STATE BOARD OF EDUCATION MEETING
August 25-26, 2021
Idaho State University
921 South 8th Avenue
Pocatello, ID 83209

Public Streaming: https://www.youtube.com/channel/UC2nvxQmWunDx1IdQC-kXjMQ

Wednesday, August 25, 2021, 1:00 pm (Mountain Time)

BOARDWORK

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

CONSENT

BAHR

1. Boise State University – Credit Card Processing Services Contract – Action Item
2. Idaho State University – Curtis Street Property Sale – Action Item

IRSA

3. Boise State University – Online, Bachelor of Art in Digital Innovation and Design – Action Item
4. Idaho State University – Master of Science in Homeland Security and Emergency Management – Action Item
5. Idaho State University – Discontinue Master of Arts in Theatre – Action Item
6. Statewide General Education Matriculation (GEM) Committee Appointments – Action Item

PPGA

7. Indian Education Committee Appointments – Action Item
8. State Rehabilitation Council Appointments – Action Item

SDE

9. Curricular Materials Adoption – Action Item
10. Praxis II – Content, Pedagogy, and Performance Assessments – Qualifying Scores – Action Item
11. Emergency Provisional Certificates – Action Item
12. Professional Standards Commission Appointments – Action Item

13. University of Idaho – Educator Preparation Program Review – Action Item
14. University of Idaho – New Program Proposal – Computer Science – Action Item
15. Northwest Nazarene University – Educator Preparation Program – New Endorsement Program – Teacher Leader – Action Items

IDAHO STATE UNIVERSITY BOARD OF TRUSTEES

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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

IDAHO STATE UNIVERSITY COMMUNITY FORUM – Information Item

STATE DEPARTMENT OF EDUCATION

1. Developments in K-12 Education – Information Item
2. ESSA Waiver Request – Information Item
3. Emergency Provisional Certification Process – Action Item

EXECUTIVE SESSION

To go into Executive Session pursuant to Section 74-206(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student. – Action Item

Thursday, August 26, 2021, 8:00am (Mountain Time)

OPEN FORUM

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Board Policy I.E. Executive Officers – First Reading – Action Item
3. Board Policy IV.E. Division of Career Technical Education – First Reading – Action Item
4. Division of Career Technical Education – Postsecondary Educator Credentialing Manual – Action Item
5. Division of Career Technical Education – Workforce Readiness Standards – Action Item
6. 2022 Legislation – Action Item
7. Proposed Rule – Docket 0102-2101 – Rules Governing the Postsecondary Credit Scholarship – Action Item
8. Proposed Rule 08-0110-2101 – Idaho College Work Study Program – Action Item
9. Proposed Rule – Docket 08-0201-2102 – Rules Governing Administration – Action Item
10. Proposed Rule – Docket 08-0202-2101 – Rules Governing Uniformity – Action Item

11. Proposed Rule – Docket 08-0203-2101 – Rules Governing Thoroughness – Action Item
12. ESSER State Plan – Amendment – Action Item
13. Research Findings – Impact of COVID-19 on High School Grades – Information Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY 2023 Budget Requests – Action Item
2. FY 2023 Capital Budget Requests and Six Year Capital Plans – Action Item
3. Intercollegiate Athletic Reports – NCAA Academic Progress (APR) Scores – Action Item
4. Appointment of Idaho Public Television General Manager – Action Item
5. System Optimization Update – Falcon High Performance Computer – Information Item
6. Student Fee Update – Information Item
7. Idaho State University – HOLT Arena Seating Project – Construction and Financing
8. Idaho State University – Mitchell+Palmer Master Service Agreement – Action Item
9. Idaho State University – EAMES Phase III Project – Financing – Action Item
10. University of Idaho – Huron Contract – Action Item
11. University of Idaho – Ellucian Renewal Agreement – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Graduate Medical Education Committee Annual Report – Information Item
2. Semi-Annual Report of Approved Program Requests –Action Item
3. Three-Year Program Plan – Action Item
4. Board Policy III.N. General Education – First Reading – Action Item
5. Board Policy III.G. Postsecondary Program Approval and Discontinuance and Board Policy III.H. Program Review – Second Reading – Action Item
6. Boise State University – Institute for Advancing American Values – Action Item
7. Program Prioritization Five-Year Reports – Information Item

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

1. Agenda Approval

   Changes or additions to the agenda

   BOARD ACTION

   I move to approve the agenda as posted.

2. Minutes Approval

   BOARD ACTION

   I move to approve the minutes for the June 16, 2021, Regular Board Meeting and the June 28, 2021, Special Board Meeting.

3. Rolling Calendar

   BOARD ACTION

   I move to set August 24-25, 2022, as the date and Idaho State University as the location for the August 2022 regularly scheduled Board meeting.

DRAFT MINUTES
JUNE 16, 2021

STATE BOARD OF EDUCATION MEETING
June 16, 2021

DRAFT

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

A regular meeting of the Idaho State Board of Education was held via Zoom teleconference April 21-22, 2021, with the call originating from the Office of the State Board of Education in Boise. Board President Kurt Liebich presided and called the meeting to order at 9:00am (MT).

Present

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

Absent

Emma Atchley

Wednesday, June 16, 2021, 9:00am (MT)

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Hill/Critchfield): I move to approve the agenda as posted. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Hill/Critchfield): I move to approve the minutes for the April 14, 2021, April 26, 2021, May 17, 2021, May 27, 2021, and June 4, 2021 Special Board Meetings, and the minutes for the April 21-22, 2021 and May 12-13, 2021 Regular Board Meetings. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

3. Rolling Calendar

BOARD ACTION
M/S (Hill/Critchfield): I move to set April 20-21, 2022 as the date and the University of Idaho as the location for the April 22, regularly scheduled Board Meeting. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Critchfield): I move to set May 18-19, 2022 as the date for the May 2022 regularly scheduled Board Retreat, with the location in Boise to be determined. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Critchfield): I move to set June 15, 2022 as the date for the June 2022 regularly scheduled Board Meeting, to occur via a videoconference originating from the Office of the State Board of Education in Boise. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Matt Freeman, Executive Director, noted that the dates for the April 2022 Regular Board Meeting were previously set during the April 2021 Regular Board Meeting, but were adjusted to accommodate spring commencement ceremony schedules for the institutions.

Board Member Keough noted that she will not be able to attend the April 2022 Regular Board Meeting.

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

Board President Liebich and Tracie Bent, Chief Planning and Policy Officer, discussed that this is a recurring agenda item for informational purposes in case there are specific points of the K-20 Performance Measures that the Board would like to discuss. Board President Liebich noted that a later item in the agenda pertains to proposed amendments to the K-20 Strategic Plan that the Board discussed during the May Board

Retreat. Ms. Bent discussed that these amendments were made based on the discussion that occurred during the May Board Retreat, including the addition of numerical targets for goal items that were previously designated as "TBD".

There were no additional questions or comments from the Board.

CONSENT

BAHR

1. University of Idaho – Release of Easement Rights at North Idaho College

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the request by the University of Idaho to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents for conveying receiving the subject property rights in the manner presented. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

2. Idaho State University – Cardinal Health Pharmaceutical Purchases Agreement

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the request by the Idaho State University to enter into a contract with Cardinal Health for pharmaceutical purchases as proposed in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

IRSA

3. Boise State University – Discontinue Master of Teaching P-8 Special Education

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the request by Boise State University to discontinue the Master of Teaching in P-8 Special Education. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

4. General Education Matriculation – Committee Appointments

BOARD ACTION

M/S (Hill/Scoggin): I move to appoint Cindy Hill, representing Idaho State University, to the General Education Matriculation Committee, effective immediately. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Scoggin): I move to appoint Angela Sackett-Smith, representing College of Eastern Idaho to the General Education Matriculation Committee, effective immediately. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

PPGA

5. Accountability Oversight Committee Appointment

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the appointment of Iris Chimburas to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2021 and ending on June 30, 2023. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

6. State Rehabilitation Council Appointments

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the appointment of James Pegram as a representative of the Workforce Development Council and re-appoint Sarah Tueller of Parent Training and Information Center, Pam Harris of Community Rehabilitation Program, Darin Lindig of Business, Industry and Labor, and David White as the Vocational Rehabilitation Counselor representative for three-year terms, effective immediately through June 30, 2024. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

7. Idaho Indian Education Committee Appointments

BOARD ACTION

M/S (Hill/Scoggin): I move to reappoint Ms. Tina Strong, representing Coeur d'Alene Tribal School to the Indian Education Committee effective July 1, 2021 and expiring June 30, 2026. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

SDE

8. Safety Busing Approval

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the requests by ninety-three (93) school districts and twenty-one (21) charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

9. Funding Cap Waiver

BOARD ACTION
M/S (Hill/Scoggin): I move to approve the request by #044 Plummer-Worley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 119.67%, for a total of $12,441 in additional funds from the public-school appropriation. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Scoggin): I move to approve the request by #071 Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 128%, for a total of $33,596 in additional funds from the public-school appropriation. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Scoggin): I move to approve the request by #171 Orofino County School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 133%, for a total of $11,358 in additional funds from the public-school appropriation. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Scoggin): I move to approve the request by #274 Kootenai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 190.5%, for a total of $10,294 in additional funds from the public-school appropriation. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Scoggin): I move to approve the request by #281 Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 116.35%, for a total of $124,968 in additional funds from the public-school appropriation. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Scoggin): I move to approve the request by #305 Highland Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 123%, for a total of $16,101 in additional funds from the public-school appropriation. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Scoggin): I move to approve the request by #341 Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 183%, for a total of $36,840 in additional funds from the public-school appropriation. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Scoggin): I move to approve the request by #412 Buhl Joint District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2020 of 117.29%, for a total of $2,376 in additional funds from the public-school appropriation. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

10. Emergency Provisional Certification Approval

BOARD ACTION
M/S (Hill/Scoggin): I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Abigail Abell, Megan Osterhout, Katrina Steele, Samantha Paffile, and Anastasia Kibby to teach the content area and grade ranges at the specified school districts as provided herein for the 2020-2021 school year. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Hill/Scoggin): I move to accept the recommendation of the Professional Standards Commission to deny the one-year emergency provisional certificates for James Broyles to teach the content area and grade ranges at the specified school district as provided herein for the 2020-2021 school year. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

OPEN FORUM
There were no participants for the Open Forum.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Higher Education Research Council Report
   This item was provided in the agenda materials as an information item.

Board Member Critchfield introduced the item and asked Dr. Chris Nomura, Vice President for Research and Economic Development at the University of Idaho and incoming chair of the Higher Education Research Council (HERC), to provide a report for HERC. Dr. Nomura noted that his presentation would focus on progress and accomplishments during FY2020, and that FY2021 would be reported on during a future Board Meeting.

HERC's mission is to strengthen the research capabilities at Idaho's four public, four-year institutions and contribute to economic development in the state of Idaho, and is comprised of higher education and industry representatives. Dr. Nomura discussed that HERC's FY2020 budget allocation, totaling approximately $4.2M, supports research infrastructure, matching grants through the Established Program to Stimulate Competitive Research (EPSCoR), undergraduate research, Idaho Global Entrepreneurial Mission (IGEM) grants, incubation funds, and administrative costs for the program.

Dr. Nomura discussed HERC's funding to support STEM undergraduate students in their research projects and travel to conferences. In FY2020, the undergraduate research budget was $185,000, which funded 17 projects at Boise State University, 10 projects at Idaho State University, 11 projects at the University of Idaho, and 11 projects at Lewis-Clark State College. HERC also provides funding for the annual Idaho Conference on Undergraduate Research (ICUR), which allows undergraduates to present their research projects each July. In FY2020, there were 291 attendees from 26 different institutions/organizations, 189 of those individuals being students who delivered 150 poster presentations.

Dr. Nomura then discussed the IGEM Mission Fund, which is a competitive grant program that provides seed funding for strategic investments in the development of expertise, products, and services that aid in Idaho's economic growth. The program awards 1- to 3-year grants of up to $700,000 per year; the program's FY2020 budget was nearly $2.1M which supported 4 ongoing, active grants. The current grants are: "Sustaining the Competitiveness of the Food Industry in Southern Idaho: Integrated Water, Energy, and Waster Management" (University of Idaho, year 3), "Nucleic Acid Memory" (Boise State University, year 3), "A Disaster Response Complex for Emergency Responders in Idaho" (Idaho State University, year 2), and "Cellulosic 3D Printing of Modular Building Assemblies" (University of Idaho, year 2). Dr. Nomura also discussed HERC's incubation fund grant program, which provides 1-year grants of up to $75,000. There were 3 projects in FY2020: "Optimate Sensors for Harsh Environment" (Boise State University), "Ink Production Scale Up" (Boise State University), and "Darwin's Demons Mobile: Expanding the Market for Evolutionary Procedural Content

Generation" (University of Idaho). Details about each of these projects are included within the meeting agenda materials

Dr. Nomura thanked the Board for its support as well as the opportunity to provide an update on current programs. Board Vice President Hill noted that undergraduate research is an element that HERC initiated several years ago, and inquired if there needs to be more funds allocated for undergraduate research. Dr. Nomura and Dr. TJ Bliss, Chief Academic Officer, discussed that additional funding for research is always needed to support growing interest in undergraduate research, and that the budget for FY2022 will have an additional $56,000 designated for undergraduate research.

Board President Liebich inquired about the industry collaboration on IGEM grant projects. Dr. Nomura discussed that HERC has discussed the current structure of its grant dissemination, and noted that it would be ideal to establish partnerships with new industry associates in an effort to gear research toward business and industry needs. Board Member Hill echoed these comments.

There were no additional questions or comments from the Board.

2. Open Educational Resources Report
   This item was provided in the agenda materials as an information item.

Board Member Critchfield introduced the item and asked Dr. Jonathan Lashley, Associate Chief Academic Officer, to provide a progress report on the development and implementation of Open Educational Resources (OER) at Idaho's public institutions of higher education. Dr. Lashley noted that the Board asked the Instruction, Research and Student Affairs committee to conduct an inventory of the use of OER across the state.

Dr. Lashley discussed that the use of OER aids in lowering student costs, ensuring student access to course content, and empowering the scholarly agency of educators. OER, as defined by the version of Board Policy III.U. that is being considered for a second reading, includes "teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others." In spring 2021, Board Staff distributed a survey that received responses from several hundred faculty members from all eight of Idaho's public institutions of higher education. The data from the survey responses was compiled into a report, which was condensed to be included within the meeting agenda materials. Dr. Lashley provided a brief overview of the survey response data, and noted that the data would assist with establishing a baseline for evaluating the implementation of Board Policy III.U. if it is approved.

Board Member Critchfield asked for unanimous consent to move IRSA item 6, a second reading of Board Policy III.U., up to this point in the agenda as a follow-up to the report on OER usage in Idaho. There were no objections.

