.

Additionally, initial data from this year's student engagement survey show areas of disparate need outside the academic context. As an example, the statewide student engagement survey administered to students in grades 3-12 in February and March, 2021 showed that a substantially higher percentage of students with

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[1] For the purposes of the plan, "academic impact of lost instructional time" refers to "learning loss" experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

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disabilities were categorized as disengaged in the behavioral, cognitive, and emotional domains when compared with students without disabilities. More comprehensive data will become available at the end of this school year, allowing Idaho to enter the summer and the 2021-2022 school year with detailed information disaggregated by student group. At that point, Idaho will have information about metrics such as performance relative to grade-level content standards, course grades, credits earned, discipline, student mobility, and chronic absenteeism. Other analyses will include ongoing technology needs, continuing the work of the Governor's Broadband Task Force and Digital Divide Committee.

Forthcoming data points will provide a fuller picture of the COVID-19 disruptions which will help clarify priorities and inform associated interventions. Ongoing areas of focus, such as early literacy, middle grade math performance, and credit recovery in high school, may be further refined or revised based on these results. Beyond identifying patterns at the state level, Idaho will provide training and support for LEAs to help them conduct their own analyses that can inform evidence-based interventions consistent with their specific needs. As this information becomes available, the state and LEAs can use the template in Table A1 below to summarize the highest priority needs and guide programmatic efforts to address interrupted learning and maintain growth.

Table A1. *This table will be populated when data is available in summer 2021.*

The types of data disaggregated by the student groups below will include assessment results, graduation rate, go-on rate, course grades, and other metrics discussed above, including the extent of the ongoing digital divide. These data will provide critical information about how to best support traditionally underserved groups, such as Native American and Hispanic students. Idaho anticipates all data will be available via standard collection methods and will not require additional data submissions from LEAs.

| Student group | Highest priority needs |
|---|---|
| Students from low-income families | Available summer 2021 |
| Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity) | Available summer 2021 |
| Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender) | Available summer 2021 |
| English learners | Available summer 2021 |
| Children with disabilities | Available summer 2021 |
| Students experiencing homelessness | Available summer 2021 |
| Children and youth in foster care | Available summer 2021 |
| Migratory students | Available summer 2021 |

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| Student group | Highest priority needs |
|---|---|
| Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students) | Available summer 2021 |

4. <u>Understanding the Impact of the COVID-19 Pandemic</u>: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

    **Response**: To support LEAs, Idaho will create both recorded and in-person trainings on using existing reporting tools to identify the academic and social/behavioral impacts of the COVID-19 disruptions. These trainings will address strategies for appropriately using existing data systems for our statewide assessments in English Language Arts/Literacy and Mathematics, the early literacy assessment, the English learner assessment, the student engagement survey, and graduation rates. The State will advertise these training opportunities through newsletters, webinars, and direct outreach to LEA stakeholders. Idaho will also produce a report summarizing the effects of COVID-19 on students across Idaho across myriad metrics, including opportunity to learn, statewide achievement tests, the state's early reading assessment, attendance, and enrollment. These results will be disaggregated by both student and school characteristics. This work will be a priority focus for the Board of Education's Accountability Oversight Committee. The state will also produce this report at the LEA level to help stakeholders contextualize their results and inform ongoing intervention efforts. Upon request, the state will provide LEAs with custom data reports targeted to their specific priorities. Of particular concern are schools previously identified for support and improvement. Idaho will provide customized tools and reports to ensure these schools have ongoing support for their improvement efforts and that this year's disruptions do not derail their progress in improving overall outcomes and narrowing achievement gaps.

5. <u>School Operating Status</u>: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:

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     i.      A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:

         a.   Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;

         b.   Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and

         c.   Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

**Response**: Throughout the 2021-2022 school year, Idaho employed several approaches to track operating status. At the start of the year, staff monitored district websites and reported the listed status. However, the data were not always completely accurate because district websites did not always reflect operating status changes and the process for manually reviewing websites sometimes took several weeks to complete. In January and February of 2021, staff contacted all districts by phone and email to obtain their correct operating status. Since that time, staff have continued to follow up regularly based on anticipated changes. This manual approach was necessary because the State does not have a single, unified system for tracking operating status.

Enrollment and attendance, disaggregated by student group, have been collected regularly throughout the year via the state's K-12 longitudinal data system. LEAs submit information to the state via this system in October, November, December, March, May, at the end of the school year in June, and in September to cover the summer period. These attendance and enrollment data can be merged with the operating status information via the state's unique LEA identification number.

The State's longitudinal data system also includes information on instructional setting for each course in which a student participates. The available instructional settings can delineate between in-person instruction, synchronous online instruction, and asynchronous online instruction. However, these data are not captured at the individual student level, so a hybrid course would be identified with a single setting while individual students might be participating either in-person or remotely. Furthermore, the setting may have changed at different times during the year without those updates being reflected in the data LEAs provide to the state.

     ii.      The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be

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submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

**Response**: Please see the tables in Appendix A for the data described in A.5.i.a and A.51.b. Using the most current mid-term average daily attendance (ADA) figures in Idaho to address item A.5.1.c, the ADA by operational status is as follows: Remote or online only = 8,837; Hybrid = 126,126; and Full-time in-person instruction = 168,123. All data will be made publicly available on the Superintendent of Public Instruction, State Department of Education website by June 21, 2021 and will be updated regularly.

iii.     To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

**Response**: Idaho expects that nearly all traditional LEAs will offer in-person instruction during Summer 2021 and the 2021-2022 school year, with the exception of fully virtual charter schools or LEAs. However, within traditional LEAs, we anticipate that some districts will continue to offer online school options that they created during the 2020-2021 school year. Idaho will explore options for capturing more detailed and accurate operating status information. In making this decision, the state will weigh the benefits of any new data collection against the additional time and effort necessary for LEAs to report this information. The state will track any available operating status information and report enrollment by student group on the Superintendent of Public Instruction, State Department of Education website.

**B.  Safely Reopening Schools and Sustaining their Safe Operations**

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1.  Support for LEAs: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
    i.      How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention ("CDC") for the reopening and operation of school

facilities to effectively maintain the health and safety of students, educators, and other staff;

**Response**: The Idaho Back to School Framework (Framework) 2020 (https://boardofed.idaho.gov/resources/idaho-back-to-school-framework-2020/) provides expectations, guidelines and best practices to ensure a safe and successful school environment.  This document was most recently updated on October 21, 2020, and will continue to be updated as necessary to remain current with changes to state and federal guidance. The Framework is a collective effort by the Idaho Governor's Office, the State Board of Education, the Superintendent of Public Instruction's Office, the Idaho Department of Health and Welfare, and representatives from each of Idaho's seven local public health districts.  This guidance document addresses each of the mitigation strategies listed in the table below.  For reference, the corresponding pages from the Framework 2020 have been provided for each mitigation strategy in the table below.

In addition to the general guidelines provided in the Framework 2020 related to the appropriate accommodations for children with disabilities, the Superintendent of Public Instruction, State Department of Education also distributed a 53-page document that dove deeper into the guidance on this particular topic.  The "Guidelines for Providing Special Education Services During the COVID-19 Pandemic" is the SEA's detailed guidance to support districts in meeting the needs of students with disabilities.  A link to that guidance document is here, https://www.sde.idaho.gov/coronavirus/sped/SPED-COVID-19-Q-A-06-03-2020.pdf.

The SEA also distributed a separate guidance document specific to the wearing of masks in our schools.  A link to that document is provided here, https://www.sde.idaho.gov/re-opening/files/COVID-19-School-Mask-Guidance.pdf .

> *Complete the table below, adding rows as necessary, or provide a narrative description.*

Table B1.

| Mitigation strategy | SEA response |
|---|---|
| Universal and correct wearing of masks | *p. 9, 12, 31* |
| Physical distancing (e.g., including use of cohorts/podding) | *p. 7, 8, 10-13, 31* |
| Handwashing and respiratory etiquette | *p. 9, 29-31* |
| Cleaning and maintaining healthy facilities, including improving ventilation | *p. 9, 29-31* |
| Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments | *p. 7-10* |
| Diagnostic and screening testing | *p. 9- 11* |

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| Mitigation strategy | SEA response |
|---|---|
| Efforts to provide vaccinations to educators, other staff, and students, if eligible | *The* Superintendent of Public Instruction, *State Department of Education is not involved in the effort to provide vaccinations.* |
| Appropriate accommodations for children with disabilities with respect to the health and safety policies | *p. 13, 23, 24, 26- 28* |

ii.      Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

**Response**: By May 2021, most Idaho brick-and-mortar LEAs had reopened and returned to full-time, in-person instruction.  In the late Summer of 2020, each LEA was required to develop a local plan.  With input from the local public health district or other health experts, each LEA developed a plan that outlined their operations, including how it would respond to disease transmission within their community, enabling them to continue to provide instruction and educational services to their students.  The Office of the State Board of Education verified with each LEA that a local plan had been drafted, vetted, and adopted by the local school board. It is anticipated that districts will update these plans for the upcoming school year through the Safe Return to In-Person Instruction and Continuity of Services Plan.

During the 2021 legislative session, the Superintendent of Public Instruction introduced and sponsored House Bill 175, which was signed into law later in the session.  Beginning July 1, Idaho law will require, "to the greatest extent possible and where safety requirements can be developed by the school district or public charter school, an in-person instruction option will be made available to students." A link to the full text of the bill has been provided here, https://legislature.idaho.gov/wp content/uploads/sessioninfo/2021/legislation/H0175.pdf. This new law clearly prioritizes in-person instruction for our traditional brick and mortar schools.

iii.      To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

**Response**: The State of Idaho coordinated a network of statewide task forces to inform aspects of prevention, mitigation, response, and recovery from the

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pandemic events and effects. Federal resource coordination and information flow was primarily accomplished through federal and state agency representatives in the taskforce environment. The primary vehicle for guidance and information to individual LEAs was through regular webinars with Idaho public school administrators and staff, the Idaho Superintendents Network, the Idaho School Boards Association, and formal policy guidance from the Office of the State Board of Education and the Superintendent of Public Instruction, State Department of Education. LEAs were incorporated into technical working groups with Education Liaisons through the 7 Public Health Districts (PHDs) as well as county Emergency Managers to support regional and local decision-making and resource requests.  These technical working groups assisted in determining critical information and process development related to screening, testing, essential worker testing, community situational awareness and healthcare resource allocation specific to the education environment. This coordination pattern from federal partners to statewide taskforces to local technical working groups and ultimately to the local governing body comprised the primary support structure for coordination and guidance throughout the preparation and response phase of operations.

    iv.       Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

**Response**: The Superintendent of Public Instruction, State Department of Education will continue to hold informational webinars for LEA administrators and staff to provide ongoing and uninterrupted support for their needs in responding to COVID. The Superintendent of Public Instruction, State Department of Education will facilitate the Idaho Superintendents Network, a professional learning community that works with superintendents across Idaho's LEAs.  These monthly gatherings allow for direct and timely communication with district administrators, providing information that will facilitate nimble transitions in instruction delivery throughout the highly dynamic environment the pandemic has created in our schools.  The SEA will update and maintain the relevant guidance documents described in our responses in Section B.1.i-iii.  The SEA will continue to maintain and update a primary webpage focused on COVID resources that support Idaho schools in the year ahead.  A link to this website is available here, https://coronavirus.idaho.gov/resources-for-schools/.  Additionally, the Superintendent of Public Instruction, State Department of Education will continue to offer professional development opportunities to support educators in implementing instructional practices and programs to address the academic impact of lost instructional time and the social and emotional challenges created by COVID-19. Efforts to address social and emotional impacts include a statewide professional development activity, the Idaho Prevention and Support Conference, for all K-12 educators to learn about school safety and prevention support programs.  This event most recently occurred in April of 2021, with more than 800 Idaho educators in virtual attendance.  The Superintendent of Public Instruction, State Department of Education will be offering this opportunity again

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in the Spring of 2022.  Further, the Idaho Rural Education Association has as their mission to expand the quality of learning and educational opportunities in rural schools and communities.  Partly in response to the COVID-19 pandemic, this association offers a resource list of mental health providers who will travel to rural and remote locations throughout the state to support the emotional and mental health needs of students.

2.  Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/ (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:

  i.  How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;

  ii.  How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services;

  iii.  How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),[2] and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and

  iv.  Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

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[2] ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

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**Response**: In October 2020, all LEAs posted a Back-to-School Plan on each LEA's website, which was verified by the Office of the State Board of Education. This was five months prior to the enactment of ARP ESSER.  The stakeholder group for this section developed a checklist form (see Appendix E) by which LEAs can compare their original plan and consider any revisions necessary to meet Federal requirements.  LEAs whose Back-to-School plan included input from stakeholders and is publicly available on the LEA's website as identified under Sec. 2001(i)(1) and (2), but does not address all the requirements of the April 22, 2021 Federal Register, will have until November 24, 2021 (6 months after May 24, 2021) to revise and post its plan. Any LEA whose Back-to-School plan does not meet the requirements under Sec. 2001(i)(1) and (2) will have 30 days within receipt of the funds to develop and make publicly available a Safe Return plan that meets statutory requirements (August 1, 2021).  All LEAs must complete the Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021.  The Superintendent of Public Instruction, State Department of Education staff will visit each LEA website for these documents beginning August 2, 2021.  Technical assistance support will be provided, as needed, for any LEA that does not meet the minimum statutory  requirements, which includes meaningful stakeholder input. For a copy of the Safe Return to In-Person Instruction and Continuity of Services Plans Checklist, see Appendix E.


C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. SEA Consultation: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
   i.      students;
   ii.     families;
   iii.    Tribes (if applicable);
   iv.    civil rights organizations (including disability rights organizations);
   v.     school and district administrators (including special education administrators);
   vi.    superintendents;
   vii.   charter school leaders (if applicable);
   viii.  teachers, principals, school leaders, other educators, school staff, and their unions; and
   ix.    stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and

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> youth in foster care, migratory students, children who are
> incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to
provide input in the development of the plan, a summary of the input (including
any letters of support), and how the SEA took such input into account.

**Response**: As soon as Idaho received the ARP ESSER State Plan template on
April 22, 2021, the Superintendent of Public Instruction, State Department of
Education staff met several times to identify team leads for each section of the
plan and to develop a core stakeholder list for the initial communication.  On May
5, 2021, a letter went out from the Chief Deputy Superintendent to stakeholders.
The purpose of the letter was to invite stakeholders to provide input into the
development of Idaho's ARP ESSER Plan.  The letter included the timeline for
developing and submitting the Plan and a link where stakeholders could identify
sections of interest. The same communication was sent out again May 7, 2021
from the Deputy Superintendent of Communications and Policy.

Team leads scheduled meetings for their sections between May 10-May 18, 2021,
and invited interested stakeholders to participate.  The opportunity to collaborate
was communicated to a variety of stakeholders including superintendents, State
Board of Education staff, the Governor's Office staff, Division of Financial
Management staff, Legislative Services Office staff, Idaho Association of School
Administrators, Idaho School Boards Association, Idaho Education Association,
LEA business managers, Nez Perce Tribe Education Director, Idaho Business for
Education, Idaho Association of Commerce and Industry, Bluum, Idaho PTA
Association Board, and the Superintendent of Public Instruction's directors of
Special Education, Indian Education, Certification, Student Engagement & Safety
Coordination, Assessment and Accountability, and Federal Programs.

Additionally, Superintendent of Public Instruction Sherri Ybarra is currently
accepting applications through June 25, 202,1 for a new Student Advisory
Council.  This statewide panel will include representation from students in grades
2 – 11 from different backgrounds, cultures, and school size. Through this
council, Idaho students will have an opportunity to share their voices on important
educational topics, including the Idaho ARP ESSER State Plan implementation.
This group will meet quarterly either virtually or in person.

A link to the first draft of Idaho's ARP ESSER State Plan was published on the
Superintendent of Public Instruction, State Department of Education's website on
the front page at www.sde.idaho.gov  from May 21– June 1, 2021 for public
review. Sixteen individuals and organizations provided input on the draft Plan
posted on the Superintendent's webpage.  These stakeholders represented district
administrators and business managers, a retired counselor, local school board
member, a grandparent, United Way, College of Idaho, New Classrooms, and
interested citizens.  Stakeholder input included support and gratitude in using part
of the ARP ESSER State Set-Aside Reserve 3% for LEAs who do not receive

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Title I-A allocations.  Support for Innovation Zones to address unfinished learning was promoted by New Classrooms.  Support was expressed for using the State Set-Aside Reserve for students with unique needs such as those students who are homeless, migratory, English Learners, or with disabilities.  Several stakeholders described support for using full-service community-based afterschool and summer enrichment providers as a valuable resource and partner to schools in addressing the academic, social and emotional needs of students.  Support for using chronic absenteeism as a measure for identifying students was included.  There was some confusion expressed about the two LEA plans and the need for approval by the local school board prior to submission to the State Department of Education.  Support was also expressed for additional educator professional development for social emotional health and PBIS as well as the importance of good nutrition and feeding children at school.  All feedback documentation is on file at the Superintendent of Public Instruction, State Department of Education office.

The State Board office, Accountability Oversight Committee (AOC) met May 27, 2021 to read the draft plan and make comments.  This feedback was provided to the Superintendent of Public Instruction, State Department of Education on June 1st and the input was incorporated into the final draft.

A stakeholder feedback review committee was convened on June 2, 2021 to review the public comment feedback and make recommendations for changes to the plan.   Twenty seven participants representing the Idaho Educators Association, LEA administrator, Charter Commission, Idaho State Board office, Idaho School Boards Association, Idaho Business for Education, Idaho Association of Commerce and Industry, Idaho legislator, Bluum, Idaho Hispanic Commission, Idaho Division of Financial Management, Education Northwest REL and Comprehensive Center 17, and State Department of Education executive staff and directors from the Indian Education, Special Education, Assessment and Accountability, Certification, and Federal Programs departments discussed the comments and provided suggestions for plan revisions.  The final version of the Idaho ARP ESSER State Plan submitted to the U.S. Department of Education reflects discussion outcomes from this meeting.

State Board members met June 4, 2021 to review and approve Idaho's ARP ESSER State Plan prior to Superintendent Ybarra and the State Board president signing the plan.

Moving forward, Superintendent of Public Instruction, State Department of Education staff will continue to provide weekly ESSER reports on its website, updates on the implementation of the state's ARP ESSER State Plan in State Board meetings, and quarterly virtual/in-person updates to the public.