Board President Liebich noted that there were no changes between the first and second readings of Board Policy III.U. The policy in its entirety can be found within the meeting agenda materials.

BOARD ACTION
M/S (Critchfield/Keough): I move to approve the second reading of Board Policy III.U., Instructional Material Access and Affordability, as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

There were no additional questions or comments from the Board.

3. Board Policy III.G. – Program Approval and Discontinuance and Board Policy III.H. – Program Review – First Reading

BOARD ACTION
M/S (Critchfield/Scoggin): I move to approve the first reading of proposed amendments Board Policy III.G., Program Approval and Discontinuance, as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Critchfield/Scoggin): I move to approve the first reading of Board Policy III.H., Program Review, repealing the policy in its entirety, as submitted in Attachment 3. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Critchfield introduced the item and discussed that the proposed amendments would provide delegated authority to the Executive Director or designee to approve changes to academic programs.

Board Member Hill inquired about the fundamental changes to the policy. Dr. TJ Bliss, Chief Academic Officer, discussed that the proposed amendments would signal a substantial change toward efficiency and balance throughout the program approval process. Dr. Bliss also discussed that the amendments also include minor grammatical updates to existing definitions and the addition of new definitions for the Board's proposal forms (Full Proposal, Short Proposal, and Letter of Notification), as well as clarification of requirements for the review and/or approval of specific program changes.

Board President Liebich noted that the proposed amendments were developed in collaboration with the Council on Academic Affairs and Programs (CAAP), and inquired about CAAP's opinions about the amendments. Dr. Bliss noted that members of CAAP

are supportive of the proposed amendments, and reiterated that the goal of implementing the amendments is to remove red tape while maintaining the Board's responsibility to govern programs at the institutions.

Board Member Scoggin voiced his support for the proposed amendments.

There were no additional questions or comments from the Board.

4. Board Policy III.G. – Partial Waiver – Extension

BOARD ACTION
M/S (Critchfield/Hill): I move to extend the waiver of the requirement for a full proposal in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs, and instructional and administrative units until August 31, 2021. In lieu of a full program proposal requirement, institutions will use the letter of notification process during this time period. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Critchfield introduced the item and discussed that Board action would extend the waiver that is currently in place in order to grant flexibility for modifications to academic programs, career technical programs, and instructional and administrative units until August 31, 2021. Until August 31, institutions will continue to utilize a letter of notification process in lieu of a full program proposal. Dr. TJ Bliss, Chief Academic Officer, noted that the waiver will only be in place until the second reading of Board Policy III.G. during the regular August Board Meeting.

There were no questions or comments from the Board.

5. Board Policy III.Q. – Admission Standards and Board Policy III.O. – Course Placement – Second Reading

BOARD ACTION
M/S (Critchfield/Hill): I move to approve the second reading of proposed amendments to Board Policy III.Q., Admissions Standards, as presented in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

AND

M/S (Critchfield/Hill): I move to approve the second reading of Board Policy III.O., Course Placement, repealing the policy in its entirety as presented in Attachment 2. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Critchfield introduced the item and discussed that the proposed amendments to Board Policy III.Q. eliminate the college entrance exam as a minimum admissions requirement for Idaho's four, four-year public institutions of higher education. The institutions may still require a college entrance exam as a minimum admissions requirement, but the amendment would remove the exam as a Board requirement. There were no changes between the first and second reading of this policy. The policy in its entirety is included within the meeting agenda materials.

There were no questions or comments from the Board.

6. Board Policy III.U. – Instructional Material Access and Affordability – Second Reading

BOARD ACTION
M/S (/): I move to approve the second reading of Board Policy III.U., Instructional Material Access and Affordability, as submitted in Attachment 1.

The Board opted to discuss and take action on this item following IRSA item 2, Open Education Resources Report.

There were no questions or comments from the Board.

7. University of Idaho – Master of Science in Cybersecurity – Action Item

BOARD ACTION
M/S (Critchfield/Hill): I move to approve the request by University of Idaho to create a Master of Science in Cybersecurity, as presented in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Critchfield introduced the item and discussed that the University of Idaho would like to establish a Master of Science in Cybersecurity. She noted that the general structure of the program outlined within the meeting agenda materials. Board President Liebich stated that Boise State University recently established its own Master of Science in Cybersecurity, but noted that the program at the University of Idaho has different areas of emphasis. Board Member Hill echoed these comments and added that the core of the programs is very similar, but the programs allow for students to opt for different areas of focus in their degrees.

Board Member Scoggin shared his support for the program and emphasized that this program will work well with ongoing, collaborative cybersecurity education efforts in Idaho.

There were no additional questions or comments from the Board.

At this time the Board recessed for 10 minutes, returning at 10:23am (MT).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. 2022 Legislative Ideas

BOARD ACTION

M/S (Clark/Critchfield): I move to approve the Legislative Ideas numbers 1-7 in substantial conformance to the form provided in Attachment 1 and to authorize the Executive Director to submit these and additional proposals that may be identified between the June Board meeting and July submittal deadline as necessary through the Governor's legislative process. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Clark introduced the item and discussed that the approval of legislative ideas signals the start of the overall administrative process. Following the Board's approval of proposed legislative ideas, Board Staff will work with stakeholders and policymakers to refine the content and language of each idea before the ideas are transmitted to the Governor's Office in August, and eventually considered by the Legislature during the 2020 Legislative Session.

Tracie Bent, Chief Planning and Policy Officer, provided an overview of seven different legislative ideas for the Board's consideration, the first four of which pertain to recommendations made by Governor Little's "Our Kids, Idaho's Future" task force:

Full-Day Kindergarten

Ms. Bent discussed that this legislative idea would amend Chapter 10, Title 33 support unit calculation to fund full-day kindergarten instead of only half-day kindergarten. The amendment would not mandate full-day kindergarten, but would provide the funding for districts that opt to offer it. Matt Freeman, Executive Director, asked if parents would be able to opt for their children to only attend half-day kindergarten if their district opted to offer full-day kindergarten. Board Member Clark noted that this would need to be determined if this idea moves forward in the process.

Board Member Critchfield noted that her school district offered both full-day and half-day options for kindergarten in the pass, and noted that developing legislation to allow school districts to adapt to their needs and allow for parent choice would be beneficial. She also noted that over 80 school districts were offering full-day kindergarten while Governor Little's "Our Kids, Idaho's Future" taskforce was meeting, but were utilizing different funding sources. Board Member Clark discussed that the first full-day kindergarten options were funded by parents, and that this idea stems from the realization that school districts need state funding and other additional resources for special needs students and students who are not fully school-ready when they enter first-grade. Supt. Ybarra shared her support for this idea, but noted that this could

impact how districts that are currently funding all day kindergarten continue to fund their programs.

Shift to FTE Enrollment to Calculate Support Units

Ms. Bent discussed that this legislative idea would amend Chapter 10, Title 33, moving the support unit calculation from one based on FTE student enrollment rather than daily student attendance. Ms. Bent noted that this idea aligns with the temporary rule that was put into place during the previous school year to accommodate changes in in-person attendance as a result of the pandemic. She added that this temporary rule received positive feedback from school districts and the legislative idea aligns with the "Our Kids, Idaho's Future" taskforce recommendations. Board Member Clark noted that this temporary rule worked well during the pandemic, and stated that the Board would work closely with the legislature in drafting the amendment.

Public School Funding – Move Line Item Funding to Discretionary/Operational Funding

Ms. Bent discussed that this legislative idea would codify the "Our Kids, Idaho's Future" taskforce recommendation to retain line-item funding for items that are currently in the public schools budget, such as college and career advising, Advanced Opportunities, literacy intervention, and administrative functions, to provide more flexibility than is currently being provided. The proposed amendment would also prevent certain line items from being fully removed, but rather provide that those items could be moved into a discretionary funding category.

Board President Liebich noted that he served on the "Our Kids, Idaho's Future" taskforce, and voiced his support for this legislative idea. Board Member Critchfield and Supt. Ybarra also shared their support.

Educator Loan Forgiveness Program

As part of the effort to recruit and retain teachers, particularly in rural areas, this legislative idea would create a loan forgiveness program for educators who work in rural and underserved areas. Ms. Bent discussed that, if established, the program would increase the amount of loan forgiveness as an incentive to retain educators. Mr. Freeman discussed that the program would be administered at the district level to provide flexibility if educators should experience life changes (such as moving or getting married), and added that the initial legislation was previously sponsored by Representative Sally Toone. Board Member Clark highlighted the need to define terminology and establish parameters for program eligibility if the idea should move forward in the process.

Board Member Scoggin noted that there are other federal programs available for public service employee loan forgiveness, and inquired if this program would be an additional incentive to those programs. Ms. Bent stated that this would be specified if the idea is

moved forward in the process. Board Member Clark stated that the program should be an additional benefit specifically for Idaho educators.

Career Technical School Added Cost Funding Eligibility

Ms. Bent discussed that this legislative idea would 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. The amendment would allow for cooperative service agencies to have more access to funding for a career technical school.

Charter School Authorization

Ms. Bent explained that this legislative idea would provide technical and administrative amendments to add definitions and provide clarification to existing provisions for charter schools. Ms. Bent noted that this idea is supported by the Idaho Public Charter School Commission, and added that it would better define terminology and responsibility for charter school authorizers. Board Member Critchfield discussed that this idea would benefit charter schools and aid in the Public Charter School Commission's processes.

Virtual Charter School Funding

Ms. Bent discussed that this legislative idea would create a funding formula specific to virtual schools where funding is based on virtual school instructional and administrative costs rather than the formula that is used for brick and mortar schools. Board Member Clark stated that this should be a priority item to meet increasing need for virtual education options. Board Member Scoggin echoed Board Member Clark's comments, and asked if the new formula would affect funding for brick and mortar schools.

Ms. Bent stated that the formula could decrease funding over time if it is determined that it is more cost effective to provide virtual education than it is to operate brick and mortar schools. Board President Liebich also noted the increasing need for virtual education options in light of the pandemic. Board President Liebich, Board Member Critchfield, and Board Member Clark discussed that there may be a new demographic of hybrid students who are taking some of their classes in a brick and mortar school and some of their classes in a virtual format. Supt. Ybarra noted that brick and mortar schools often provide educational opportunities for underserved populations, and that consideration should be given to that element when determining funding formulas.

In closing, Ms. Bent noted that the motion would authorize the Executive Director to submit additional legislative ideas which may be identified between the Board Meeting and the deadline for the submittal of legislative ideas. She added that one of these ideas that has been briefly discussed with the Governor's Office is the provision of funding for school district and charter school health insurance.

There were no additional questions or comments from the Board.

2. 2021-2022 Omnibus Rulemaking – Temporary Rules, Dockets 08-0000-2100 and 55-0000-2100

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

Board Member Clark introduced the item and noted that, if approved, the temporary omnibus rules would stay in effect following the 2021 Legislative Session. Tracie Bent, Chief Planning and Policy Officer, explained that Idaho's codified Administrative Code is scheduled to expire on June 30th each year. 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.

There were no questions or comments from the Board.

3. IDAPA 08.02.03 – Accountability System – Participation Waiver

BOARD ACTION
M/S (Clark/Critchfield): I move to waive IDAPA 08.02.03.112.05e, participation rate, for the spring 2021 administration of the Idaho Standards Achievement Test for state and federal accountability purposes. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Clark introduced the item and asked Tracie Bent, Chief Planning and Policy Officer, to provide background information. Ms. Bent discussed that the item is a follow-up to action taken at the April Board Meeting. Pursuant to IDAPA 08.0.03.112, the state must use the same accountability system for state and federal accountability. Ms. Bent explained that 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 requesting a waiver of any federal accountability requirements as the State Education Agency.

Supt. Ybarra noted that a waiver request for the federal accountability requirements will come before the Board during the State Department of Education agenda.

There were no additional questions or comments from the Board.

4. Accountability Oversight Committee FY 21 Annual Report
   This item was provided in the agenda materials as an information item.

Board Member Clark introduced the item and asked Alison Henken, K-12 Accountability and Projects Program Manager, to provide an overview of the Accountability Oversight Committee's FY2021 Annual Report. Ms. Henken discussed that the Accountability Oversight Committee's (AOC) FY2021 report looks different from past and future reports due to a lack of student achievement data as a result of the pandemic. She noted that the report is focused on planning efforts rather than data analysis. The report in its entirety is included within the meeting agenda materials.

Ms. Henken discussed the AOC's recommendations that are outlined in the report, including: integrating the Board's strategic plan goals into future AOC reports where appropriate, selecting several data points to review every two years rather than annually, and supporting the State Department of Education in gathering and confirming accuracy of special focus data that pertains to the effects of the pandemic.

Board Member Critchfield stated that the AOC's recommendations are another element of bringing Board efforts into alignment. Board President Liebich discussed that the ongoing response to the pandemic should be data driven, utilizing intervention plans and accelerated learning strategies where necessary, and that the AOC priorities will support this.

There were no additional questions or comments from the Board.

5. School Readiness Guidelines
   This item was provided in the agenda materials as an information item.

Board Member Clark introduced the item and shared that she chaired a working group that examined kindergarten standards by evaluating standards that are already in place and defining early child learning and school readiness. The working group was comprised of 11 other individuals in addition to Board Member Clark, with representatives from the State Department of Education, Idaho Public Television, higher education, kindergarten teachers, early childhood educators, and agency representatives. The group met 6 times and developed a draft School Readiness Guidelines document that is included in its entirety in the meeting agenda materials.

Board Member Clark noted that school readiness contributes to all of the Board's long-term strategic goals, and emphasized that attention should be dedicated to early childhood learning and school readiness. The working group recommends that the guidelines document be distributed to stakeholders to gather feedback prior to a final version being formally adopted by the Board at the August Board Meeting.

Board Member Scoggin shared his support for the draft guidelines and added that it will be a useful tool for parents in preparing their children for school. He inquired how the Board would ensure that the guidelines will be distributed to those who will utilize it. Board Member Clark discussed that there are many channels and stakeholder groups that could assist with distributing the guidelines once they are approved, and that it will be important to distribute the document as widely as possible. Board President Liebich echoed these comments and emphasized the importance of focusing on early childhood education.

There were no additional questions or comments from the Board.

6. K-20 Education Strategic Plan Amendment

BOARD ACTION
M/S (Clark/Critchfield): I move to approve the FY2022-2027 K-20 Education Strategic Plan as amended in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Clark introduced the item and discussed that the proposed amendments to the Board's K-20 Education Strategic Plan are in alignment with the discussion during the May 2021 Board Retreat. She added the proposed amendments pertain to supporting unfinished learning in the areas of K-4 literacy, 6-9 math, and high school credit completion and recovery. Tracie Bent, Chief Planning and Policy Officer, echoed Board Member Clark's comments about the content of the amendments. Board President Liebich noted that the areas of focus were designated based on elements that will need additional attention as a result of the learning loss that occurred during the pandemic.

Supt. Ybarra noted that the State Department of Education is required to have a mastery-based education plan and deliver a report to the Board on an annual basis. She added that these areas may be good to consider when determining parameters for mastery-based education benchmarks.

Board Member Scoggin shared his appreciation for assigning benchmarks to items that were previously labeled "to be determined".

There were no additional questions or comments from the Board.

7. K-20 Idaho Indian Education Strategic Plan

BOARD ACTION
M/S (Clark/Hill): I move to approve the 2022-2027 Idaho Indian Education Strategic Plan as submitted in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Clark introduced the item and noted that the Board would be approving the Idaho Indian Education Committee (IIEC) 2022-2027 Strategic Plan. The IIEC is a committee of the Board that is charged with making strategic decisions pertaining to Indian education in Idaho. Board Member Clark also introduced Dr. Yolanda Bisbee, former Chair and current Vice Chair of the IIEC, and Robert Sobotta, current Chair of the IIEC. Mr. Sobotta discussed the composition of the IIEC, noting that it is comprised of representatives from the five Idaho tribes, stakeholder groups, and education agencies. Mr. Sobotta discussed that the purpose of the IIEC Strategic Plan is to identify and support programs and services that support and positively impact the formal education of American Indian students in Idaho. The current draft of the plan includes an update to the mission and vision statements, which will further collaborations among Idaho's public education systems for supporting a well-educated citizenry for tribal communities and the entire state.

The IIEC's updated plan retained its two primary goals, which are to promote academic excellence for American Indian students and to increase relevant pedagogy in teacher preparation programs to include updated, correlating objectives. The IIEC approved the updated plan on March 5, 2021 and recommended that it be presented to the Board for approval.

Board President Liebich inquired if the Board has a standing agenda item that is relevant to the IIEC strategic plan and progress toward its goals. Tracie Bent, Chief Planning and Policy Officer, noted that the Board receives strategic plan progress updates as well as an overview of the analysis of achievement data during the October Board Meeting each year. Board President Liebich inquired if the IIEC's strategic plan is only applicable for schools that are located on tribal land, and Mr. Sobotta discussed that the plan's efforts are focused on all students in Idaho.

Board Member Clark noted the IIEC's efforts to promote culturally responsive teaching for Idaho teachers, as well as assisting the Board in ensuring adequate American Indian representation on the Board's committees and initiatives. Board Member Clark also acknowledged Johanna Jones, Director of the Office of Indian Education for the State Department of Education, and Patty Sanchez, Academic Affairs Program Manager for their work with the IIEC.

There were no additional questions or comments from the Board.

8. Institution and Agency Strategic Plans

BOARD ACTION
M/S (Clark/Critchfield): I move to approve the FY2022-FY2027 strategic plans as submitted in Attachments 3-14, and delegate the approval of the special and health program strategic plans to the Board's Executive Director. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Clark introduced the item and discussed that the Board would be approving the FY2022-FY2027 strategic plans for the institutions and agencies. The Board has approximately 24 plans that it approves annually. Board Member Clark noted that the Board would take action on the institution and agency plans and delegate authority to the Executive Director to approve special and health program plans.

There were no questions or comments from the Board.

9. ARP Act SEA ESSER State Plan

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

Board Member Clark introduced the item and noted that amendments to the American Rescue Plan (ARP) Act State Education Agency (SEA) Elementary and Secondary School Emergency Relief (ESSER) State Plan include technical corrections, incorporated comments from the Accountability Oversight Committee, and increased focus on items that were recently added to the Board's K-20 Strategic Plan.

Board President Liebich thanked Supt. Ybarra and her staff for drafting and revising the plan in conjunction with Board Staff, and noted that, upon Board approval, school districts will have to create plans for how they plan to utilize the resources and funds provided by the state plan.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION

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

Supt. Ybarra began her update by discussing the State Department of Education's annual post-legislative tour, where she and her staff met with school district leaders across the state to discuss the budget for FY2022 and address concerns that may have arisen during the 2021 Legislative Session.

Supt. Ybarra noted that an update on the content standards would come before the Board during the Regular August Board Meeting.

Supt. Ybarra discussed that as the state plans for FY2022 budgets, local education agencies (LEAs) are feeling nervous after legislation was brought forward that would prevent districts from utilizing the Public Education Stabilization Fund.

Supt. Ybarra discussed efforts to compensate for the learning loss and unfinished learning that has occurred during the last year as a result of the pandemic. She noted that the State Department of Education is working closely with LEAs to create an application for funds allocated by Governor Little's Coronavirus Funding Advisory Committee (CFAC) to aid in these efforts. Supt. Ybarra noted that there is $10M allocated for this academic year and $10M allocated for the following academic year, and that many of the requests relate to professional development for district staff to better support virtual and hybrid learning, summer reading initiatives, transportation, and services and supplies.

Supt. Ybarra discussed student engagement and safety efforts following the school shooting in Rigby, Idaho, and noted that situations like Rigby highlight the need for increased social-emotional learning opportunities for students.

There were no questions or comments from the Board.

2. Pandemic Electronic Benefit Transfer (PEBT) Program For Idaho Schools Update
   This item was included in the agenda materials as an information item.

Supt. Ybarra discussed that the state was awarded a second round of funding for the Pandemic Electronic Benefit Transfer (PEBT) program, which is a program authorized by the Families First Coronavirus Response Act (FFCRA) that provides assistance to families with children that temporarily lost access to free or reduced-price school meals due to the COVID-19 pandemic. She asked Dr. Colleen Fillmore, Director of Child

Nutrition, to provide further information. Dr. Fillmore discussed that the PEBT program allows eligible school children to receive temporary, emergency nutrition benefits loaded onto a PEBT card that is used to purchase food. Dr. Fillmore also discussed the eligibility requirements and other details about the program, as well as the responsibilities of the State Department of Education and the responsibilities of the district in the administration of the program. This information, as well as Dr. Fillmore's slide presentation can be found within the meeting agenda materials.

Board President Liebich inquired about the timeline for determining eligibility for the program, and whether the program utilized data from the past spring semester or data from the upcoming fall semester. Dr. Fillmore noted that the program utilized data from August 2020-June 2021 to calculate the funding distributions.

There were no additional questions or comments from the Board.

At this time the Board recessed for 30 minutes, returning at 12:45pm (MT).

3. Federal Coronavirus Relief K-12 Funding Update
   This item was included in the agenda materials as an information item.

Supt. Ybarra introduced the item and asked Karen Seay, Director of Federal Programs, to provide an update on the various sources of federal coronavirus relief funding. Supt. Ybarra noted that this information is available on the State Department of Education's website, and that the data is updated often.

Ms. Seay discussed that the State Department of Education recently contacted local education agencies (LEAs) to notify them of their remaining fund balances that were awarded by the Coronavirus Financial Advisory Committee (CFAC). These funds must be drawn down by the LEAs by June 24, 2021, and any funds not drawn down by that date will be reverted. Ms. Seay provided an overview of the status of funds allocated by the Coronavirus Aid, Relief, and Economic Security (CARES) Act (allocated by CFAC), the CARES Elementary and Secondary School Emergency Relief (ESSER) funds, and the CARES Child Nutrition State Grant. Ms. Seay also provided an update on the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act/ESSER II funds, the American Rescue Plan (ARP) Act ESSER fund, the CRRSA Emergency Assistance to Non-Public Schools (EANS) fund, and the ARPA EANS fund.

Current information about the status of each of these funding sources can be found on the State Departments of Education's website at: https://www.sde.idaho.gov/federal-programs/cares-act/index.html.

Board Member Hill inquired about the status of providing one-to-one devices for students to utilize for distance learning. Board President Liebich discussed that following a bulk purchase from Dell in December 2020, the state was still lacking

between 15,000-30,000 devices. Supt. Ybarra discussed that connectivity and access to devices are still a barrier to remote learning across the state. Board Member Critchfield noted that the State Broadband Committee would be meeting the following day, and discussed that it would be beneficial to receive updates from that committee in regard to the status of widely available connectivity.

Board President Liebich discussed that private schools were eligible for the Paycheck Protection Program (PPP) loans, which would have made them ineligible for EANS funds. He noted that this could have contributed to the lack of applications for the EANS funds, and inquired if an extension could be granted to give private schools more time to apply for the funds and avoid funds being reverted. Supt. Ybarra discussed that the lack of applications could also be due to the reporting requirements that are attached to the EANS funds. Ms. Seay echoed both of these points and agreed that a waiver could be granted to extend the deadline. Supt. Ybarra, Board President Liebich, and Ms. Seay agreed to discuss the logistics of a possible extension after the Board Meeting.

There were no additional questions or comments from the Board.

4. Albion Elementary School – Hardship Status Update
   This item was included in the agenda materials as an information item.

Supt. Ybarra introduced the item and discussed that this item is presented to the Board annually, for informational purposes. Albion Elementary School applied for Hardship Status in October 1999, which was granted by the Board at that time, and conditions have not since changed.

There were no questions or comments from the Board.

5. ESSA State Consolidated Plan – Accountability Waiver SY 2020-2021

BOARD ACTION
M/S (Ybarra/Clark): I move to approve the waiver request of provisions in the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) as provided in Attachment 1 and authorize the State Superintendent of Public Instruction to submit the waiver request on behalf of the State Board of Education. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Supt. Ybarra introduced the item and discussed that it is a follow-up to the action that the Board took during the January 4, 2021 Special Board Meeting to approve the Every Student Succeeds Act (ESSA) accountability addendum to modify identifications and calculations for improvement schools. The US Department of Education has since released a new template following this Board action, and the Board must act again to approve the new template. Supt. Ybarra noted that the purpose of the waiver is to assist

local education agencies with identifying achievement gaps and providing adequate support for students. Supt. Ybarra asked Kevin Whitman, Director of Assessment and Accountability for the State Department of Education, to provide further background information.

During the Regular April Board Meeting, Tracie Bent, Chief Planning and Policy Officer, discussed that a section of the Board's Administrative Rule conflicts with the requirements outlined in the waiver. The Board waived IDAPA 08.02.03 (Accountability System – Participation) earlier in the meeting in order to take action on addendum.

There were no questions or comments from the Board.

6. PRAXIS II Assessments – Qualifying Scores

BOARD ACTION
M/S (Ybarra/Hill): I move to approve the Praxis II assessments and Idaho cut scores as provided in Attachment 1 as State Board of Education Approved content assessment qualifying scores. A roll call vote was taken and the motion carried

Supt. Ybarra introduced the item and discussed that the individuals seeking an interim teaching certificate or added endorsement must meet or exceed the state qualifying score on the Praxis II, which is the Board-approved assessment for instruction methods and pedagogy.

Board President Liebich inquired about the revisions, and Lisa Colon-Durham, Director of Certification and Professional Standards, stated that the revisions are denoted in red in the documents included within the meeting agenda materials. Ms. Colon-Durham noted that the only revisions are the addition of a new Journalism assessment and cut score, and update of the Mathematics assessment and cut score, and update of the Middle School Mathematics assessment and cut score, and the addition of a Physical Science assessment and cut score while will replace the Chemistry, Physics, or General Science assessment for a Physical Science endorsement.

There were no additional questions or comments from the Board.

7. Approved Content Assessment – Uniform Standard for Evaluating Content Competency – Amendment

BOARD ACTION
M/S (Ybarra/Critchfield): I move to amend the Uniform Standard for Evaluating Content Competency Rubric as provided in Attachment 1. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Supt. Ybarra introduced the item and discussed that the Uniform Standard for Evaluation Content Competency (USECC) is an alternative route to certification that was developed by the Office of the State Board of Education. The USECC is utilized to calculate points for coursework completed, work experience, and service to determine if an individual is eligible to become a Content Specialist in a specific area of endorsement.

Lisa Colon-Durham, Director of Certification and Professional Standards, discussed that the revisions to the USECC that are outlined within the meeting agenda materials stem from a request to the Professional Standards Commission by the Caldwell School District to allow education-related course credits to count toward the 200 points needs for Special Education candidates seeking an Alternative Authorization-Content Specialist certification.

There were no questions or comments from the Board.

AUDIT

1. Idaho State University – Foundation Operative Agreements

BOARD ACTION

M/S (Scoggin/Hill): I move to approve the operating agreement between Idaho State University and Idaho State University Foundation, Inc., as presented. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Scoggin introduced the item and asked Todd Kilburn, Chief Financial Officer, to provide background information. Mr. Kilburn discussed that the Audit Committee has been working with Idaho State University (ISU) to update ISU's operating agreement with the Idaho State University Foundation to ensure consistency and compliance with the Board's operating agreement template.

There were no questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY 2022 Operating Budgets

BOARD ACTION

M/S (Hill/Critchfield): I move to approve the FY 2022 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs and Special Programs, as presented in Attachments 2-28. A roll call vote was taken and the motion carried 6-0. Mrs. Atchley and Mr. Scoggin were absent from voting.

Board Member Hill introduced the item and asked Todd Kilburn, Chief Financial Officer, to provide background information. Mr. Kilburn discussed that the institutions and executive agencies of the Board are required to submit their operating budgets for Board approval prior to each fiscal year, and that budgets are developed according to legislative intent and/or Board guidelines. Mr. Kilburn discussed that the Business Affairs and Human Resources committee has been considering the implementation of a more thorough budgeted vs. actual approach to allow the Board to receive budget updates throughout the year instead of solely prior to each fiscal year. The proposed budgets for each institution and agency are included within the meeting agenda materials.

Board President Liebich noted that it is difficult for institutions to predict revenue for the upcoming year because enrollment data is not available until after the academic year begins, and asked if the institutions have a sense of what their enrollment numbers will be like in light of the disruptions during the previous year as a result of the pandemic. Mark Heil, Vice President for Finance and Administration at Boise State University, discussed that BSU took a conservative approach with its FY2022 operating budget. He noted that BSU typically assumes that enrollment will remain consistent year over year, and plans the budget accordingly. Brian Foisy, Vice President for Finance and Administration at the University of Idaho, discussed that the UI also planned its FY2022 budget assuming consistent enrollment year over year.

Board President Liebich inquired about several improvement projects listed throughout the attachments. Mr. Kilburn explained that the institutions are able to submit requests to the Division of Public Works and the Department of Administration and that that those funds are allocated through the legislative appropriations process, which is why those projects are included within their operating budgets for Board approval. Scott Green, University of Idaho President, and Mr. Foisy echoed these comments.

There were no additional questions or comments from the Board.

Board Member Scoggin left the meeting at 1:20pm (MT).

2. FY 2023 Line Items
   This item as provided in the agenda materials as an information item.

Board Member Hill introduced the item and asked Todd Kilburn, Chief Financial Officer, to provide background information. Mr. Kilburn discussed that agencies and institutions received approval to request up to two line items and up to 5% of the general fund in increase for line items. On June 3, 2021, agencies received further guidance from the Division of Financial Management stating that agencies could request no more than a 3.1% increase overall. Because of the short timeline, the Business Affairs and Human Resources committee recommended that this item be moved to the August Board

Meeting to allow more time for the institutions and agencies to revise their line item requests and prepare to present an update to the Board at that time.