2. Coordinating Funds: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:

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      i.      How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security ("CARES") Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

*Complete the table below or provide a narrative description.*

Table C1.

| Funding Source | Prior/current SEA and LEA uses (including funding amounts, if applicable) | Planned SEA and LEA uses (including funding amounts, if applicable) |
|---|---|---|
| CARES Act ESSER I: $47,854,695 Idaho allocated 100% of its ESSER I funds, including the State Set-Aside Reserve to LEAs. | LEA: $43,069,226 total<br> See Appendix F for LEAs' Reimbursement by Category | Idaho does not collect LEAs' future/planned uses of funds. |
| | $3,785,469 – LMS/Blended Learning | |
| | $1,000,000 – SEL activities | |
| CARES Act GEER I: | $1,036,000 –funds to Career Technical Ed for PD to teachers | Idaho does not collect LEAs' future/planned uses of funds. |
| | $742,000 –  funds to Career Technical Ed for PD to teachers | |
| | $3,813,800 – funds to Idaho Digital Learning Alliance | |
| | $839,700 – funds to Idaho Public Television | |
| | $368,250 - STEM | |
| | $25,000 – Building Safety | |
| CRRSA Act ESSER II: $195,890,413 | LEA:  $176,301,372 total discretionary flow through.  The Governor signed the supplemental appropriation into law May 10, 2021 and LEAs received access to half of these funds May 20, 2021 and the remaining funds July 1, 2021, per the legislature.  Data on how LEAs spend these funds are not yet available. | 100% of the State Set-Aside Reserve has been obligated.  There are no additional planned uses of funds at the state level.  The state does not collect LEAs' planned uses of funds. |
| | SEA:  $19,589,041 total<br>$11,851,302 – allocations to LEAs who do not receive a Title I-A allocation and low funded ESSER II LEAs<br>$300,000 – administration costs<br>$6,137,700 – HB22<br>$1,300,000 – Content and Curriculum Digital Tech | |

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| CRRSA Act GEER II: $6,857,039 | These funds have not been obligated yet. | |
|---|---|---|

**Response**: In addition to the GEER funds, the Governor asked the Superintendent of Public Instruction, State Department of Education through the SEA to administer funds for four flowthrough grants to LEAs:

- $99 M Special Distribution,
- $24,920,000 Blended Learning for devices, connectivity, professional development, assistive technology and a learning management system
- $1,000,000 for Technology for 60 LEAs with high poverty needs
- $1,000,000 for LEAs that did not receive a Title I-A allocation.

ii.    To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

**Response**: CARES Act ESSER I funds were awarded to LEAs on June 24, 2020. Idaho allocated 100% of its 10% State Set-Aside Reserve to LEAs for LMS/Blended Learning and SEL activities. Idaho does not track LEA obligations, only reimbursements. In Idaho, Federal funds are subject to legislative appropriation. Governor Little signed the supplemental appropriation for CRRSA Act ESSER II funds into law May 10, 2021. LEAs received access to approximately half of these funds May 20, 2021 and the remaining funds July 1, 2021, per the legislature. The 10% State Set-Aside Reserve of $19,589,041 has been obligated by the SEA:

- $11,851,302 – allocations to LEAs who did not receive a Title I-A allocation and low funded ESSER II LEAs
- $300,000 – administration costs

The legislature approved:

- $6,137,700 – HB22 – an additional appropriation based on increased attendance for two Charter LEAs
- $1,300,000 – Content and Curriculum Digital Tech

Idaho does not track LEA obligations.

iii.    In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the

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Elementary and Secondary Education Act of 1965 ("ESEA"), IDEA, Workforce Innovation and Opportunity Act ("WIOA"), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.[3]

**Response:** LEAs are highly encouraged to coordinate and leverage all their Federal funds, including ESEA, IDEA, McKinney-Vento Homeless Assistance Act, and child nutrition funds, to meet the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic as they plan for the safe return to and continuity of in-person instruction.

## D.  Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1.  <u>Academic Impact of Lost Instructional Time</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
    i.   A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

        **Response:** The SEA has not chosen specific interventions, as those will be determined at the local level. LEAs will be required to use evidence-based interventions and to provide the appropriate research.

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[3] Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is <u>in addition to</u> the supports and services provided with ARP ESSER funds.

Professional development will be provided to LEAs, including administrators, on using data to identify gaps in student learning and implementing accelerated learning strategies to address those gaps. Such strategies may include high-dosage tutoring, extended learning time interventions (during or before/after school), acceleration academies (focused instruction in one subject during vacation breaks), with an emphasis on ensuring strategies are tied closely to classroom content (and aligned to the state content standards) and designed to meet the needs of their local student populations. In addition to strategies focused on addressing disrupted learning, the state will provide professional development to LEAs regarding using ARP ESSER funds to increase resources available to students and families to meet students' social, emotional, and mental health needs. LEAs will be required to indicate how they are addressing these needs in their Use of Funds Plan, as outlined in Section E.

The SEA will use state-level funds to support the evaluation and ongoing monitoring of the impact of strategies implemented by LEAs. This will include costs to program the state longitudinal data system (SLDS) to support expanded data collection and costs related to analysis and research, including engaging with contractors as needed. It may also include providing funds to LEAs to manage data at the local level.

The Accountability Oversight Committee (AOC), an ad hoc committee of the Board, will review data related regarding the effectiveness of the state's implementation of the ARP ESSER Plan no less than two times per year.  Based on this analysis, the AOC will make recommendations to the Board regarding any adjustments that should be considered to improve the use of funds or implementation.  The data that will be included in the AOC's annual report is provided in Section A and romanette ii below.  In addition to that data, the AOC will review the state's interim assessment data. As a part of the state's suite of standardized assessments, the Idaho Standards Achievement Test by Smarter Balanced includes the Smarter Balanced Interim Assessments.  LEAs will use the Interim Block and Focused Interim Block assessments throughout the year to provide the state with appropriate data, or may request approval of a locally-identified interim assessment. The AOC will review interim assessment data midyear to identify LEAs that are demonstrating success in accelerating student learning and those that are struggling and need additional support. The state will provide professional development and communications regarding effective use of the Smarter Balanced Interim Assessments.

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ii.  How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and

> **Response:** The SEA will require LEAs to indicate the evidence-based strategies they will use to address the needs of individual students, including students within subgroups disproportionally impacted by the COVID-19 pandemic, in their Use of Funds Plans, as outlined in Section E.
>
> The statewide data to be used to determine the disproportionate impact of the pandemic on certain groups of students will be compiled annually into Idaho's Student Achievement Report. The Student Achievement Report will be analyzed by the AOC, and the committee will provide recommendations to the Board regarding policies and strategies that need to be adjusted to address student needs and improve achievement. The 2022 Student Achievement Report will include the following data, as outlined in Section A of this plan:
>   - Opportunity to Learn Survey Results
>   - Longitudinal representation of cohort performance on state standardized assessments, including the Idaho Standards Achievement Test and the Idaho Reading Indicator
>   - Comparison of performance on the state standardized assessment by student subgroups (low socioeconomic, special education, English learners, homeless, migrant, and foster).
>   - Comparison of performance on state standardized assessment by locale designation (rural vs. urban)
>   - Comparison of performance on state standardized assessment by attendance
>
> As outlined in Sections A and E of this plan, the state will distribute the AOC's Annual Report, including the Student Achievement Report to all LEAs. The state will also support LEAs in conducting similar analyses of their LEA-level data.

iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

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**Response:** The SEA will review the AOC's Annual Report, which will include an analysis of data comparing the performance of students on statewide standardized assessments based on their enrollment (movement between LEAs) and attendance, including those identified as chronically absent. Professional development will be provided to LEAs regarding use of the statewide data and how they can conduct similar analysis at the LEA level. LEAs will be guided to use their attendance and absenteeism data to identify students who missed the most instruction during the 2019-2020 and 2020-2021 school years, and those whose attendance is problematic during the 2021-2022 school year. To support LEAs in addressing the needs of students who missed substantial instruction, professional development will be provided to LEAs regarding how they can use a tiered system of support to improve student attendance and engagement. The tiered system of support will be based on resources available through AttendanceWorks, as previously recommended to the Board by the Accountability Oversight Committee.

The SEA will offer LEAs with no or low formula-based allocations and those who use their LEA-level ARP ESSER funds and have exhausted other funding sources, but still need additional funds to implement the tiered system of support, the opportunity to apply for funds from the state.

2.  <u>Evidence-Based Summer Learning and Enrichment Programs</u>: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:

    i.  A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

        **Response:** The SEA will distribute resources to LEAs regarding evidence-based approaches to implementing effective summer programs that address students academic and social, emotional, and mental health needs. Professional development aligned to these resources will be provided. Evidence-based practices included in the professional development and/or distributed resources could include:
        *   facilitation by credentialed teachers with content knowledge;
        *   focus on single-subject intensives;

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- use of rigorous curricula aligned to the state content standards and consistent with the curricula used by the LEA during the school year;
- high-quality enrichment experiences; and
- an emphasis on consistent attendance and engagement.

Beginning with summer 2021, LEAs will be required to submit data regarding student enrollment and attendance in summer programs. Gathering this data will allow the SEA to conduct an evaluation of the effectiveness of summer programs. The state may utilize the following data points to evaluate the effectiveness of summer programs:

- Comparison of student scores on the spring Idaho Reading Indicator (prior to participation in summer) and the fall Idaho Reading Indicator (after participation) for grades K-3;
- Comparison of students scores on the spring Idaho Standards Achievement Test by Smarter Balanced and the Smarter Balanced Interim Comprehensive Assessment administered at the end of summer programs for grades 4-8;
- Student grades for secondary students enrolled in specific courses for the purposes of credit recovery; and
- LEA established pre and post test results.

ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

> **Response:** Idaho is participating in the Summer Learning and Enrichment Collaborative, and the SEA will gather and distribute information to LEAs regarding effective strategies for meeting students' needs, particularly students disproportionately affected by the pandemic.
>
> The SEA will guide LEAs to use spring data, including statewide standardized assessment results, to review the needs of individual students and determine which students should be enrolled in summer programs. Professional development will provided that includes how LEAs can review their student subgroup data to identify students disproportionately impacted by the pandemic, and how accelerated learning strategies can be implemented to ensure students' individual learning gaps and needs are addressed.

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iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.
**Response:** The SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer programs.

Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year. to enter text.

3. Evidence-Based Comprehensive Afterschool Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
   i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

      **Response:** The SEA will require LEAs to use evidence-based strategies in implementing before and afterschool programs. Professional development will be provided on effective implementation of accelerated learning strategies. Further, the SEA will require LEAs to report how their before and afterschool programs were created by engaging in community partnerships or building upon existing partnerships, and to indicate if the number of available spots in before and afterschool programs is increased using ARP ESSER funds. The SEA will also require LEAs to provide information regarding their efforts to increase attendance and participation in before and afterschool programs (or maintain high attendance if previous data indicates it was already strong).

      Beginning in the 2021-2022 school year, the SEA will require LEAs to submit data about student enrollment and attendance in before and afterschool programs. The SEA will use statewide standardized assessment data, including interim assessments when appropriate, to

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compare the performance of students attending before and afterschool programs to their peers who do not attend. The SEA will use state-level funds to support data gathering and analysis, as needed.

ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

> **Response:** The SEA will guide LEAs to use data, including statewide standardized assessment results, interim assessments, and/or locally-chosen progress monitoring, to review the needs of individual students and determine which students should be enrolled in before and afterschool programs. Professional development will provided that includes how LEAs can review their student subgroup data to identify student disproportionately impacted by the pandemic, and how accelerated learning strategies can be implemented to ensure students' individual learning gaps and needs are addressed.

iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

> **Response:** The SEA will use enrollment, attendance, and absenteeism data to identify students who missed the most learning during the 2019-2020 and 2020-2021 school years, as outlined in Section D.1.iii above. Professional development will be provided to guide LEAs in using their attendance and absenteeism data to identify the students who missed the most instruction within their LEA, and LEAs will be guided to prioritize those students for enrollment in summer before and afterschool programs.
>
> Additionally, professional development regarding implementing a tiered support system to address the needs of students demonstrating attendance issues will be provided to LEAs beginning in the 2021-2022 school year.

4. Emergency Needs: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to

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which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

**Response:** The SEA will use the statewide emergency needs funds to provide funding to LEAs that receive no or low formula-based ARP ESSER allocations based on Title I to support their implementation of accelerated learning strategies. Additionally, the state will provide funding to the Bureau Deaf Blind, as they have not qualified for allocations, but have students in need of services.

E.  Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1.  LEA Plans for the Use of ARP ESSER Funds: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
    i.  The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
    ii.  How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
    iii.  How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
    iv.  How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families,

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students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

**Response:** Ensuring LEAs develop high-quality thoughtful plans identifying how they will use their ARP ESSER funds is critical in addressing the significant impact of COVID-19, including keeping schools open for in-person instruction, lost instructional time, and the social and emotional health of both students and staff. The Superintendent of Public Instruction, State Department of Education has an important role in supporting LEAs in meeting the Federal Register requirements for the ARP ESSER Plan. An LEA ARP ESSER Use of Funds template was developed and will be distributed to LEAs to complete. Signatures are required from the LEA superintendent and the local school board president or Charter Commission representative prior to the LEA submitting the plan to the State Department of Education. See Appendix H for the LEA ARP ESSER Use of Funds template. This template requires LEAs address the impact of lost instruction time on academics, social, emotional, and mental health needs of all students with a targeted focus on the students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory children. Additionally, Idaho requires LEAs to address interventions to support Native American students and Hispanic students experiencing gaps. These underserved population groups are included in the LEA plan template.

Technical assistance and support in developing the plan will be provided to LEAs until all plans are submitted to the state. State support includes an upcoming webinar in June on the four tiers of evidence-based interventions. The Comprehensive Center 17 organized an Idaho team that is currently participating in the Summer Learning & Enrichment Collaborative. This professional learning community supports organizations that are partnering to provide summer programs that engage students academically, socially and emotionally, particularly those students hardest hit by the pandemic. Information is posted on the ARP ESSER webpage at https://www.sde.idaho.gov/federal-programs/american-rescue-plan/index.html , and LEAs are invited to visit the Collaborative website and engage in the series of virtual learning offerings. ESEA Federal Programs coordinators are planning a mini-webinar series later this summer to share specific ideas on how ESSER funds can be used to support the at-risk subgroup populations. This includes students identified as homeless, children and youth in foster care, migratory students, and students in correctional facilities.

Superintendent Ybarra supports any LEA who want to move to a community school model. Community schools are an evidence-based framework for coordinating recovery efforts and actively engaging families and partner organizations. The Federal Programs' FACE coordinator is actively involved in supporting LEAs to become community schools. On June 10, 2021, a virtual learning presentation will provide LEAs information on how ESSER funds can support the practical

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implementation of the community school strategy, ongoing professional development and implementation support.  An additional presentation is planned to provide LEAs information on the importance of stakeholder involvement in developing and revising their Back-to-School plans and the LEA ARP ESSER Use of Funds plan.

2.  <u>LEA Consultation</u>: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:
    i.  students;
    ii.  families;
    iii.  school and district administrators (including special education administrators); and
    iv.  teachers, principals, school leaders, other educators, school staff, and their unions.

    The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:
    v.  Tribes;
    vi.  civil rights organizations (including disability rights organizations); and
    vii.  stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

    The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

    **Response:** As part of the LEA ARP ESSER Plan – Use of Funds, LEAs must identify the stakeholder roles providing input, describe the process, including timeline, for involving stakeholders, and describe how the public was given an opportunity to provide input in the development of the plan.  Involving stakeholders includes meaningful participation in conversations, discussions, and meetings where plan components are addressed. Examples of obtaining public input could include conducting a public hearing, posting the plan on the LEA's website and soliciting comment, and conducting a survey on sections of the plan.  The Superintendent of Public Instruction, State Department of Education will ensure LEAs are aware of resources available to develop their plan and ensure stakeholder input is included. Staff are currently scheduling a mini-webinar series that includes stakeholder involvement in ESSER use of funds planning and program use of funds for the underserved populations.

3.  Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
    i.  How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social,

emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

**Response:** The LEA ARP ESSER Plan template requires the LEA to describe how it will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.  The Superintendent of Public Instruction, State Department of Education will review LEA plans for inclusiveness and will provide direct support for LEAs with gaps in their plans.  Information from LEA plans will be used to devise ongoing specific support plans and deliver through existing SEA support mechanisms.

The Superintendent of Public Instruction, State Department of Education will collaborate with federal technical assistance providers (e.g., Region 17 Comprehensive Center), to provide professional development and resource support to LEA staff on topics to be determined through analysis of developed LEA plans.  It is anticipated, but not limited to, that topics may include the following:

- Acceleration Academies
- Devising and best utilizing additional instructional time
  - Before or After School
  - Additional School Days
  - Summer School
- Common formative assessments
- Early learning (K-4 literacy)
- Extended day partnerships (CBOs)
- Extracurricular Activities
- High-quality tutoring
- Mastery learning/Project-based learning
- Multi-tiered system of supports
- Narrowing standards
- SEL and mental health supports
- Strategic staffing (teacher advocates, advisory, looping)
- Student voice and perception
- Transition supports (Pre-K-Elem; Elem- MS; MS-HS; HS-post-secondary/ career/beyond)
- Four tiers of evidence-based interventions

ii.  How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

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**Response:** The Accountability Oversight Committee (AOC) is an ad-hoc committee of the State Board of Education that provides the Board with recommendations related to assessment and accountability. The AOC's annual report is focused on analyzing data and providing recommendations regarding policy and implementation strategies the state can put in place to improve student achievement. For its fiscal year 2022 report, the AOC will be including a special focus analyzing the effects of the COVID 19 pandemic on student achievement, including a review of data to determine if disparate impacts exist between subgroups of students. The Superintendent of Public Instruction, State Department of Education will compile the data into the 2020-2021 Student Achievement Report, and the AOC will analyze the data and make recommendations to the Board regarding its use.  The data will be distributed to LEAs to improve their understanding of any disparate impacts on student subgroups.  Professional development will be provided to LEAs on analyzing the data with support for implementing interventions.

   iii.  How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
   1. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
   2. Students who did not consistently participate in remote instruction when offered during school building closures; and
   3. Students most at-risk of dropping out of school.

**Response:** The LEA ARP ESSER Use of Funds template includes a section on identifying, re-engaging, and supporting students who have experienced the impact of lost instructional time.  These data will be collected from the LEA plan templates and analyzed at the state level to identify the largest gaps.   The state will share the information with LEAs, and these data will identify the areas of greatest need which will inform technical assistance and professional development to support LEAs.