There were no questions or comments from the Board.

3. Optional Fees Recommendations
   This item as provided in the agenda materials as an information item.

Board Member Hill introduced the item and discussed that the Board recently revised Board Policy V.R. – Establishment of Fees to provide additional flexibility for institutions as they establish student fees in the form of a Consolidated Mandatory Fee at each institution. The revisions to Board Policy V.R. provided that administrative local fees are student fees that are approved by the Board and deposited into local institutional accounts, and that such fees shall be approved by the Board annually for setting tuition and fees and will be clearly communicated to students prior to enrollment.

Todd Kilburn, Chief Financial Officer, stated that during the April Board Meeting the Board asked the institutions to focus on streamlining naming conventions as well as determining which fees could be truly optional, and which fees are essential to an institution's operations. An outline of the annual student fees for each of the four, four-year institutions is included in the meeting agenda materials.

Matt Freeman, Executive Director, asked Board Member Hill about the next steps on this initiative. Board Member Hill noted that the goal is to have concrete recommendations to be presented to the full Board during the August Board Meeting. Mr. Kilburn noted that one of the challenges will be understanding the impact of these changes on different areas of each institution. Board Member Hill added that funding changes from year to year, and that it is likely that the Board will need to approve the fees each year to ensure consistent and adequate fee allocation methodologies.

Brian Foisy, Vice President for Finance and Administration at the University of Idaho, discussed the importance of certain fees being distributed amongst all students rather than a "pay to play" approach. He gave the example of the fee for the Student Counseling and Testing Center, noting that the current fee is approximately $40 per student but if the fee were only charged to students utilizing the counseling and testing services, the fee would increase to approximately $800. Board Member Critchfield emphasized the importance and benefits of evaluating each institution's student fee structure.

There were no additional questions or comments from the Board.

4. System Optimization Update
   This item as provided in the agenda materials as an information item.

Board Member Hill introduced the item and asked Chet Herbst, System Optimization Project Manager, to provide an update on the Board's ongoing System Optimization initiative. Mr. Herbst provided a brief history of the initiative, which began with conversations between the Governor's Office and the Board and continued to progress with the work of the Higher Education Taskforce in 2018. Todd Kilburn. Chief Financial Officer, discussed that the initiative is focused on building a culture of systemwide collaboration rather than simply checking off each of the taskforce recommendations in order to create systemwide efficiencies.

Mr. Herbst provided an overview of a written report on the progress of the System Optimization initiative, which is included within the agenda materials, and outlined recent progress in the areas of budget reduction and cost containment at the institutions, work sharing initiatives in the areas of audit and risk management, purchasing and electronic procurement, and technology and Enterprise Resource Planning (ERP) system optimization.

Board Member Hill shared his appreciation for the work that has been done so far. Kevin Satterlee, Idaho State University President, echoed these comments and specifically commended the University of Idaho for their efforts toward streamlining the systemwide purchasing process.

There were no additional questions or comments from the Board.

Board Member Scoggin rejoined the meeting at 2:00pm (MT).

5. Board Policy – V.T. Fee Waivers – Partial Waiver Extension First Reading

BOARD ACTION
M/S (Hill/Clark): I move to approve a waiver of the non-resident tuition caps established in Board Policy V.T.2.b. for the 2021-2022 academic year to accommodate those athletes who have been granted an additional year of eligibility by NCAA or NAIA. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Hill introduced the item, noting that it is an extension of a waiver that the Board passed last year, and asked Todd Kilburn, Chief Financial Officer, to provide background information. Mr. Kilburn discussed that, because of the effects of the pandemic, student athletes were granted an additional year of eligibility by the NCAA or the NAIA. Institutions have a limit on the ability to waive non-resident tuition rates for student athletes, and this waiver will allow institutions to grant the ability for the affected student athletes to pay in-state tuition rates. The NCAA and NAIA have granted an extension of eligibility through the 2021-2022 academic year.

Board President Liebich inquired if the eligibility waiver varies by sport. Mr. Kilburn discussed that the NCAA and NAIA cover different sports, and the agenda materials outline the extension as such.

There were no additional questions or comments from the Board.

6. Boise State University – Professional Fees – Construction Management Program

BOARD ACTION
M/S (Hill/Critchfield): I move to approve the request by Boise State University to establish Construction Management program fees at $35 per upper division credit hour, effective spring 2022. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

Board Member Hill introduced the item and asked Mark Heil, Vice President for Finance and Administration at Boise State University, to provide background information. Mr. Heil discussed that the fee structure will be established in alignment with the other areas of the program, and noted that this item and the proposal to establish a professional fee for the Computer Science program (the following item) in unison.

Mr. Heil asked Dr. JoAnn Lighty, Dean of the College of Engineering, and Dr. Amit Jain, Associate Dean of the Department of Computer Science within the College of Engineering, to provide an overview of the proposals. Dr. Lighty discussed that both programs have ongoing needs in order to remain current with rapidly changing technology to ensure student success in the classroom and as they enter the job market. Dr. Lighty also addressed concern for student costs, noting that there is extensive industry support and scholarship opportunities within both programs. Both programs have very high demand which is consistently increasing, and Dr. Lighty noted that BSU is the only public institution in Idaho that provides a Construction Management program.

There were no questions or comments from the Board.

7. Boise State University – Professional Fees – Computer Science Program

BOARD ACTION
M/S (Hill/Keough): I move to approve Boise State University's request to establish a computer science professional fee set forth herein. A roll call vote was taken and the motion carried 7-0. Mrs. Atchley was absent from voting.

There were no questions or comments from the Board. The Board considered this item in conjunction with the previous item on the agenda.

8. Statewide Financial Aid Consortium Agreement Update
   This item was provided in the agenda materials as an information item.

Board Member Hill introduced the item and asked Todd Kilburn, Chief Financial Officer, to provide an update on the Statewide Financial Aid Consortium Agreement. Mr. Kilburn discussed that the consortium was largely developed by the institutions in conjunction with the Academic Affairs team in the Board Office. The consortium will allow students who are taking courses at more than one institution to protect and increase their financial aid eligibility, and Mr. Kilburn noted that this will be particularly important for students who take courses through the Online Idaho platform.

Dr. TJ Bliss, Chief Academic Officer, echoed Mr. Kilburn's comments and discussed that the consortium will simplify the financial aid process across the institutions and ensure that students are not in jeopardy of losing their financial aid eligibility if they choose to enroll in courses at multiple institutions.

There were no questions or comments from the Board.

Prior to the meeting adjourning, Board President Liebich thanked Board Member Scoggin for his service on the Board. Board Member Scoggin's five-year term officially ends on June 30, 2021. Matt Freeman, Executive Director, and Supt. Ybarra also thanked Board Member Scoggin for his service on the Board. Mr. Freeman also recognized Audrey Ettesvold, Executive Assistant to the Board, who was recently promoted into a different role with the Office of the State Board of Education.

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

BOARD ACTION
Board President Liebich adjourned the meeting at 2:34pm (MT). There were no objections.

DRAFT MINUTES
JUNE 28, 2021

STATE BOARD OF EDUCATION MEETING
June 28, 2021

DRAFT

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

A special meeting of the Idaho State Board of Education was held via Zoom teleconference on June 28, 2021, with the call originating from the Office of the State Board of Education in Boise. Board President Kurt Liebich presided and called the meeting to order at 4:00pm (MT).

Present

Kurt Liebich, President
Dr. Dave Hill, Vice President
Dr. Linda Clark, Secretary
Debbie Critchfield
Andy Scoggin
Shawn Keough

Absent

Emma Atchley
Sherri Ybarra, State Superintendent

Monday, June 28, 2021, 4:00p.m. (MT)

Prior to the start of the meeting, Board Member hill asked for unanimous consent to remove the second agenda item (Business Affairs and Human Resources Tab 2, University of Idaho – Huron Contract) from the agenda. There were no objections.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. University of Idaho – Jaggaer E-Procurement Purchase

BOARD ACTION
M/S (Hill/Clark): I move to approve the request by the University of Idaho to execute the attached contract with Jaggaer and to authorize the University of Idaho Vice-President for Finance and Administration, or designee, to execute the necessary contractual documents in substantial conformity to the documents attached to this motion. A roll call vote was taken and the motion carried 6-0. Mrs. Atchley and Supt. Ybarra were absent from voting.

Board Member Hill introduced the item and asked Todd Kilburn, Chief Financial Officer, and Chet Herbst, System Optimization Project Manager, to provide background information. Mr. Herbst discussed that the proposed contract and use of Jaggaer's software will improve coordination and streamline operations at the institutions in regard to purchasing and procurement. He added that this contract will increase compliance efforts with state and federal regulations, and noted that the institutions will continue to comply with any guidelines and regulations set forth by the Idaho Division of Purchasing.

Board President Liebich inquired if the two-year institutions have expressed interest in participating in this contract. Mr. Herbst discussed that he has communicated with representatives at each of the two-year institutions, and noted that while they may not be able to participate in the Jaggaer contract they are interested in being involved in larger, systemwide purchases for items such as technology. Board President Liebich also inquired if the institutions' IT and Purchasing departments are comfortable with the implementation of the Jaggaer software. Mr. Herbst stated that it will be an ongoing process to implement the new software, and that Jaggaer will provide extensive support during the implementation and training stages.

Mr. Kilburn noted that the funding for this project will not be received until July 1, 2021, at which point contracts will be signed and funds will be transferred to the UI from the Idaho State Controller's Office. Jim Craig, General Counsel for the UI, noted that the UI would receive a significant discount by signing the contract by the end of June rather than waiting for the new fiscal year to begin. He added that the UI has funding to cover the cost of the contract in the case of a delay with the transfer from the State Controller's Office.

The contract in its entirety is included within the meeting agenda materials.

There were no additional questions or comments from the Board.

2. University of Idaho – Huron Contract

This item was removed from the agenda prior to the start of the meeting via a request for unanimous consent by Board Member Hill. There were no objections.

3. University of Idaho – Lease & Purchase Option Agreement

BOARD ACTION
M/S (Hill/Critchfield): I move to authorize the University of Idaho to lease the facility located at 501 West Front Street, Boise, ID 83702 under the terms set forth in the attached Triple Net Lease Agreement; to enter into the Option to Purchase the facility; and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents including, but not limited to, the Triple Net Lease Agreement; the Subordination, Nondisturbance and Attornment Agreement; the Option and Right of First Negotiation Agreement; the Memorandum of Lease Agreement; and the Memorandum of Option Agreement; in substantial conformity to the documents attached to this motion. A roll call vote was taken and the motion carried 6-0. Mrs. Atchley and Supt. Ybarra were absent from voting.

Board Member Hill introduced the item and asked Scott Green, University of Idaho President, to provide background information. President Green discussed that the UI would like to enter into a lease agreement for 501 Front Street in Boise, which previously housed the Concordia Law School, in order to expand the UI's law program in Boise. He discussed that expanding to this building will allow the program cohort to increase by 30 students per year, and that this increase will cover the rent and ongoing expenses for the building as well as produce revenue that will support the law program on the Moscow campus. The contract in its entirety is included within the meeting agenda materials.

Board Member Scoggin inquired if there are any cost savings from space that will no longer be used following the transfer into the new building. Brian Foisy, Vice President for Finance and Administration at the University of Idaho, noted that the new facility is large enough to house the entirety of the law program once it fully transitions over to the new space, and that the space that currently houses the program in the Water Center building could be commercially leased as a source of revenue.

Board President Liebich inquired about the demand for the expansion of the law program. President Green discussed that the UI absorbed the cohort from the Concordia Law School, and noted that there is sufficient demand for the expansion of the program in the Treasure Valley area.

There were no additional questions or comments from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.K. – Diversity, Educational Equity, and Inclusion – First Reading

BOARD ACTION

M/S (Critchfield/Scoggin): I move to approve the first reading of proposed amendments to Board Policy III.K., Diversity, Educational Equity, and Inclusion, as submitted in Attachment 1. A roll call vote was taken and the motion carried 6-0. Mrs. Atchley and Supt. Ybarra were absent from voting.

Board President Liebich introduced the item and discussed that this is the first reading of proposed amendments to Board Policy III.K. – Diversity, Educational Equity, and Inclusion, which will give the Board an opportunity to discuss and provide feedback on the policy. He also noted that there will be time for public comment prior to the policy being brought before the Board for a second reading during the upcoming Regular August Board Meeting.

Board Member Critchfield discussed that the items outlined in Board Policy III.K., specifically diversity, equity, and inclusion in the public school system, have been a topic of concern and ongoing discussion over the course of the past year, particularly during the 2021 Legislative Session. She noted that the Board discussed these topics at length during the May Board Retreat, and outlined work that has been done with the legislature, the institutions, and students to address concerns around these topics. She also noted that the Board has been very clear that it has not received any evidence of and does not support indoctrination in public schools, and that the Board supports the creation of environments on the institution campuses where individuals can have differing points of view and are able to have civil discussions without repercussions or consequences.

Board Member Critchfield discussed the purpose statement for Board Policy III.K., noting that the aim of the policy is to promote that, “Diversity, educational equity, and inclusion are necessary components of educational experiences that challenge individuals to grow, improve critical thinking, refine skills, build character, develop awareness, and engage in freedom of thought and expression.” She noted that the policy is not in opposition to House Bill 377 or to the work that has been done by the Board in this area up to this point. The policy defines the terms diversity, educational equity, and inclusion, and will require each institution to establish and maintain local policies relating to the aforementioned terms in accordance with the unique Board-approved missions and purposes of each institution. The policy in its entirety can be found within the meeting agenda materials.

Board President Liebich echoed Board Member Critchfield’s comments and emphasized the importance of the definitions set forth in the policy, noting that the

policy will aid in the development of vibrant and welcoming educational environments. Board Member Hill inquired if the definitions outlined in the policy are the standard definitions of the terms or definitions created by the Board. Board Member Critchfield discussed that the terms are defined in part by how they are used from an accreditation standpoint and how the terms will be utilized when the Board uses them in future discussions. Dr. TJ Bliss, Chief Academic Officer, noted that the definitions listed for diversity and inclusion largely stem from the Northwest Commission on Colleges and Universities (NWCCU), the accrediting body for each of Idaho's public four-year institutions, as well as the Idaho Commission for Human Rights. He stated that the educational equity definition focuses on equitable opportunities and access for all students. Board Member Hill added that equity is often mischaracterized as equality, and provided the example of fair treatment of employees as it pertains to the health of an organization. He noted that in an organization, employees have different responsibilities and levels of risk but they are provided with the resources and compensation that they need to succeed as an individual within the organization, recognizing that each individual's needs are different.

Board Member Critchfield echoed Dr. Bliss's comment about the language stemming from the Idaho Commission for Human Rights, noting that the Idaho Human Rights Act was passed by the Idaho legislature. She added that the policy aims to be a compliment to the legislature's actions.

Matt Freeman, Executive Director, echoed Board Member Hill's comments and added that the term equity focuses on equitable opportunity rather than equitable outcomes. Board Member Clark also echoed Board Member Hill's comments.

Board President Liebich noted that having uniform definitions for the terms will ensure more productive and clear conversations about these items in the future. He added that public feedback will be collected by the Board Office prior to the Regular August Board Meeting. Board Member Critchfield discussed that the Board may need to revise some of the terminology used to title the subsections of the policy in order to provide further clarity.

There were no additional questions or comments from the Board.

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

BOARD ACTION
M/S (Critchfield/Hill): **I move to adjourn the meeting at 4:41pm (MT).** The motion carried 6-0.

K-20 Education Strategic Plan Performance Measures

	FY2016	FY2017	FY2018	FY2019	FY2020	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to						
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.						
Development of a single K-20 data dashboard and timeline for implementation						FY2022
Objective B: Alignment and Coordination -Ensure the articular and transfer of students throughout the education pipeline.						
Percent of Idaho community college transfers who graduate from four-year institutions[1]	15%	15%	16%	17%	16%	25% or more
Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts[1]	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	
Two-year institutions						Less than 55%
Math	50.5%	49.4%	45.6%	41.5%	39.1%	
English	23.9%	25.1%	19.0%	15.0%	15.3%	
Four-year institutions						Less than 20%
Math	35.6%	37.1%	35.8%	33.1%	29.9%	
English	14.7%	15.2%	18.3%	18.1%	14.5%	
Goal 2: EDUCATIONAL READINESS - Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.						
Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.						
Performance of students scoring at grade level or higher on the statewide reading assessment	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	
Kindergarten	NA	NA	NA	64.1%	NA	TBD
1st Grade	NA	NA	NA	67.5%	NA	TBD
2nd Grade	NA	NA	NA	75.9%	NA	TBD
3rd Grade	NA	NA	NA	73.7%	NA	TBD
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)	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	
Kindergarten	NA	NA	NA	64.1%	NA	TBD
1st Grade	NA	NA	NA	67.5%	NA	TBD
2nd Grade	NA	NA	NA	75.9%	NA	TBD
3rd Grade	NA	NA	NA	73.7%	NA	TBD
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test	2015-16	2016-17	2017-18	2018-19	2019-20*	
Math						
5th Grade		42.3%	43.8%	45.5%	NA	58.59%
8th Grade		39.5%	42.1%	41.6%	NA	58.59%
High School		33.2%	34.2%	34.7%	NA	53.30%

ELA						
5th Grade		54.2%	55.8%	57.3%	NA	68.04%
8th Grade		52.9%	54.7%	54.4%	NA	67.64%
High School		60.3%	60.6%	60.3%	NA	73.60%
Science						
5th Grade		66.5%	65.6%	64.8%	NA	FY21 Baseline
High School		65.2%	67.3%	62.8%	NA	FY21 Baseline
	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	2018-19 graduates	
High School Cohort Graduation Rate	78.9%	79.7%	79.7%	80.6%	80.7%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates*	
ACT	36%	33%	34%	35%	NA	At least 60%
English	77%	71%	72%	73%	NA	
Mathematics	54%	49%	49%	51%	NA	
Reading	59%	57%	57%	59%	NA	
Science	46%	44%	45%	47%	NA	
	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	
SAT	Test changed	34%	33%	32%	32%	At least 60%
Evidence-Based Reading and Writing (ERW)	Test changed	63%	60%	58%	57%	
Mathematics		36%	35%	34%	34%	
Percent of high school graduates who participated in one or more advanced opportunities[2]	2016 graduates	2017 graduates	2018 graduates	2019 graduates	2020 graduates	
Any Advanced Opportunities	87%	89%	90%	90%	87%	At least 80%
Specific Advanced Opportunities						
Advanced Placement	39%	38%	39%	39%	40%	
International Baccalaureate	7%	3%	2%	1%	1%	
Dual Credit	64%	57%	65%	67%	69%	
Technical Competency Credit	54%	62%	59%	56%	44%	
Industry Certification			2%	2%	3%	
Percent of dual credit students who graduate high school with an Associate's	1%	1%	2%	2%		At least 3%
Percent of high school graduates who enroll in a postsecondary institution	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
Within 12 months of high school graduation	53%	53%	53%	52%	NA	At least 60%
	2013 graduates	2014 graduates	2015 graduates	2016 graduates		
Within 36 months of high school graduation	NA	64%	64%	64%	NA	At least 80%
Objective B: School Readiness - Explore opportunities to enhance school readiness.						
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
	NA	NA	NA	45.0%	42.0%	TBD
Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.						
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.						

Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study	42%	42%	42%	42%	NA	At least 60%
Total number of certificates/degrees confered, by institution per year[1]	2015-16	2016-17	2017-18	2018-19	2019-20	
Certificates of at least one year	1,059	1,221	1,564	1,685	2,293	TBD
College of Eastern Idaho	102	109	110	108		
College of Southern Idaho	192	151	154	146	129	
College of Western Idaho	229	240	402	508	1264	
North Idaho College	306	473	610	636	646	
Boise State University	0	0	0	0	0	
Idaho State University	208	230	276	272	228	
Lewis-Clark State College	22	18	12	15	26	
University of Idaho	0	0	0	0	0	
Associate degrees	3,637	3,541	3,580	3,461	3,583	TBD
College of Eastern Idaho	118	121	93	147	164	
College of Southern Idaho	919	816	800	839	947	
College of Western Idaho	996	979	984	886	949	
North Idaho College	746	690	687	681	627	
Boise State University	145	116	119	133	111	
Idaho State University	362	405	472	428	420	
Lewis-Clark State College	351	414	425	347	365	
University of Idaho	0	0	0	0	0	
Baccalaureate degrees	6,808	6,865	6,924	7,033	7,101	TBD
Boise State University	3,174	3,317	3,373	3,472	3,680	
Idaho State University	1,228	1,168	1,166	1,233	1,155	
Lewis-Clark State College	541	528	587	626	505	
University of Idaho	1,865	1,852	1,798	1,702	1,761	
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution[1]	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	Fall 2018 cohort	Fall 2019 cohort	
Two-year institutions						
New student	52%	56%	55%	54%	58%	75% or more
Transfer	58%	61%	65%	57%	63%	75% or more
Four-year institutions						
New student	74%	74%	75%	74%	75%	85% or more
Transfer	72%	76%	76%	75%	76%	85% or more
Percent of full-time, first-time freshman graduating within 150% of time or less[1]	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	
Two-year institutions	20%	22%	25%	26%	28%	50% or more
	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	
Four-year institutions	41%	42%	46%	47%	49%	50% or more

Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting[1]	21%	21%	22%	23%	23%	50% or more
Two-year institutions	7%	7%	7%	8%	7%	
Four-year institutions	26%	27%	28%	30%	31%	
Percent of new degree-seeking freshmen completing a gateway math course within	2013-14 cohort 40%	2014-15 cohort 44%	2015-16 cohort 47%	2016-17 cohort 48%	2017-18 cohort 47%	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program[1]						
Transfer students						
Associate - Two Year Institution	83	81	80	78	79	69 or less
Associate - Four Year Institution	129	131	127	116	118	
Baccalaureate	145	145	145	146	143	138 or less
Non-transfer students						
Associate - Two Year Institution	74	73	71	69	69	69 or less
Associate - Four Year Institution	112	106	106	106	101	
Baccalaureate	137	137	136	136	133	138 or less
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.						
Annual number of state-funded scholarships awarded and total dollar amount[4]						
Total Scholarships Awarded	1,774	3,487	3,795	4,403	4,988	3,000 or more
Armed Forces and Public Safety Officer Scholarship	10	10	11	13	12	
Opportunity Scholarship	1,764	3,461	3,739	4,254	4,767	
Opportunity Scholarship for Adult Learners	0	0	0	57	126	
Postsecondary Credit Scholarship	0	16	45	79	83	
Total Dollar Amount of Scholarships Awarded[4]	$5,300,248	$10,074,212	$11,822,718	$14,641,323	$16,263,535	$16M or more
Armed Forces and Public Safety Officer Scholarship	$176,000	$152,038	$174,497	$185,627	$158,777	
Opportunity Scholarship	$5,124,248	$9,901,424	$11,585,371	$14,237,582	$15,628,220	
Opportunity Scholarship for Adult Learners	$0	$0	$0	$104,564	$357,088	
Postsecondary Credit Scholarship	$0	$20,750	$62,850	$113,550	$119,450	
Proportion of postsecondary graduates with student loan debt[5]	2015-16 graduates 35%	2016-17 graduates 36%	2017-18 graduates 40%	2018-19 graduates 41%	2019-20 graduates 42%	
Two-year institutions	20%	22%	25%	26%	28%	50% or less
Four-year institutions	41%	42%	46%	47%	49%	50% or less
Percent of students who complete the Free Application for Federal Student Aid (FAFSA)[6]	NA	NA	2017-18 seniors 47%	2018-19 seniors 44%	2019-20 seniors	60% or more
Percent cost of attendance (to the student)	FY2015	FY2016	FY2017	FY2018	FY2019	
Two-year institutions						
Students living off campus						96% or less of peers

Four-year institutions						
Students living on campus						96% or less of peers
Students living off campus						96% or less of peers
Average net cost to attend public institution.	FY2015	FY2016	FY2017	FY2018	FY2019	
Four-year institutions	101%	93%	94%	90%	NA	90% or less of peers
	FY2015	FY2016	FY2017	FY2018		
Expense per student FTE	$22,140	$23,758	$24,512	$25,111	NA	$20,000 or less
Two-year institutions	$13,883	$15,168	$15,432	$15,196	NA	
Four-year institutions	$25,118	$26,691	$27,701	$28,766	NA	
Number of degrees produced[1]	12,498	12,490	12,769	12,699	13,076	15,000 or more
Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.						
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.						
Percentage of students participating in internships	5%	5%	8%	6%	6%	10% or more
Percentage of undergraduate students participating in undergraduate research.[1]						
BSU	35%	37%	37%	43%	43%	40% or more
ISU	43%	42%	41%	38%	36%	50% or more
UI	64%	65%	61%	58%	60%	60% or more
LCSC	10%	14%	16%	20%	12%	40% or more
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields[1]	1:0.24	1:0.25	1:0.25	1:0.24	1:0.26	1:0.25 or more
Increase in postsecondary programs tied to workforce needs	23	20	20	22	45	10
Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.						
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	NA	4	8	11	11	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho[3]	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51%	WWAMI-51%	60% or more
Percentage of Family Medicine Residency graduates practicing in Idaho						
Boise	47%	56%	53%	73%	63%	60% or more
ISU	43%	71%	29%	43%	43%	60% or more
CDA	NA	50%	83%	72%		60% or more
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	50% or more
Medical related postsecondary programs (	79	84	91	102	111	100 or more

Notes:
(1) FY2019 performance measures for the postsecondary institutions are preliminary.
(2) The Department of Education calculates these rates based on the procedures established for the accountability metrics. However, these
(3) At this time, this only includes WWAMI graduates.
(4) Not included are GEAR UP Scholarships as these scholarships are federally funded. The Idaho Promise Scholarship A is not included as
(5) Only federal loans are included in this estimate. Graduates from both four and two-year institutions are included.
(6) FAFSA completion is calculated as of May of a student's senior year.

(7) This data is released by College Board and ACT, Inc. in late October.
(8) This data element cannot be computed until all PMAP data is loaded.
(9) The process for calculating this metric has not yet been established.
(10) This data is released by the Department of Education in mid-fall.
(11) This metric is contingent on the IPEDS data release.
(12) The Public Use Microdata Sample of the American Community Survey wall be released November 14, 2019.
(13) This metric only includes information from the public postsecondary institutions.

TAB	DESCRIPTION	ACTION
1	**BAHR – BOISE STATE UNIVERSITY – CREDIT CARD PROCESSING SERVICES CONTRACT**	Action Item
2	**BAHR – IDAHO STATE UNIVERSITY – CURTIS STREET PROPERTY SALE**	Action Item
3	**IRSA – BOISE STATE UNIVERSITY – ONLINE, BACHELOR OF ARTS IN DIGITAL INNOVATION AND DESIGN**	Action Item
4	**IRSA – IDAHO STATE UNIVERSITY – MASTER OF SCIENCE IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT**	Action Item
5	**IRSA – IDAHO STATE UNIVERSITY – DISCONTINUE MASTER OF ARTS IN THEATRE**	Action Item
6	**IRSA – STATEWIDE GENERAL EDUCATION MATRICULATION COMMITTEE APPOINTMENTS**	Action Item
7	**PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS**	Action Item
8	**PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS**	Action Item
9	**SDE – CURRICULAR MATERIALS ADOPTION**	Action Item

TAB	DESCRIPTION	ACTION
10	**SDE – PRAXIS II – CONTENT, PEDAGOGY, AND PERFORMANCE ASSESSMENTS – QUALIFYING SCORES**	Action Item
11	**EMERGENCY PROVISIONAL CERTIFICATES**	Action Item
12	**PROFESSIONAL STANDARDS COMISSION APPOINTMENTS**	Action Item
13	**UNIVERSITY OF IDAHO – EDUCATOR PREPARATION PROGRAM REVIEW**	Action Item
14	**NORTHWEST NAZARENE UNIVERSITY – EDUCATOR PREPARATION PROGRAM – TEACHER LEADER**	Action Item
15	**UNIVERSITY OF IDAHO – NEW PROGRAM PROPOSAL – COMPUTER SCIENCE**	Action Item

BOARD ACTION

I move to approve the consent agenda.

BOISE STATE UNIVERSITY

SUBJECT

Credit Card Processing Services (Merchant Services)

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) has been using Heartland Payment Systems, for Merchant Services Credit Card Processing since 2016. Merchant Services includes card processing for all University platforms, including e-commerce and card-present transaction processing. As the current agreement with Heartland expires, BSU issued a formal bid for a merchant services vendor with the goal of offering a consolidated payment system for all campus users, reducing cost through volume pricing and maximize efficiency by centralizing administrative responsibility.

BSU would like to proceed with an award to JPMorgan Chase & Co. ("Chase") for merchant services credit card processing services, the high scoring Offeror as determined through a formal bid process. Included with Chase's response to BSU's request for proposals (the "Solicitation") are proposed supplemental contracts to be finalized between Boise State and Chase, as the apparent successful bidder. Following approval, it is anticipated Boise State and Chase will enter into finalized contracts, substantially similar to those provided in Chase's response. The Solicitation and Response, together with those finalized contracts, will constitute the final contract between the Parties (the "Contract"). The Contract calls for a five-year term, with annual extensions upon mutual written agreement.