4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
   i. Allocating funding both to schools and for districtwide activities based on student need, and
   ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

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**Response:** In the LEA ARP ESSER Use of Funds template, LEAs must describe how remaining funds will be allocated to schools and for districtwide activities based on student need to support student success both equitably and inclusively. These data will provide a state-level view of where professional development and support is needed.  Additionally, Superintendent Ybarra and State Board members feel strongly that LEAs that do not receive a Title I-A allocation and, therefore, do not receive an ESSER allocation also have COVID pandemic needs that require funding to address.  As a result, with the ESSER I round of funding, LEAs that did not receive a Title -A allocation received "equitable like" funding from one of the Governor's COVID relief funding sources. With CRRSA Act ESSER II and ARP ESSER, State Board members supported funding these same LEAs using monies from the State Set-Aside Reserve.

In an effort to provide financial transparency, the Every Student Succeeds Act (ESSA) requires public schools to report per-pupil federal and non-federal costs, and for states to collect and publish this information.  Idaho reports this information on its report card website at https://idahoschools.org/ under the Non-Academics section of each LEA's page.  The new maintenance of equity requirement under the American Rescue Plan (ARP) will further protect funding levels for those high poverty LEAs and schools.

## F.  Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students' academic, social, emotional, and mental health needs.

1.  Supporting and Stabilizing the Educator Workforce:
    i.  Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math ("STEM") educators; career and technical education ("CTE") educators; early childhood educators). Cite specific data on shortages and needs where available.

       *Complete the table below, changing or adding additional rows as needed, or provide a narrative description.*

       Table F1.

| Area | 2018-2019 Idaho State Student to Area Ratio* | 2019-2020 Idaho State Student to Area Ratio* | 2020-2021 Idaho State Student to Area Ratio* |
|---|---|---|---|
| Special educators | 24 special education students per special educator | 23 special education students per special educator | 21 special education students per special educator |
| Paraprofessionals – special education | 11 special education students per special education paraprofessional | 10 special education students per special education paraprofessional | 11 special education students per special education paraprofessional |
| English as a second language educators | 180 English language students per English as a second language educator | 145 English language students per English as a second language educator | 129 English language students per English as a second language educator |
| Paraprofessionals – English as a second language | 103 English language students per English as a second language paraprofessional | 113 English language students per English as a second language paraprofessional | 104 English language students per English as a second language paraprofessional |
| School counselors | 421 students per school counselor<br><br>31 out of 176 districts had no school counselors | 413 students per school counselor<br><br>31 out of 180 districts had no school counselors | 403 students per school counselor<br><br>39 out of 185 districts had no school counselors |
| Social workers | 5796 students per school social worker<br><br>144 out of 176 districts had no school social workers | 5673 students per school social worker<br><br>149 out of 180 districts had no school social workers | 5822 students per school social worker<br><br>152 out of 185 districts had no school social workers |
| Nurses | 1969 students per school nurse<br><br>130 out of 176 districts had no school nurses | 1902 students per school nurse<br><br>131 out of 180 districts had no school nurses | 1825 students per school nurse<br><br>135 out of 185 districts had no school nurses |
| School psychologists | 1755 students per school psychologist | 1686 students per school psychologist | 1704 students per school psychologist |

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| Area | 2018-2019 Idaho State Student to Area Ratio* | 2019-2020 Idaho State Student to Area Ratio* | 2020-2021 Idaho State Student to Area Ratio* |
|---|---|---|---|
| | 107 out of 176 districts had no school psychologists | 109 out of 180 districts had no school psychologists | 117 out of 185 districts had no school psychologists |

*The number for each area is determined by an individual serving in at least one (1) applicable assignment and counts that person as one individual (full or part time), and does not include those who were contracted by outside vendors.

ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

**Response:** To recruit and retain certificated individuals in the identified shortage areas, the Superintendent of Public Instruction, State Department of Education will provide the following professional development opportunities which is in alignment with the second recommendation of the Educator Pipeline Subcommittee of the Our Kids, Idaho's Future – Final Report to continue to grow statewide professional development efforts for educators:

- The Superintendent of Public Instruction, State Department of Education partnered with NNU to develop behavioral health and wellness professional development specific to grade level. For a list of opportunities click here.
- Free Youth Mental Health First Aid twice a month
- Free Suicide Prevention Gatekeeper training, both online and community trainings
- Various workshops on behavioral health and wellness at the annual Prevention and Support Conference
- Various workshops on mental health at Idaho School Mental Health conference, in collaboration with the Idaho School Counselors Association, the Idaho School Psychologist Association, and the Association of Idaho School Social Workers.
- Implementation and technical support for student wellness programs in Idaho elementary, middle, and high schools via Idaho Lives Project and Sources of Strength.

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- Management and oversight of the Garrett Lee Smith Grant and the ID-AWARE (Addressing Wellness and Resilience in Education) Grant.
- SEA provides PD for educators with a special education focus throughout the year through the SEA and SESTA. For a list of trainings please see the ITC link at https://idahotc.com/

Idaho LEAs have had access to CARES Act ESSER funds since June 24, 2020. Approximately, half of CARES Act funds have been expended and drawn down from LEAs as of May 3, 2021. For CARES Act ESSER, 25% of these expended funds have been used for salaries and benefits to avoid, in part, layoffs during the COVID-19 pandemic. Four of the Governor's CARES Act GEER funds were administered by Superintendent of Public Instruction Sherri Ybarra. They included a Special Distribution, Technology (connectivity and devices), Blended Learning, and Non-ESSER (funds to LEAs who do not receive Title I-A funds). Of these funds, 20% were spent on salaries and benefits to avoid, in part, layoffs during the COVID-19 pandemic.

Idaho has been given spending authority for CRRSA Act funds, and these budget appropriations have been signed into law by the Governor the week of May 10, 2021. These funds are being made available to LEAs in the Grant Reimbursement Application (GRA) program, for which LEAs will have access the week of May 17, 2021.

    iii.        Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

**Response**: The following are options provided by the SEA to fill areas of need in certified educators for the 2021-2022 school year.

- Three alternative authorization options to allow educators to serve as a teacher of record, school counselor of record, and social worker of record while they are completing a program that leads to certification.
- Four non-traditional routes to teacher certification that allows teachers to serve as the teacher of record while they are finishing the requirements for certification.
- Emergency provisional certification for areas a school district or charter school identify as a declared emergency hire.

The Superintendent of Public Instruction, State Department of Education has a *Be an Educator* webpage for the recruitment of certified educators. The SEA will continue to update the website to include options and routes for certification.

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The Superintendent of Public Instruction, State Department of Education will provide Career Fairs through already established funding to assist local education agencies in recruitment of certified educators. The Career Fair will include information for LEAs on how they can use different types of funding to cover costs for the preparation of their staff that are working toward certification as well as the professional development opportunities provided by the Superintendent of Public Instruction, State Department of Education.

2. <u>Staffing to Support Student Needs</u>: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

**Response:** The Superintendent of Public Instruction, State Department of Education has a *Be an Educator* webpage for the recruitment of certified educators. The SEA will continue to update the website to include options and routes for certification.

The State Board of Education and Superintendent of Public Instruction, State Department of Education will collaborate with Department of Labor and PERSI on ideas for recruiting individuals for employment opportunities.

The Superintendent of Public Instruction, State Department of Education will provide Career Fairs through already established funding to assist LEAs in recruitment of certified educators. The Career Fair will include information on how LEAs can use different types of funding to cover costs for the preparation of their staff that are working toward certification. In addition, information will be provided on opportunities for preparation of paraeducators to increase the number of qualified paraeducators available to LEAs.

The Superintendent of Public Instruction, State Department of Education will provide resources of ideas on options for classified staff/paraprofessionals to free up teachers, school counselors, school social workers, school nurses, and school psychologists to focus on providing services to students.

The Superintendent of Public Instruction, State Department of Education to create a website with resources available for behavioral health and wellness.

## G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at

the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. <u>Capacity for Data Collection and Reporting</u>: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:

   i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;

   ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);

   iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);

   iv. Jobs created and retained (by position type);

   v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and

   vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

   **Response:** Idaho will be able to ensure that the state and LEAs have the capacity to collect and report data on many critical metrics, simply by maintaining existing systems. The reporting system for statewide assessments in English Language Arts/Literacy, Mathematics, and Science includes the results of interim assessments that students can participate in throughout the year to identify learning needs relative to state content standards. LEAs who use these optional assessments can view their results in this system and the state can access this information as well. The state's early literacy assessment also incorporates a monthly progress monitoring system that LEAs can use to support younger students and that the state can access as needed.

   Data on coursework, chronic absenteeism, exclusionary discipline, and school personnel characteristics will continue to be available in the state's longitudinal

data system, via which LEAs submit information several times throughout the year.

Idaho will also continue to administer student, parent, and staff engagement surveys in the 2021-2022 school year. Fiscal data, including per-pupil expenditures by LEA and school, are also available through the existing data infrastructure and will continue to be included on the state and local report cards, (available at IdahoSchools.org).

Idaho has been thoughtful about taking care in adding requirements for data submission and will be suing existing data as much as possible. However, for metrics relevant to the use of pandemic funds that are not currently collected, such as new summer programs, Idaho will use state-funds to support new data collection mechanisms. To assist LEAs in reporting these data, the state will also generate consistent, streamlined templates with associated guidance. This approach will mirror the process the Superintendent of Public Instruction, State Department of Education already uses for state intervention and remediation funds, where LEAs report the specific amount allocated towards personnel, technology, curriculum, professional development, or other resources.

Consistent with Appendix B, the state will also produce more general guidance to assist LEAs in creating appropriate policies that allow them to safely maintain in-person learning in the summer and during school year 2021-2022. This guidance will build on the state's Back to School Framework.

2. <u>Monitoring and Internal Controls</u>: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

**Response:** As ARP ESSER funds are released, Idaho will provide regular trainings to LEAs about the rules for using these funds and effective strategies for identifying local high priority needs. The state will base these strategies on the analysis components outlined in Section A. These steps will assist LEAs in setting up appropriate and effective use of these funds at the start of the process. For reporting, Idaho currently maintains a Grant Reimbursement Application (GRA) that educational entities use to provide documentation about the use of funds for federal flow through grants. However, this application does not include all of the reporting information associated with the use of ARP ESSER funds, such as the amount of funds spent on lost instructional time and on social/emotional needs.

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Consequently, to support appropriate monitoring of these funds, the state will create a separate ARP ESSER tracking system that includes all of the associated federal reporting requirements. LEAs receiving these funds will be required to report their use of funds on a quarterly basis. Staff members will review all submissions and follow up with any entities who have not submitted their information or who have submitted information, insufficient data, or a questionable use of funds. Each submission period, staff will randomly select five percent LEAs for more detailed auditing.

The state will also regularly track changes in the identified priority metrics over time to help determine whether interventions have been effective or require refinement. Particular attention will be paid to the effectiveness of support for traditionally underserved student groups, such as Native American and Hispanic students.  Idaho anticipates it will be the able to develop and support this new ARP ESSER monitoring framework with existing staff, who are well practiced in assisting LEAs in appropriately using and reporting on other sources of funds.

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# Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

**Response:** The data below are current as of 5/13/2021. The data in Table 1 are based on the current LEA-level operating status information that Idaho tracks. The possible values are "Online," "Virtual School," "Hybrid," "In Person with Online School Option," and "In Person." To align with the categories in Table 1, these values are mapped as follows:

- Online and Virtual School entries = Remote or online only
- Hybrid and In Person with Online School Option = School buildings open with remote/online and in-person instruction (hybrid)
- In Person = School buildings open with full-time in-person instruction

Since Idaho only captures these data at the LEA level, all schools within an LEA are considered to have the same status as the LEA as a whole to generate the counts in Table 1. It is also impossible to fully discern with the existing data whether a particular educational environment is being offered to all students or some students. Consequently, schools are listed as offering the option associated with their operating status to all students. All other schools are listed in the "Not offered" category. Based on these caveats, users should cautious in interpreting these data.

**Table 1**

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the "offered to all students," "offered to some students," and "not offered" columns is equal to the number in the "all schools" column.

*Add or change rows as needed*

| Number of schools | All schools | Offered to all students | Offered to some students | Not offered |
|---|---|---|---|---|
| Remote or online only | 760 | 17 | - | 743 |
| School buildings open with both remote/online and in-person instruction (hybrid) | 760 | 294 | - | 466 |
| School buildings open with full-time in-person instruction | 760 | 449 | - | 311 |

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

**Response:** Due to these underlying data limitations discussed above, the state is not able to confidently disaggregate the figures by instructional level.

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**Table 2**

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

*Add or change rows as needed*

**Response:** The data in Table 2 are based on enrollment data as of 5/13/2021. Students who are enrolled in more than one entity are counted in each location. Student enrollment data are merged with the operational status information summarized above Table 1.

Table 2. Enrollment and mode of instruction

| Number of students | Total enrollment | Remote or online only | Both remote/online and in-person instruction (hybrid) | Full-time in-person instruction |
|---|---|---|---|---|
| Students from low-income families | 98,070 | 4,160 | 38,159 | 55,751 |
| White, not Hispanic | 229,134 | 7,538 | 91,784 | 129,812 |
| Black or African American, not Hispanic | 3,335 | 64 | 1,297 | 1,974 |
| Hispanic, of any race | 57,759 | 1,418 | 27,674 | 28,667 |
| Asian, not Hispanic | 3,460 | 65 | 1,436 | 1,959 |
| American Indian or Alaskan Native, not Hispanic | 3,211 | 70 | 1,347 | 1,794 |
| Native Hawaiian or Pacific Islander, not Hispanic | 976 | 21 | 429 | 526 |
| Two or more races, not Hispanic | 9,415 | 443 | 4,236 | 4,736 |
| Race/Ethnicity information not available | NA | NA | NA | NA |
| English learners | 18,601 | 126 | 8,725 | 9,750 |
| Children with disabilities | 33,918 | 1,040 | 14,691 | 18,187 |
| Students experiencing homelessness | 5,521 | 149 | 2,132 | 3,240 |
| Children and youth in foster care | 1,105 | 40 | 433 | 632 |
| Migratory students | 3,758 | 0 | 2,236 | 1,522 |

## Appendix B: Reporting Language Included in the Grant Award Notification ("GAN")

As described in the Grant Award Notification ("GAN"), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act ("FFATA"); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

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## Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;

- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
    - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
    - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);

- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;

- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;

- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and

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youth in foster care, and migratory students), as required by section 2001(e)(1) of the
ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily
find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites
where the public can find the LEA plans for a) the safe return to in-person instruction and
continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP
ESSER funds. SEAs should consider ensuring a standardized URL format in all cases
(e.g., xxx.gov/COVIDplan).

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## Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Educations General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

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What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Click here to enter text.

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Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

## Appendix E: Safe Return to In-Person Instruction and Continuity of Services Plan Checklist

Instructions: All Idaho LEAs must complete this Safe Return to In-Person Instruction Checklist and post it on their website with their Back-to-School Plan by August 1, 2021.

| |
|---|
| LEA # and Name: |
| DATE LEA's 2020-2021 Back-to-School Plan was approved by the local school board: |
| Website link to the LEA's current Back-to-School Plan: |

| **Mitigation Strategies Information Required to be Included in LEA's Plan** | | |
|---|---|---|
| CDC Recommended Prevention/Mitigation strategies required to be addressed in the LEA plan by the U.S. Department of Education (Federal Register/Vol. 86, No. 76/Thursday, April 22, 2021/Rules and Regulations) | Does the LEA's _current_ Back to School Plan include information regarding policies applicable to the mitigation strategy? (Note: the LEA is not required to implement all strategies, but the LEA's plan must include information about the LEA's policy about each mitigation strategy) | |
| Universal and correct wearing of masks | Yes ☐ | No ☐ |
| Modifying facilities to allow for physical distancing (e.g., including use of cohorts/podding) | Yes ☐ | No ☐ |
| Handwashing and respiratory etiquette | Yes ☐ | No ☐ |
| Cleaning and maintaining healthy facilities, including improving ventilation | Yes ☐ | No ☐ |
| Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments | Yes ☐ | No ☐ |
| Diagnostic and screening testing | Yes ☐ | No ☐ |
| Efforts to provide vaccinations to school communities | Yes ☐ | No ☐ |
| Appropriate accommodations for children with disabilities with respect to the health and safety policies | Yes ☐ | No ☐ |

| **NARRATIVE Information Required to be Included in LEA's Plan** | | |
|---|---|---|
| Required Information | Does the LEA's _current_ Back to School Plan include this NARRATIVE information? | |
| How the LEA is addressing and plans to address students' academic needs | Yes ☐ | No ☐ |
| How the LEA is addressing and plans to address students' social, emotional, mental health, and other needs (which may include student health and food services) | Yes ☐ | No ☐ |
| How the LEA is addressing and plans to address their staff's social, emotional, mental health, and other needs | Yes ☐ | No ☐ |

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| | | |
|---|---|---|
| The process for review and revision of the plan (including gathering community / stakeholder input) no less frequently than every six months through September 30, 2023. | Yes ☐ | No ☐ |
| The LEA's need for support and/or technical assistance related to implementing the strategies identified in Table 1 or Table 2, if applicable. | Yes ☐ | No ☐ |
| **Assurances** | **LEA Response** | |
| 1. The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct. | Yes ☐ | No ☐ |
| 2. The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. | Yes ☐ | No ☐ |
| 3. The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. | Yes ☐ | No ☐ |
| 4. The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent. | Yes ☐ | No ☐ |
| 5. The plan is publicly available on the LEA website. | Yes ☐ | No ☐ |

NOTES:
- If the LEA developed a Back-to-School plan before ARP ESSER was enacted (March 11, 2021) and that plan was developed with public input, but the plan does not include *all* of the required information, as outlined in Table 1 and Table 2 above, the LEA must revise its plan to include all required elements..
- LEAs are required to review and revise their Back-to-School / Safe Return to In-Person Instruction Plan no less frequently than every 6 months.