The Solicitation includes a clause permitting any other affiliated public higher education institution to utilize this Solicitation to purchase goods or services from the vendor.

IMPACT

Moving BSU's Credit Card Merchant Services to JPMorgan Chase & Co. will:

- Reduce credit card servicing costs
- Boost operational efficiencies through business automation (reduction in number of campus gateway and credit card system processors)
- Meet current requirements for safeguarding sensitive information
- Allow for future growth to meet campus' changing needs
- Simplify and automate many reporting functions

The change to JPMorgan Chase & Co. will allow more centralized administration of acquirer services and allow BSU to maintain a smooth functioning network.

Merchant services pricing is a variable cost based on transaction volumes, card types and presentation methods. The ultimate expense to BSU is highly variable but BSU estimates it will be $5-6 million during the initial term of the contract, which represents a cost savings over BSU's current system with its current vendor.

The source of funding will be local funds.

ATTACHMENTS

Attachment 1- Request for Proposal RFP ST21-094, Credit Card Processing Services for Boise State University, issued 3/31/21, as amended following Question and Answer period.

Attachment 2- Vendor Response, including proposed Merchant Services Agreement to be negotiated between the parties

STAFF COMMENTS AND RECOMMENDATIONS

As credit card processing has become a standardized form of tuition payment, the need to strategically consider cost while making this payment option accessible to student and parents requires thoughtful and deliberate processes. The Boise State University Request for Proposal in Attachment 1, lays out the terms for a five-year contract which will support BSU's business processes.

The estimate cost savings over its current vendor alone provides a basis for the decision, but the efficiencies gained also support this request to award. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to proceed with an award to JPMorgan Chase & Co. for Merchant Services Credit Card Processing Services and authorize Boise State University's Chief Financial Officer or his designee to execute such further documents and agreements necessary to finalize the award in a form substantially similar to the Solicitation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

REQUEST FOR PROPOSAL

RFP ST21-094

Credit Card Processing Services
for
Boise State University

Issue Date: 3/31/21

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1. Administrative & Background Information

1.1 RFP Administrative Information

RFP Title:	RFP ST21-094, Credit Card Processing Service for Boise State University
RFP Lead/Address to deliver response:	Shannan Thomas, Asst Dir, PCM 1910 University Dr, MS-1210 Boise, ID 83725-1210 shannanthomas@boisestate.edu Phone: (208) 426-1549
Submit ~~sealed~~ electronic Proposal: ~~Proposals must be received at the physical address designated for courier service and time/date stamped by Boise State University prior to the closing date and time.~~	~~**Address for Courier:**~~ ~~University Plaza~~ ~~960 S. Broadway Ave, Suite 300~~ ~~Boise, ID 83706~~ ~~**Address for US Mail:**~~ ~~1910 University Dr, MS-1210~~ ~~Boise, ID 83725-1210~~ **Email Address:** (for solicitation responses, ONLY. All other correspondence should be directed to the RFP Lead as listed above): **solicitationresponses@boisestate.edu**
University Procurement and Vendor Services website (all RFP information and updates will be posted here):	**https://www.boisestate.edu/vpfa-p2p/**
Optional Pre-Proposal Teleconference:	4/14/21, 1pm Mountain Time (Details will be provided upon RSVP)
Deadline To Receive Questions:	4/19/21, 5pm Mountain Time
Anticipated Release of Answers to Questions:	~~4/22/21~~ 4/28/21 **https://www.boisestate.edu/vpfa-p2p/**
RFP Closing Date:	5/16/21 11:59pm ~~5/10/21, 5pm~~ Mountain Time - Late responses will not be accepted.
RFP Opening Date:	10:30 a.m. Mountain Time in Procurement and Vendor Services on the first work day following the Closing Date. (Opening will be completed virtually. Email RFP

	Lead for attendance details.)
Demonstration (webinar):	Tentatively scheduled for the first couple weeks of June for Offerors from whom a demonstration is requested.
Validity of Proposal:	Proposals are to remain valid for one hundred eighty (180) calendar days after the scheduled RFP Closing Date. Proposals submitted with a validity period of less than this will be found non-responsive and will not be considered.
Initial Term of Contract and Renewals:	Initial term of the Contract will be for: i) A five (5) calendar-year Initial Term. The five (5) calendar-year period shall commence at Contract signing and terminate five (5) years following. Following the Initial Term, the parties may extend the Contract under the same terms and conditions, on an annual basis, upon mutual written consent for subsequent one-year periods (each a "Renewal Term").

1.2 Boise State University Overview

Boise State University ("University"), a public, higher-educational institution, is the largest university in Idaho with more than 28,000 students. The University, designated as a doctoral research institution by the Carnegie Classification of Institutions of Higher Education, offers studies in nearly 200 fields of interest including twelve (12) doctoral fields. Undergraduate, graduate, doctoral and technical programs are available in eight colleges: Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies, Health Sciences, Innovation and Design, and School of Public Service. More information is available at the Boise State News link found in Helpful Links Tab of Attachment 1 Offeror Information.

1.3 Scope of Purchase

Boise State University ("University") is soliciting proposals from qualified Offerors for credit card processing services ("Service" or "Services") that provide an out of the box solution allowing the University to offer Campus constituents secure electronic payment processing and the convenience of self service, online access to campus payment systems. At the same time, it should reduce costs and boost operational efficiencies through business system automation (ie reduction of number of campus gateway and credit card system processors). Finally, it should meet today's guidelines and requirements for the safeguarding of sensitive campus and user information and allow for future growth to meet the changing needs of the University. This purchase may be divided into two (2) Lots.

1.3.1 **Merchant Services (Lot 1)**: including all online platforms, e-commerce and card present transaction processing. During this implementation the University will be attempting to centralize administration of acquirer services to the Treasury team to maintain a smooth functioning network between Boise State University, the awarded

acquirer, and our depository banker – currently JP Morgan Chase. Ideally, Offeror will provide a solution for all transaction types that result in a single, consistent, centralized, automated report.

1.3.2 **Student Payments (Lot 2)**: Boise State University is interested in additional functionality that may be considered as part of the award. Respondents should provide information regarding the ability to process online credit/debit card and ACH for student tuition, fees and other payments. The student payment platform must incorporate a single payment gateway through which all payment transactions are processed and the ability to refund directly to credit cards. The solution must also include real-time integration with Oracle/FS-PeopleSoft Campus Solutions Version 9.2 and future upgrades, including real time account detail and balance information and real time posting of payment transactions.

The System must provide campus constituents with a secure infrastructure for making online payments. In addition, solutions should be integrated in real time with campus student information. If the University elects additional functionality offered by the Offeror, the System should automate business systems for electronic bill presentation and payments, tuition payment plan management and e-commerce initiatives. University is interested in additional services, including cashiering services provided by the Offeror.

Offeror may submit a proposal on one or both of these Lots. University may award both Lots to a single Offeror, or may award separately, whichever is in the best interest of the University.

1.4 Current Environment

1.4.1 Boise State currently accepts VISA, MasterCard, Discover and American Express cards and processes credit card payments through terminals, card readers and via the Web. The University requires multiple merchant numbers to accommodate its operations.

1.4.2 Boise State processes more than $50 million in credit card transactions annually, through 7 different processors utilizing 50-60 individual merchant IDs. A list of integrations and other related information can be found on the Current Campus Environment Tab of Attachment 1 Offeror Information.

1.4.3 Boise State currently has a Touchnet Integration (Paypath) with PeopleSoft.

1.4.4 TouchNet provides the eCommerce platform with which the University builds web stores. This functionality is utilized for both embedded payment functionality and stand alone storefront design.

1.4.5 The University uses Oracle/FS-Peoplesoft Campus Solutions Version 9.2 for the management of student accounts.

1.5 Desired Environment

1.5.1 Consolidated merchant processing with the possibility of streamlined reporting functionality.

1.5.2 Integrate in real time with Oracle/PeopleSoft Campus Solutions Version 9.2 and future upgrades.

1.5.3 Additional future integrations may include Slate Pay, authorize.net, TicketMaster, Oracle Simphony, PrismRBS and other systems.

1.5.4 Future growth potential includes University Dining Services (board dining, retail, catering and concessions) if Boise State elects to change its dining model, possibly happening as soon as July 1, 2022. Aramark is the current dining services Contractor for Boise State University. Best estimates of card amount and count are $3.94M annually and approximately 506.4K transactions.

1.5.5 Offeror must provide a dedicated technical contact to help with integration or help build in payment platform that Developers can work with when issues are encountered or questions arise.

1.5.6 Additional E-store functionality including branding, customizable URLs, receipt flexibility (what is shown on receipt and how receipt is delivered) and flexible reporting.

1.6 Mandatory Requirements

1.6.1 Boise State University prefers an Offeror who is familiar and practiced in working in the university/higher education environment. The University will also consider Proposals from Offerors who support other, similar organizations.

1.6.2 The University will only accept the Interchange Plus (IC+) pricing structure. Other proposed pricing structures may result in your Proposal being found non-responsive and rejected.

1.6.3 It is preferred that implementation be provided by the Owner of the proposed Service. If implementation will be provided by a different company than Owner of the proposed Service, the submitted Proposal must include both the Service and Implementation with a combined price for both. The University will create a single PO to the Offeror, and must have a single point of contact for any issues that arise.

1.6.4 Ability to handle variable transaction cycles including significant peaks in transaction volume based on University activity.

1.6.5 Provide regularly issued release notes prior to any version updates. Communication of significant changes must provide sufficient time for system testing.

1.6.6 Will be PCI DSS Level 1 compliant

1.6.7 Will use PCI SCC approved PIN transaction devices.

1.6.8 Use Point-to-Point (P2PE) encryption leveraging tokenization.

1.6.9 Must provide detailed reference documentation for both their native libraries (C#, NuGet, etc) and for their API or other integration methodologies.

1.6.10 Will allow University to embed and/or configure Offeror's platform into other applications.

1.6.11 Will provide web-based usage, real-time reporting, and changes to system configuration while in production

1.6.12 Will be a Vendor hosted system - no credit card information will be stored on any University system

1.6.13 Will be compliant with all electronic payment processing and data security guidelines and regulations

1.6.14 Will encrypt all transferred data and/or stored and/or attached (email) data.

1.7 Timeline

1.7.1 Due to the expected cost of this university-wide Service, this award will require approval by the Idaho State Board of Education (SBOE). In order to make the August board meeting, University would like to have this RFP evaluated and an apparent winning Offeror selected by 6/20/21. Assuming SBOE approval, implementation

could start around the end of August after Board approval.

1.7.2 Boise State expects a year long, rolling system implementation. Implementation schedule and priority will be dictated by the University in order to avoid heavy volume times and minimize impact on campus departments.

1.7.3 The University anticipates a staggered schedule of departmental transitions that accommodates varying busy seasons, as tentatively listed below. This schedule may be adjusted during implementation based on University commitments. Preliminary expectations assume that all processing can be awarded to one Offeror and that that processor can accommodate all current interfaces.

- Standalone physical terminals
- Other current Touchnet ready partners including
  - Admissions
  - BSPR
  - New Student Programs
- BroncoShop
- Event venues
  - Ticketmaster sales
  - Morrison Center – non Ticketmaster sales
  - ExtraMile Arena – non Ticketmaster sales
  - Athletics – non Ticketmaster sales
- Public Safety including all parking services, Cycle Learning Center and any other related activity
  - Testing Center
  - University Housing
  - Center For Professional Development
  - Office of Information Technology
- Student Payables
- Other electronic stores as available and as capacity allows

1.8 Affiliated Institution

1.8.1 Any State of Idaho public higher education institution ("Affiliated Institution") may elect to utilize the Award from this RFP to purchase goods or services from the Awarded Offeror. In the event of such election, the Affiliated Institution agrees to be bound by the terms of this Contract as if it were an original party hereto.

2. Process Requirements

2.1 A non-mandatory pre-proposal teleconference will be held at the location and time as indicated in Section 1.1 of this RFP. This will be your opportunity to ask questions of the University staff. All interested parties are invited to participate. This conference will be used to explain, clarify, or identify areas of concern in the RFP. Any oral answers given by the University during the pre-proposal conference are unofficial, and will not be binding on the University. **Those choosing to participate must pre-register via email to the RFP Lead, with the name and contact information of all participants.**

2.2 Those asking questions during the pre-proposal conference will be asked to submit those questions to the University in writing by the designated “Deadline to Receive Questions” period as indicated in Section 1.1 of this RFP. For simplicity’s sake, Offerors are strongly encouraged to

submit just one, final set of questions, after the pre-proposal conference but prior to the question deadline, rather than multiple sets of questions. Any oral answers given by the University during the pre-proposal conference are to be considered unofficial.

2.3 All questions must be submitted to the RFP Lead by the date and time noted in Section 1.1. Questions must be submitted using Attachment 2 Offeror Questions via email to the RFP Lead at the email address listed in Section 1.1 for the RFP Lead. Official answers to all questions will be posted on the University Procurement and Vendor Services Department's website (link found on Helpful Links Tab of Attachment 1 Offeror Information) as an amendment as indicated in Section 1.1, of this RFP.

2.4 Questions regarding Boise State University Standard Contract Terms and Conditions, Boise State University "Solicitation Instructions to Vendors", Boise State University's "Special Banking Solicitation Instructions to Vendors and Contract Terms and Conditions", and State of Idaho Standard Terms and Conditions for Cloud Services (found in the Helpful Links Tab of Attachment 1 Offeror Information and in Appendix A at the end of this solicitation) as may be amended from time to time, and incorporated in this RFP by reference (collectively, the Terms and Conditions") must be submitted by the deadline to receive questions from the Offeror as stated in Section 1.1. The University will not negotiate these requirements after the date and time set for receiving questions. Questions regarding these requirements must contain the following:

2.4.1 The term or condition in question;

2.4.2 The rationale for the specific requirement being unacceptable to the Offeror (define the deficiency);

2.4.3 Recommended verbiage for the University's consideration that is consistent in content, context, and form with the University's requirement that is being questioned; and

2.4.4 Explanation of how the University's acceptance of the recommended verbiage is fair and equitable to both the University and the Offeror.

In response to questions regarding the Terms and Conditions, the University will, in its sole discretion (i) accept the proposed modifications or a proposed alternative as an amendment to the RFP, or (ii) reserve the question to be negotiated in accordance with Section 2.6 hereof.

2.5 All terms should be reviewed carefully by each prospective Offeror as the successful Offeror is expected to comply with those Terms and Conditions and the specifications, as may be amended in accordance with Sections 2.4 and 3.9 hereof.