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| |
|---|
| Date of most recent review of the LEA's current Back-to-School Plan: |
| If the LEA answered "No" to any elements in Table 1 or Table 2, LEA Plan Modification Deadline):  November 24, 2021 (6 months after May 24, 2021). |
| If the LEA answered "Yes" to all elements in Table 1 and Table 2, next planned LEA Plan Review Date (no more than 6 months from the last plan review date): |

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## Appendix F: CARES Act FY20 & FY 21 Reimbursements by Category as of June 1, 2021

| CARES ACT GRANTS | Salaries and Benefits | Purchased Services | Professional Development | Supplies Materials | Capital Objects | Transportation | Other | Travel | Indirect Cost Collection | Meals | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **CARES Coronavirus Relief - CFAC** | | | | | | | | | | | |
| CARES Coronavirus Relief - CFAC - Special Distribution | $ 67,598,460.25 | $ 4,971,951.73 | $ 17,739,312.51 | $ 248,936.92 | $ 6,970,319.55 | $ - | $ 63,565.69 | $ 31,405.90 | $ 1,710.32 | | $ 97,625,662.87 |
| CARES Coronavirus Relief - CFAC - Technology | $ 2,500.00 | $ 88,903.89 | $ 638,356.90 | $ - | $ 253,358.62 | $ - | $ - | $ - | $ - | | $ 981,424.41 |
| CARES Coronavirus Relief - CFAC - Blended Learning | $ 1,410,550.41 | $ 1,731,722.85 | $ 14,242,142.00 | $ 417,246.21 | $ 6,090,141.85 | $ - | $ - | $ 134,992.08 | $ - | | $ 24,026,795.40 |
| CARES Coronavirus Relief - CFAC - Non ESSER I | $ 202,472.69 | $ 118,411.88 | $ 400,386.31 | $ 21,400.46 | $ 109,794.07 | $ - | $ - | $ - | $ 1,483.06 | | $ 853,948.47 |
| CARES Coronavirus Relief - CFAC - Child Nutrition | $ 168,136.42 | $ 1,785.15 | $ - | $ 1,463,231.90 | $ 3,431.91 | $ 27,261.51 | $ - | $ 3,542.34 | $ - | $ - | $ 1,667,389.23 |
| **CARES ESSER I** | | | | | | | | | | | |
| CARES ESSER I - Flow Through | $ 12,645,627.61 | $ 1,633,691.44 | $ 5,612,236.83 | $ 32,593.62 | $ 1,986,821.92 | $ 159,820.48 | $ 33,203.34 | $ 455,922.66 | $ 1,743.04 | | $ 22,561,660.94 |
| CARES ESSER I - State Set-Aside LMS | $ 41,675.71 | $ 1,017,667.91 | $ 888,878.30 | $ 42,558.42 | $ 116,898.48 | $ 33,451.36 | $ - | $ 40,868.84 | $ - | | $ 2,181,999.02 |
| CARES ESSER I - State Set-Aside SEL | $ 110,121.47 | $ 64,859.63 | $ 123,272.44 | $ 25,754.67 | $ 8,000.00 | $ 1,211.96 | $ - | $ 4,316.90 | $ 3,315.64 | | $ 340,852.71 |
| **CARES Child Nutrition State Grant** | | | | | | | | | | | |
| CARES Child Nutrition State Grant | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 45,481,967.00 | $ 45,481,967.00 |
| **Grand Total** | $ 82,179,544.56 | $ 9,628,994.48 | $ 39,644,585.29 | $ 2,251,722.20 | $ 15,538,766.40 | $ 221,745.31 | $ 96,769.03 | $ 671,048.72 | $ 8,252.06 | $ 45,481,967.00 | $ 195,721,700.05 |
| **Percentage** | 41.9880% | 4.9197% | 20.2556% | 1.1505% | 7.9392% | 0.1133% | 0.0494% | 0.3429% | 0.0042% | 23.2381% | 100.0000% |

| CRRSA ACT GRANTS | Salaries and Benefits | Purchased Services | Professional Development | Supplies Materials | Capital Objects | Transportation | Other | Travel | Indirect Cost Collection | Meals | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| CRRSA Act - ESSER II F/T | $ 2,991,249.59 | $ 1,588,239.27 | $ 265,666.63 | $ - | $ 94,748.60 | $ - | $ 1,727.49 | $ 309,295.00 | $ - | | $ 5,250,926.58 |
| CRRSA Act - ESSER II Set Aside | $ 145,466.00 | $ 15,587.96 | $ 37,750.84 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 198,804.80 |
| **Grand Total** | $3,136,716 | $1,603,827 | $303,417 | $0 | $94,749 | $0 | $1,727 | $309,295 | $0 | $0 | $5,449,731 |
| **Percentage** | 57.5573% | 29.4295% | 5.5676% | 0.0000% | 1.7386% | 0.0000% | 0.0317% | 5.6754% | 0.0000% | 0.0000% | 100.0000% |

## Appendix G: ARP Section 2001(e)(1-2): Use of LEA Funds

2001(e)(1)

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.

2001(e)(2)

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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## Appendix H: LEA ARP ESSER Use of Funds Template

Instructions: Complete this plan template by engaging meaningful consultation with stakeholders, as identified in the assurances below, and by giving the public an opportunity to provide input in the development of this plan.  Submit this plan, or a Plan developed by the LEA that includes all requirements, to Lisa at lenglish@sde.idaho.gov by October 1, 2021.

| |
|---|
| LEA # and Name: |
| Website link to the LEA's ARP ESSER Plan – Use of Funds |

**Section 1: Using ARP ESSER funds for the continuous and safe operation of in-person learning**

1. *Describe the LEA's process, including timeline, for engaging meaningful consultation with stakeholders. Identify the stakeholder groups involved.  Describe how the public was given an opportunity to provide input in the development of this plan.*
   [Open-ended response]

2. *Describe how funds will be used to implement prevention and mitigation strategies that are consistent with the most recent Centers for Disease Control and Prevention (CDC) guidelines[4] for reopening and operating schools for in-person learning.*
   [Open-ended response]

3. *Describe how the LEA will use no less than, 20% of allotted ARP funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Specifically, address how the LEA will utilize funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:*
   a. *Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;*
   b. *Students who did not consistently participate in remote instruction when offered during school building closures; and*
   c. *Students most at-risk of dropping out of school.*
   d. *Subgroups of students disproportionally impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, migratory students, Hispanic students, and Native American students.*
   [Open-ended response]

4. *Describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix G) . In your description, please identify how funds will be allocated to schools and for districtwide activities based on student need to equitably and inclusively support student success.*

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[4] The most recent guidelines can be found here: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html

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[Open-ended response]

5.  *Describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.*
    [Open-ended response]

6.  *Describe how the LEA will consistently monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well-being.*
    [Open-ended response]

**Section 2: Assurances**

| Assurance | LEA Response | |
|---|---|---|
| 1.  The LEA assures that, to the best of the LEA's knowledge and belief, all information in this plan is true and correct. | Yes ☐ | No ☐ |
| 2.  The LEA engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of this plan. Specifically, the LEA engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Keep documentation of stakeholder communications and meetings on file at the LEA. | Yes ☐ | No ☐ |
| 3.  The LEA engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. Keep documentation of stakeholder communications and meetings on file at the LEA. | Yes ☐ | No ☐ |
| 4.  The plan is in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, will be provided in an alternative format accessible to that parent. | Yes ☐ | No ☐ |
| 5.  The plan is publicly available on the LEA website. | Yes ☐ | No ☐ |
| [5a] If the LEA response with 'yes', this is an open-ended item for the URL <br>     Please provide the URL: | | |

Superintendent's Printed Name: _____

Superintendent's Signature: _____     Date: _____

School Board President's Printed Name:_____

School Board President's Signature: _____     Date: _____

**Submit this plan to Lisa at lenglish@sde.idaho.gov no later than October 1, 2021.**

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| Submission Date | Organization Represented | Which section(s) of the plan are you providing feedback on? | Submit feedback here |
|---|---|---|---|
| 2021/06/01 13:56:42 | New Classrooms | i3 | New Classrooms appreciates the opportunity to provide feedback on the Idaho Department of Education ARP/ESSER plan. We are a national nonprofit on a mission to personalize education to support and advocate for policies that truly enable schools to meet each student's unique strengths and needs and provide an equitable environment for every student. Our organization is actively engaged in building capacity for innovative learning models, supporting demand, and creating some space for new approaches to teaching and learning that ultimately yield better results for students. We strongly encourage the inclusion of Innovation Zones among the recommended programs to address unfinished learning, as the state of Texas has done and several other states are now proposing as part of their ARP plans (for an example, see page 39 of North Dakota's plan - https://www.nd.gov/dpi/sites/www/files/documents/Covid-19/ESSER%20III/ARPESSERStatePlanFINAL.pdf). Innovation Zones provide a state framework to solve unfinished learning by ensuring all students master college and career ready standards, but not through a uniform, grade level-structure. Districts and schools who are accepted into the innovation zone are incentivized to focus on comprehensive learning growth for multiple years across a grade span—instead of the traditional approach of states centering only on a summative assessment of grade-level performance in order for students to accelerate their learning to ultimately master grade level standards. Within an Innovation Zone model, the state is responsible for facilitating connections between schools and providers, and building a stronger system that requires all parties to demonstrate sustained, positive results as students master the standards over time. These Zones allow states to develop a unique approach to reimagine school while introducing new mechanisms for personalization and shared accountability for results. On the following pages you will find a summary document on Innovations Zones. In addition to reviewing our summary on Innovations Zones (https://newclassrooms.org/wp-content/uploads/Math-Innovation-Zones-ESSER-and-ARP.pdf), we encourage you to see how the Texas Education Agency put Math Innovation Zones into practice (https://tea.texas.gov/academics/learning-support-and-programs/math-innovation-zones). Thank you for the consideration of our feedback and hope to be a resource to you on this topic as you finalize your ARP plan and prepare for the upcoming school year. |
| 2021/06/01 10:48:27 | Jefferson Joint School District #251 | Use of Funding | We would love to see a good portion of the funding released to school districts for supporting students with unique needs, such as students experiencing Homelessness, Migrant students, and English Learners. |
| 2021/05/28 19:31:41 | Retired counselor | Low income children | An after school program (for students to get help on their homework and not go home to empty homes) with snacks does wonders for children. |