2.6 The apparent successful Offeror will be asked to engage in discussions to finalize the Contract. Such discussions will include discussion of the Terms and Conditions, including any additional agreements submitted by the Offeror as required by Section 3.9 and any proposed modifications to the Terms and Conditions, submitted in accordance with Section 2.4 during the question and answer period and reserved for negotiation by the University. Should the apparent successful Offeror and the University fail to reach an agreement within a reasonable timeframe, the

University may elect to end the discussion with the top scoring Offeror and begin a discussion with the Offeror whose response ranked second. Upon successful completion of the discussions, the winning Offeror will be required to execute a Contract with the University, subject only to University's required approval processes, and immediately begin preparations to undertake its requirements.

2.7 Where Offeror agreements and assumptions, specified in the Offeror's response, differ from the Terms and Conditions, or the terms and conditions of this Solicitation, the Terms and Conditions and the terms and conditions of this Solicitation shall apply and supersede, unless such different terms are expressly agreed to by the University in writing through an amendment to this RFP created by the University in accordance with Section 2.4. Where Offeror agreements and assumptions supplement the Terms and Conditions or the terms of this Solicitation, the supplemental terms and conditions shall apply only if contained in a supplemental agreement submitted in accordance with Section 3.9 and specifically accepted by the University in writing. Where unsolicited supplemental documents, including unsolicited pricing sheets, are submitted, the University reserves the right to deem the proposal non-responsive if the supplemental documents conflict with the specifications of this solicitation. Supplemental documents shall be considered as reference materials only, and nothing contained within a supplemental document shall be deemed as accepted by the University, unless accepted by the University in writing in accordance with this Section. Offerors are cautioned against the use of supplemental documents. Conflicting supplemental documents may lead to the response being deemed non-responsive, and no consideration of the response given. It is recommended that Offerors review Boise State University's Solicitation Instructions to Vendors, Clause 18 link found on the Helpful Links Tab of Attachment 1 Offeror Information.

2.8 Proposals received that qualify the offer based upon the University accepting other terms and conditions not submitted in accordance with Section 3.9 or which take exception to the University's Terms and Conditions as may be amended in accordance with Section 2.4 will be found non-responsive, and no further consideration of the Proposal will be given.

2.9 From the date of release of this RFP until Intent to Award Letter is issued, all contact and requests for information shall be directed to the RFP Lead, only. Regarding this RFP, all contact with other personnel employed by or under contract with the University is restricted. During the same period, no prospective Offeror shall approach personnel employed by, or under Contract to the University, on any other related matters. An exception to this restriction will be made for Offerors who, in the normal course of work under a current and valid contract with the University, may need to discuss legitimate business matters concerning their work with the University. Violation of these conditions may be considered sufficient cause by the University to reject an Offeror's Proposal, irrespective of any other consideration.

2.10 Proposals should be submitted on the most favorable terms an Offeror can propose, from both a price and technical standpoint as well as with regard to legal terms and conditions. The University reserves the right to accept any part of a Proposal, or reject all or any part of any Proposal received, without financial obligation, if the University determines it to be in the best interest of the University to do so.

2.11 Discussions with individual Offerors (including the utilization of one or more rounds of Best And Final Offers (BAFO) and/or Negotiations) may be conducted as determined by the University to be

in its best interest. Offerors should submit their best and most competitive cost proposal initially as there is no guarantee that the University will conduct any discussions.

2.12 No verbal Proposals or verbal modifications will be considered. An Offeror may modify its Proposal in writing prior to the RFP closing time. A written modification must include the date and hand-written signature of the Offeror or its authorized representative.

2.13 All data provided by the University in relation to this RFP represents the best and most accurate information available at the time of RFP preparation. Should any data later be discovered to be inaccurate, such inaccuracy will not constitute a basis for Contract rejection or Contract amendment by an Offeror.

2.14 All Proposal concepts and material submitted becomes the property of the University and will not be returned to Offeror unless the Solicitation is canceled by the University (State Code § 67-9215). Award or rejection of a Proposal does not affect this right. Proposals and supporting documentation may be available for public inspection upon written request following the announcement of a Contract award, except for information specifically labeled on each separate page as a "Trade Secret" under the Idaho Public Records Act, Section Title 74, Chapter 1, Idaho Code ("the Act"). Alternatively, information may be specifically labeled "exempt" from public records under another exemption found in the Act. Information specifically labeled as Trade Secret or otherwise exempt may be protected from disclosure, but only to the extent consistent with the Act or otherwise applicable federal or state law or regulation. Accordingly, the University cannot guarantee its confidentiality.

2.15 An appeal by an Offeror of an RFP specification, a non-responsiveness determination, or the award is governed by the Boise State University Procurement Appeals Process, and must be filed in accordance with that process, which link can be found on the Helpful Links Tab of Attachment 1 Offeror Information.

2.16 Proposal opening will be held at the location and time as indicated in Section 1.1 of this RFP. All Offerors, authorized representatives and the general public are invited, at their own expense, to be present at the opening of the Proposals. During the Proposal opening only the names of the Offerors will be provided.

2.17 Any qualified Offeror may submit a Proposal. All Offerors are qualified unless disqualified. Those Offerors presently on the General Service Administration's (GSA) "list of parties excluded from federal procurement and non-procurement programs" may be disqualified. Information is available on the Helpful Links Tab of Attachment 1 Offeror Information.

2.18 All costs incurred in the preparation and submission of a Proposal in response to this RFP, including, but not limited to, Offeror's travel expenses to attend the pre-proposal conference, Proposal opening, and presentation or negotiation sessions, shall be the sole responsibility of Offerors and will not be reimbursed by the University.

3. Submission Requirements

3.1 **(M)** In order to be considered for award, the sealed Proposal must be delivered to the location and attention of the RFP Lead specified in Section 1.1 of the RFP, no later than the date and time

specified in Section 1.1. No late Proposals will be accepted. A Proposal received at the office designated in this RFP after the RFP closing date and time will not be accepted.

3.2 The Proposals must be addressed to the RFP Lead and clearly marked "PROPOSAL - RFP ST21-094 Credit Card Processing Services for Boise State University."

3.3 **(M)** Signature Page - Proposals must be submitted with the University–supplied signature page in the form provided, without modification. **The Signature Page (Signature Page Tab of Attachment 3 Solicitation Response) must contain an original, handwritten signature** and be returned with the relevant RFP documents. **PHOTOCOPIED SIGNATURES, FACSIMILE SIGNATURES, ELECTRONIC SIGNATURES OR DIGITAL SIGNATURES** are **NOT ACCEPTABLE.** Failure to include a signed, complete, unmodified, original University Signature Page shall result in a finding that the Proposal is non-responsive, and no further consideration will be given to the Proposal.

3.4 Each Proposal must be submitted with:
one (1) original and four (4) copies of the SOW-Student Payables Tab of Attachment 3 Solicitation Response
and/or
one (1) original and four (4) copies of the SOW-Merchant Services Tab of Attachment 3 Solicitation Response.

3.5 Each Proposal must be submitted with one (1) original copy of the Cost Sheet of Attachment 4 Offeror Response

3.6 Since this response has changed from physical copy to electronic copy:
The Proposal must be separated into two (2) distinct ~~sections~~ email attachments: 1) Attachment 3 Offeror Response and 2) Attachment 4 Cost Sheet.

3.6.1 The Attachment 3 Offeror Response must be ~~sealed a~~ separate attachment, identified "Attachment 3 Offeror Response –" RFP ST21-094 Credit Card Processing Services for Boise State University" and include all documentation related to this response, except the Cost Sheet.

3.6.2 The Attachment 4 Cost Sheet must be ~~sealed a~~ separate attachment and identified "Cost Sheet – RFP ST21-094 Credit Card Processing Services for Boise State University." The only document that should be included with this section is the Attachment 4 Cost Sheet

3.7 Electronic Copy - In addition, Offerors must submit one (1) electronic copy of the Attachment 3 Offeror Response to solicitationresponses@boisestate.edu ~~on a USB flash drive device~~. Word or Excel format is required (or other as allowed in the Answers to Questions, Amendment 1). The only exception will be for financials or brochures. The electronic submission ~~USB device format and content~~ must ~~be the same as the manually-submitted Proposal,~~ include~~ing~~ the Attachment 4 Cost Sheet (indicated as "Attachment 4 Cost Sheet" and saved as a separate file). The electronic version must NOT be password protected or locked in any way. ~~Please attach the USB device to the original version of the Attachment 3 Offeror Response.~~ The ~~USB device~~ electronic submission shall contain the ~~original electronic copy in Word or Excel format, as well as the~~ redacted version as requested in Section 3.12 of the solicitation. The electronic file name of the redacted version

must contain the word "redacted."

3.8 **(M)** Offeror must complete and return all information as specified in the Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response to be considered for award.

3.9 **(M)** Offeror must submit with its response all documents and any supplemental or additional agreements that the Offeror proposes to have incorporated into any resulting Contract including any proposed modifications to the Terms and Conditions reserved for further negotiation, in accordance with Section 2.6. If Offeror expressly conditions its Proposal upon the University's acceptance of its additional documents and/or proposed supplemental or additional agreements or modifications to the Terms and Conditions, its Proposal may be deemed non-responsive. The terms of such additional documents and proposed agreement and modifications to the Terms and Conditions the University reserved for negotiation may be considered in accordance with Section 2.6 and 5.4 of this RFP, but no additional or modified terms shall be binding on the University until expressly accepted in writing by the University.

Alternately, if the offeror has no additional documents or proposed agreements they wish to submit for consideration, please note that in response to this specification.

The University will not accept any documents and/or proposed agreements submitted after the Solicitation Closing Date. The University will not accept any additional proposed modifications to the Terms and Conditions or terms that conflict with the Terms and Conditions other than questions submitted in accordance with Sections 2.3 and 2.4. If Offeror attempts to submit additional documents and/or proposed agreements after the Solicitation Closing Date, and conditions its Proposal upon the University's acceptance of those additional documents and/or proposed agreements, its Proposal may be deemed non-responsive and given no further consideration.

The University will not accept terms that allow Offeror to make unilateral amendments to any resulting Contract, terms that require the University to indemnify another party, terms that grant a security interest in state funds or grant a right of setoff against state funds to Contractor, terms that waive punitive damages, or other provisions that violate state laws applicable to University. The University will not accept "click-through" acceptance or software licensing terms either initially or through updates.

3.10 **(M) RFP Amendment** - If the RFP is amended, including through the question-and-answer process, the Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Failure to return a signed copy of each amendment acknowledgement form with the Proposal may result in the Proposal being found non-responsive. See the Boise State University Procurement and Vendor Services website link found in Attachment 1 Offeror Information for any amendments and the required amendment confirmation document.

3.11 **Public Records** - The Idaho Public Records Law, Idaho Code Sections 74-101 through 74-126, allows the open inspection and copying of public records. Public records include any writing containing information relating to the conduct or administration of the public's business prepared, owned, used, or retained by a State Agency or a local agency (political subdivision of

the state of Idaho) regardless of the physical form or character. All, or most, of the information contained in your response will be a public record subject to disclosure under the Public Records Law. The Public Records Law contains certain exemptions. One exemption potentially applicable to part of your response may be for trade secrets.

3.12 **Redacted Information** - If your Proposal contains information that you consider to be exempt, you must also submit an electronic redacted copy of the Proposal with all exempt information removed or blacked out. The University will provide this redacted Proposal to requestors under the Public Records Law, if requested. Submitting Offerors must also:

3.12.1 Identify with particularity the precise text, illustration, or other information contained within each page marked "exempt" (it is not sufficient to simply mark the entire page). The specific information you deem "exempt" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise be clearly distinguished from other text or other information and be specifically identified as "exempt."

3.12.2 List of Redacted Exempt Information - Provide a separate document with your Proposal entitled "List of Redacted Exempt Information," which provides a succinct list of all exempt material noted in your Proposal. The list must be in the order in which the material appears in your Proposal, identified by Page #, Section #/Paragraph #, Title of Section/Paragraph, specific portions of text or other information; or in a manner otherwise sufficient to allow the University to determine the precise material subject to the notation. Additionally, this list must identify with each notation the specific basis for your position that the material be treated as exempt from disclosure.

3.12.3 The University does not warranty and cannot guarantee protection of this information if disclosure is required. Offeror shall indemnify and defend the University against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for honoring a designation of exempt or for the Offeror's failure to designate individual documents as exempt. The Offeror's failure to designate as exempt any document or portion of a document that is released by the University shall constitute a complete waiver of any and all claims for damages caused by any such release. If the University receives a request for materials claimed exempt by the Offeror, the Offeror shall provide the legal defense for such claim.

3.12.4 No Redacted Information - Alternately, if there is no redacted information in the Proposal, please note that with the Proposal.

3.13 (M) The Contractor and its sub-contractors are required to carry the types and limits of insurance referenced in the Insurance Requirements Tab of Attachment 1 Offeror Information. Contractor is required to provide the University with a Certificate of Insurance meeting the requirements listed on the Insurance Requirements Tab of Attachment 1 Offeror Information and in the format specified for Certificate of Insurance (Example) listed on the Helpful Links Tab of Attachment 1 Offeror Information, prior to Contract signing.

4. Proposal Format

4.1 These instructions describe the format to be used when submitting a Proposal. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted Proposals. There is no intent to limit the content of Proposals. Evaluation points may be deducted from the Offeror's possible score if the following format is not followed. To be considered responsive, Offerors must comply with the list of required documents included on Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response.

4.1.1 Offeror must complete and return, in the format supplied: Attachment 3 Offeror Response including

4.1.1.1 Business Information Tab of Attachment 3 Solicitation Response,

4.1.1.2 Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response,

4.1.1.3 SOW-Student Payables Tab of Attachment 3 Solicitation Response and/or SOW-Merchant Services Tab of Attachment 3 Solicitation Response (depending on which Lot(s) of the solicitation the Offeror is proposing) and

4.1.1.4 Signature Page Tab of Attachment 3 Solicitation Response.

4.1.2 Offeror must complete and return Attachment 4 Cost Sheet, Cost Sheet in the format supplied

4.2 Offerors must adhere to all requirements of this RFP to be considered responsive. The determination of whether a Proposal is responsive is a determination made solely by the University. The University reserves the right to waive any non-material variation that does not violate the overall purpose of the RFP, frustrate the competitive bidding process, or afford any Offeror an advantage not otherwise available to all Offerors.

4.3 Sections of the format may be listed with an evaluated requirement.

4.4 Evaluation Code - The codes and their meanings are as follows:

(M) Mandatory Specification or Requirement - failure to comply with any mandatory specification or requirement may, at the sole discretion of the University, render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror **is required** to respond to each mandatory specification with a statement outlining its understanding and how it will comply.

(E) Evaluated Specification - a response is desired and will be evaluated and scored. If not available, respond with "Not Available" or other response that identifies Offeror's ability or inability to supply the item or Service. Failure to respond will result in zero (no) points awarded for this item.