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| 2021/05/28 14:42:23 | Idaho Out-of-School Network | D-2 | With regard to D-2 Summer Learning and Enrichment; and D-3 Comprehensive Afterschool; we respectfully ask that you reconsider the decision to allocate all of these set aside funds to LEAs and instead provide all or a portion of the funds to community based afterschool and summer enrichment providers in the state through a competitive grant process either run by the State Department of Education or a third party organization. LEAs will receive 90% of Idaho's ESSER III funds of which 20% must be used by the LEAs to provide learning recovery including afterschool and summer programs. Community based providers including non-profit organizations, park and recreation programs, faith based providers, and other local programs can be a valuable resource and partner to schools in addressing the academic, social and emotional needs of students but only if they are adequately supported with funding.<br><br>Afterschool and summer programs that are jointly planned by school districts and community partners include both academic support and enrichment opportunities, and a mix of certified teachers and youth development professionals. Community-based programs include an array of activities that young people can choose to participate in, along with academic support, culturally responsive supports, and a focus on keeping students engaged and attending school regularly. Programs can engage diverse community partners and help students turn around learning loss, move beyond the digital divide, re-connect with peers and caring adults, re-engage in learning, offer much-need meals to overcome food insecurity, and accelerate students' social, emotional, and academic recovery. Programs can also be a lifeline for families trying to deal with the economic, childcare and social-emotional impact of the pandemic. Afterschool and summer programs serve as community learning hubs for K-12 youth. Ideal afterschool and summer learning models include: coordination with schools and tapping local educators and school staff; staff trained in a youth-centered approach to support well-being and strong social skills, offering mentorship, and providing hands-on learning experiences that build work and life skills; partnerships with arts, STEM, sports, and health organizations, higher education, parks, museums, recreation centers, churches, libraries, local businesses, families, and others.<br><br>To make the most of state funding for comprehensive out of school time, the state of Idaho can create grant programs for Community Based organizations. These organizations often have different relationships with students and families that may break down barriers with forming meaningful relationships, they have staff that can be recruited and trained as additional tutors and may be interested in teacher pathways, they connect and leverage other community resources, and they have "staying power" to help programs and staff continue to serve the community as funds might shift and change over time. This funding method is already being chosen by many states and seen as a supplement to the 90% of funds that will begin in districts.<br>The federal Department of Education has recognized the importance of supporting community based afterschool and summer providers in their guidance to state and local education agencies. In the state plan, question D-3(i) specifically asks for: "A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs. " Additionally in the Department of Education's Handbook to Reopening Schools Volume 2, the introduction list allowable activities under ARP including: "Provide students with evidence-based summer learning and enrichment programs, including through partnerships with community-based organizations." Further, in the new FAQ released by the Department of Education on May 26, 2021: "Effective summer programming can address students' social, emotional, mental health, and academic needs through a combination of activities that include strong partnerships with community-based organizations and other summer providers, including summer camps. These partnerships can help to sustain these programs and can also support programs in rural and remote communities. States and LEAs should maximize enrollment in summer programs, with a particular focus on underserved students and students most impacted by the COVID-19 pandemic, including providing transportation and meal services. Programs should target students of all ages, including high school students, and can include work-based or service-learning opportunities or summer bridge programs to support successful educational transitions." |
| 2021/05/28 10:24:38 | United Way of Treasure Valley | Section A | Thank you for including chronic absenteeism as a measure for understanding the current need. Based on experience working on an elementary schools' chronic absenteeism monitoring group the scope of chronic absenteeism among students who are from low income families is much greater than the data suggests and an even bigger challenge from this last school year. Schools need processes, training and assistance understanding data tools to begin implementing these type of monitoring groups. I'm glad you specifically named Attendance Works as this group does amazing work and more schools need to be paying attention to who is not there and why. We need to come together around those students and families and support them. I would like to see a lot more transparency and training around this issue. |
| 2021/05/28 10:16:48 | United Way of Treasure Valley | Section E | Additionally, we recommend the State Department of Education partner with the Idaho Out-of-School Network to identify programs, data and gaps in service and to tailor, disseminate, and train and embed high quality practices and tools in ARP funded programs both those operated by local education agencies as well as community based providers. |
| 2021/05/27 12:03:36 | Post Falls School District | Appendix E | I am confused about why LEAs who have been in school in person this past school year are now required to create a narrative surrounding "Safe Return to In-Person Instruction and Continuity of Services Plan".  We were all required to have an operational plan to open during the 20-21 school year and it appears our operational plans will not suffice for this new requirement. |

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| 2021/05/27 07:59:33 | Trustee Nampa School District Board of Trustees | LEA proposed requirements | It is not clear in the SEA plan the role of the local boards of trustees for school districts and boards of directors for charter schools. It should be clear in the requirements that local boards should approve plans prior to submittal to the SEA with minutes of the minutes of the meeting where approval was given by the Board submitted with the LEP to the SEA. This expectation would align to the new language on the Continuous Improvement Plans that is explicit and clear that Board need to be informed and involved and approve plans. Ideally, this work would be connected to efforts under way in required state CIPs. |
| 2021/05/26 10:37:43 | School District | LEA's Plan | Asking LEA's to submit a plan with stakeholders involvement would be good, but the state of Idaho is using this money to supplant state funding.  Hard to submit a plan when for the next two years, the state is cutting funding to LEA's.  We don't know what all of those cuts are, so how can we formulate a spending plan, when the funding is used to backfill cuts.  The cuts we are aware of are the PESF freeze. That funding alone will be $1.2mm of our operational budget.  We will need this to keep the lights on our building open.  How do you tell stakeholders that in a plan, we can't use it on learning loss, but to keep the lights on.  Additionally, as a matter of contingency how do you then ask to set aside another $1-2mm for potential cuts that come at any given point in time.  Given the state of Idaho has presented no restoration plan to make schools whole, how can we put together a plan.  Where is the assurance there will be no more cuts, and the districts are restored at pre-covid levels?  Making us put together a spending plan, when the state money is not assured, is short-sided and the plan will not be adhered to when we have no control over the state funding.   Before, you ask LEA's to do this, you need assurance from the State of Idaho, that they are restoring funding to the LEA's, and will support Public Ed going forward. Additionally, we are very understaffed dealing with all of the current issues as a fallout from the pandemic, and this is a huge investment of time, just to not be able to use the money on Learning Loss and or the district's needs, but instead have to backfill lost state dollars. Thumbs down on this measure, unless the state can assure there will be full restoration of state funding. |
| 2021/05/25 18:21:48 | | All of our | The ARP is garbage that steals from Americans by causing inflating through "quantitative easing" and then "spreading the wealth around", which no American has a right to do. For the love of God and America, just no. Idaho is better than this. |
| 2021/05/25 17:15:52 | Hvac | All | We need to ban masking of children since they are not affected by the virus and they cannot carry it....super stressful and distracting for children.  Also, no mandatory vaccinations....I personally have many friends that have been vaccine injured and cannot vaccinate in the way the others can....this is pure discrimination and we will pursue these legal avenues if forced to......all children deserve it the same access to in person education |
| 2021/05/25 10:17:27 | College of Idaho | D. Maximizing State-Level Funds to Support Students | There is detailed descriptions on what and possibly how students (summer programs, after-school programs etc.) will be provided instruction based on learning loss. However, there are little to no details regarding how students will be identified to participate in such programs. It is noted in section that " LEAs will be guided to use their attendance and absenteeism data to identify students who missed the most instruction during the 2019-2020 and 2020-2021 school years, and those whose attendance is problematic during the 2021-2022 school year". However, students with disabilities have suffered greatly and perhaps have been attending. My son (diagnosed with ADHD and specific learning disabilities), for example, scored level 1 and level 2 on his math and ELA ISATS (7th grade student) and has also had severe social & emotional difficulties throughout the year. There is nothing addressing how this will be addressed and how he could qualify for such services, though he is in dire need. There needs to be some mention of how school counselors or other providers could address these needs. In addition, just using ISAT scores is also not the ticket to identify students that need extra support. Teacher recommendations, parent surveys, administration recommendations all need to be considered. |
| 2021/05/25 09:19:07 | Grandparent | Nutrition and learning | Lunches need to be more nutritional, not fast food pre-prepared is okay but more veggies and fruit and quality foods containing meat. Classes need to based in core learning models , back to the basics, math, reading, science, english, technical to some extent, due to that's the continued momentum if our world, I would like to see a skills class and we need emphasis on history from George Washington on. And the core meanings of what our country has fought and died for along with world history. We need some good Art and Culture classes and health class. A good variety of classes they will use later on in life. And allow teachers the freedom to teach without censorship, but following base guidelines. We need the basic hygiene rules lots of soap and water and masks optional for those who want them. It's a fraction of K-12, that have any complications from Covid, flu shots optional. |
| 2021/05/25 07:41:40 | Swan Valley School District #92 | Non Title 1 Schools | First of all thank you so much for providing non title 1 schools with funds from ESSER I and II. This has been extremely helpful. I just want to continue to advocate for the non title I schools in hopes we can continue to receive funds to help with school operations. |
| 2021/05/24 22:58:27 | NSCS 493 | K-12 allocation of funds | Please consider spending funds to increase skills for teachers and staff for social emotional health and PBIS. |