(ME) Mandatory and Evaluated Specification - failure to comply/respond may render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror is required to respond to this specification with a statement outlining its understanding and how it will comply.

NOTE: If any requirement listed as (M) (E) or (ME) exists in your proposed Service, but is accomplished in a manner other than described in that section, Offeror MUST identify the variation and provide a complete detailed explanation of the variation. Acceptance of a variance in method to accomplish mandatory requirements is at the sole discretion of Boise State University and the evaluation committee.

5. Contract

5.1 The RFP, all attachments, appendices, and amendments, the successful Offeror's Proposal submitted in response to the RFP and any negotiated changes to the same negotiated and agreed to by University in accordance with the requirements and provisions of this RFP, together comprise the Contract (hereinafter referred to as the "Contract") and will be formalized by the creation of a Purchase Order (PO) that ties these documents together.

5.2 Boise State University "Standard Contract Terms and Conditions", Boise State University "Solicitation Instructions to Vendors", Boise State University's "Special Banking Solicitation Instructions to Vendors and Contract Terms and Conditions" (found in the Helpful Links Tab of Attachment 1 Offeror Information and in Appendix A at the end of this solicitation, respectively), all as may be amended from time to time (collectively, the "Terms and Conditions"), are each incorporated by reference into and shall apply to this Solicitation and any Contract resulting from this Solicitation as if fully set forth herein.

In addition, the State of Idaho's Standard Terms and Conditions for Cloud Services also apply (link found in Helpful Links Tab of Attachment 1 Offeror Information) and are hereby incorporated as if fully set forth herein. The State of Idaho's "Special Terms and Conditions for Customized Software and Related Services" (link found in the Helpful Links Tab of Attachment 1 Offeror Information) apply and are incorporated herein to the extent customized software is to be provided by Offeror. Offerors are encouraged to review these documents at the specified websites.

By submitting a response to this RFP, Offeror agrees to be bound by these Terms and Conditions.

5.3 The Contract, in its incorporated composite form, represents the entire agreement between the Contractor and University and supersedes all prior negotiations, representations, understandings, or agreements, either written or oral. All terms should be reviewed carefully by each prospective Offeror as the successful Offeror is expected to comply with those terms and conditions.

5.4 As provided in Section 2.7, to the extent the terms of any Offer responses or supplemental terms or agreements accepted by the University conflict with Boise State University Standard Terms and Conditions or other terms and conditions of this RFP, any conflict or inconsistency shall be resolved in accordance with Clause 38 of Boise State University Standard Terms and Conditions (link found in Helpful Links Tab of Attachment 1 Offeror Information).

5.5 Finalization of the Contract documents may require additional time for review from the Office of Information Technology, Office of General Counsel, and/or State Board of Education. Additionally, the Office of General Counsel may review and negotiate any proposed supplemental agreements or terms, prior to the finalization of a contract.

5.6 The Contract is not effective until Procurement and Vendor Services have issued a Purchase Order specifying a commencement date (the "Effective Date"), and that date has arrived or passed. The Contractor will not provide or render Services to the University under this Contract until the Effective Date. The University may determine, in its sole discretion, not to reimburse the Contractor for products provided or Services rendered prior to the Effective Date.

5.7 Prior to the release of the Contract, University and the apparent successful Offeror will clarify expectations and finalize the Project Management Plan for the implementation, deliverables and schedule for payment of the Service.

5.7.1 The Project Management Plan must include a project schedule/timeline, (tasks that require more than 10 hours of work), major deliverables and payment milestones.

5.7.2 The Project Management Plan must include a description for each task and a designation of whether Boise State or the Offeror is responsible for the task.

5.7.3 Additionally, the Project Management Plan will contain all points of clarification, an agreed upon Project Schedule for the implementation of the Service, and other clarifying supporting documents. Examples of points of clarification are clarification of requirements and legal clarifications. Examples of other clarifying supporting documents are risk management plan, change management plan, configuration management plan, milestone payment plan and project closure plan.

5.7.4 Upon a mutually agreed upon Project Management Plan, an award will be made, a Contract put in place, and implementation of the Service can begin.

5.7.5 Once the Contract is in place, all modifications to the Project Management Plan must be reviewed and approved by the University in writing.

5.8 In addition to the acceptance terms detailed in Boise State University Standard Contract Terms and Conditions (link found in Helpful Links Tab of Attachment 1 Offeror Information), acceptance from the University will be based upon the completion of tasks and deliverables as agreed upon by the University and Contractor in the Project Management Plan.

5.9 Termination shall be in accordance with Boise State University Standard Contract Terms and Conditions, link found in Helpful Links Tab of Attachment 1 Offeror Information. Upon expiration or termination of the Contract, the obligations of the parties to each other shall come to an end, except those provisions which are intended to survive and continue, which shall include, but shall not be limited to, provisions relating to confidentiality, indemnification, and insurance requirements contained in the Contract.

5.10 Upon any termination of the Contract, Contractor shall return to the University all copies of the confidential information or other materials incorporating confidential information in the possession of Contractor or its employees. Contractor agrees to:

5.10.1 Return all property in any form belonging to the University.

5.10.2 Return all confidential information that may have been received from the University. Provide the ability for University to electronically retrieve data and documents from Contractor's Service, as this data is owned by University.

5.10.3 Return all data that is the property of the University in a reasonable format specified by the University. Deliver to Boise State, within 6 weeks, all data and documents from Contractor's Service that pertains to Boise State. This data must be delivered in an electronic format. Return of all data shall be provided by Contractor at no additional cost to the University.

5.10.4 The University will verify receipt of that data.

5.11 Notwithstanding termination, the restrictions on disclosure and use of confidential information arising under the Contract shall continue to be effective after the date of termination.

5.12 Contractor is expected to comply fully with all applicable laws and regulations and industry standards regarding information security, data security, and privacy of personally identifiable information. Contractor shall indemnify, defend and hold harmless University for any claims, damages, costs, expenses, including attorney fees, resulting or arising from Contractor's failure to follow such laws, regulations and standards.

6. Business Information

Use the Business Information Tab of Attachment 3 Solicitation Response to provide the following information:

6.1 (ME) Experience

6.2 (ME) Qualifications

6.2.1 (ME) Staffing Plan
6.2.2 (ME) Escalation Plan
6.2.3 (ME) Project Management Plan

6.3 References

6.4 Responsibility
At the sole discretion of the University, the RFP Lead may conduct a review to determine if the apparent high point Offeror is responsible. As part of the responsibility review, the RFP Lead may require the apparent high point Offeror to provide financial reports to the satisfaction of the University, and may also seek references to the satisfaction of the University. Nothing herein shall prevent the University from using other means to determine Offeror's responsibility.

7. Scope of Work

7.1 Offerors must use Attachment 3 Bidder Response form, in its existing format, and complete the SOW-Student Payables Tab of Attachment 3 Solicitation Response and/or the SOW-Merchant

Services Tab of Attachment 3 Solicitation Response for the scope of work for which they're proposing. Offeror may submit a proposal on one or both of these Lots.

8. Cost Proposal

8.1 **(M)** All costs associated with the specifications of the RFP must be included in the mandatory Cost Proposal. All proposed pricing will be firm/fixed and fully-burdened with all direct and indirect costs, and must include (but not be limited to), all operating, administrative, and personnel expenses, such as overhead, salaries, profit, supplies, per diem, travel (airfare and/or mileage), lodging, and quality improvement.

8.2 **(ME)** Use the format established in the Cost Sheet of Attachment 4 Offeror Response of this RFP, and identify it as Attachment 4 Cost Sheet. Altering the format may result in a finding that your Proposal is non-responsive.

9. Proposal Review and Evaluation

9.1 The objective of the University in soliciting and evaluating proposals is to ensure the selection of a Contractor that will produce the best possible results for the funds expended.

9.2 Proposals must demonstrate that Offerors have the ability to complete the described functions of this RFP.

9.3 The Proposal(s) will be evaluated first as either "pass" or "fail," based on compliance with Mandatory (M) and Mandatory/Evaluated (ME) requirements. All Proposals that meet the Mandatory and Mandatory/Evaluated requirements will continue in the evaluation process. Proposals not meeting the Mandatory and Mandatory/Evaluated requirements may be found non-responsive.

Specifically, The University will evaluate separately Lot 1 (Merchant Services) and Lot 2 (Student Payables) except the Electronic Store sections of the responses. Once an apparent winning Offeror has been determined for Lot 1 and Lot 2, the Electronic Store sections of those two apparent winning responses will be evaluated. Demonstrations regarding the Electronic Store may be required. The University will score those demonstrations and costs and will award in its best interest.

9.4 The University will establish an evaluation team that may consult with subject matter experts to review and advise on any portion of the response to evaluate responses. Upon opening the responses, the Boise State University Procurement and Vendor Services will inspect the Proposal for responsiveness. Under the facilitation of the Procurement and Vendor Services Department, the evaluation team will score the responsive proposals.

The University may request online webinars/meetings or face to face demonstrations from the top several scoring Offerors. If demonstrations are requested, the University may provide demonstration scenarios to Offerors.

The evaluation team will discuss and finalize their scoring with the Procurement and Vendor Services Department. Prior to award, the apparent successful Offeror's response may be forwarded to a representative(s) of the Office of Information Technology and/or the Office of General Counsel to confirm that the Service will work within the University's infrastructure and policies.

9.5 The criteria described in the Evaluation Criteria section will be used to evaluate and score the Proposals for the purpose of ranking them in relative position based on how fully each Proposal meets the requirements of this RFP. Particular emphasis will be placed on the Offeror's understanding of the RFP, quality of product/service, and the description of how the activities will be performed.

The scores for the Business Information Tab of Attachment 3 and SOW-Student Payables of Attachment 3 and/or SOW-Merchant Services of Attachment 3, will be normalized as a whole, or by category, at Boise State University's sole discretion. Except cost, the Proposal with the highest raw score will receive all available points in total or by category total. Other Proposals will be assigned a portion of the maximum available points, using the formula:

(Raw score of Proposal being evaluated / highest raw score) x total possible points.

9.6 At the discretion of the University, Demonstrations may be required. Offerors who do not make the Evaluated Demonstration portion of the evaluation may not be further evaluated.

9.7 The University intends to see demonstrations from the top several scoring Offerors for each Lot. Demonstrations, if required, will be conducted before the Notice of Intent to Award is issued. Demonstrations will be via webinar or in person, or both, set up by the Offeror and provided at no cost to the University. It is possible that an Offeror will have only a couple of days of notice that they have been selected for a Demonstration, so it's suggested that the Offeror have the ability to quickly set up a webinar and be prepared to exhibit their product. Demonstrations may include hypothetical scenarios, real-life test samples, quality assurance issues, reporting and/or anything else of interest to the University. The University may request multiple Demonstrations if further clarity is required. The Demonstration becomes an official part of the response. The University will utilize "Evaluated" and/or "Pass/Fail" demonstrations, as described below.

9.7.1 **(E)** Evaluated Demonstrations - At the discretion of the University, several of the highest-scoring Offerors may be contacted to give an overview/demonstration of their Service and respond to questions. (Evaluation of the Demonstrations may result in adjustment of points awarded in the Business and Scope of Work Proposals, as the evaluation committee deems appropriate.) Failure to successfully demonstrate functions of the Service listed as mandatory in this RFP may result in rejection of the proposal. Boise State may request multiple demonstrations from the several top scoring Offerors.

9.7.2 **(E)** Pass/Fail Demonstration - Alternatively, the University reserves the right to require a Demonstration or webinar of only the top-scoring Offeror. If this option is chosen, the evaluation is strictly Pass/Fail for the apparent successful Offeror. If the apparent successful Offeror fails, then the next highest-scoring Offeror will be considered the apparent successful Offeror and the Demonstration process may be repeated.

9.8 Once the top scoring Offeror in each Lot is selected, University may request demonstrations of the Electronic Store portion of each of these Offeror's products to determine which Electronic Store University will proceed with.

9.9 For those Proposals meeting mandatory requirements and making it to the Demonstrations, the total evaluation points will be summed with the cost points and Demonstration points, and the Proposals will be ranked by final total score.

9.10 Pricing will be evaluated using a cost model that offers the University the best possible value over the initial term of the Contract. Cost evaluation will be figured by applying the Offeror supplied costs from the Cost Sheet Tab of Attachment 4 to Boise State's estimated usage. Award will be by Lot (Merchant Services or Student Payables) to the responsive, responsible Offeror whose Proposal receives the highest number of points in the respective category. University may choose to award both Lots to a single Offeror, or may award them independently.

The scores for the Cost Proposal will be normalized as follows: The Proposal with the lowest overall total cost proposed will receive all the cost points as assigned in the Evaluation Criteria below. Other Proposals will be assigned a portion of the maximum score using the formula:

Lowest Cost / Other Proposal cost x total possible cost points.

9.11 Offeror will be notified of the result of the solicitation process in writing. Written notification will be sent to the authorized signer designated on the signature page.

9.12 Evaluation Criteria

Technical Proposal:	
Mandatory (M, ME) Submission Requirements Met (Section 4)	Pass/Fail
Business Information (Section 6)	150 points
Scope of Work (Section 7)	550 points
Cost Proposal:	
Cost Proposal (Section 8)	300 points
Total Points	**1,000 points**
Optional Items (if scored):	
Demonstrations (if required, RFP Section 9)	200 additional pts

10.Attachment Summary

10.1 **Attachment 1 Offeror Information** Includes Information that will be helpful to the Offeror as they complete their response to this solicitation.

Specifically:
Helpful Links Tab of Attachment 1 Offeror Information
Insurance Requirements Tab of Attachment 1 Offeror Information
Response Time Tab of Attachment 1 Offeror Information
Current Campus Environment Tab of Attachment 1 Offeror Information

10.2 **Attachment 2 Offeror Questions** is used to submit questions the Offeror may have on the solicitation, in accordance with the processes and timelines discussed in Sections 1 and 2 of this RFP Solicitation Document.

10.3 **Attachment 3 Offeror Response** contains the required solicitation response and submission information.
Specifically:
Business Information Tab of Attachment 3 Solicitation Response
Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response
SOW-Merchant Services Tab of Attachment 3 Solicitation Response
SOW-Student Payables Tab of Attachment 3 Solicitation Response
Signature Page Tab of Attachment 3 Solicitation Response
Voluntary Product Accessibility Template of Attachment 3 Solicitation Response

10.4 **Attachment 4 Cost Sheet** contains the required cost sheet to be completed and submitted to be considered for this solicitation. This must be packaged separately from Attachment 3 Offeror Response in its own sealed envelope and submitted with the solicitation response package.

10.5 The Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response includes a list of required documents that must be submitted with the response.

11. Appendix A
Banking Contract Terms and Conditions And
Banking Solicitation Instructions to Vendors

1. The following instructions found in the Boise State Standard Terms and Conditions DO NOT APPLY to this Solicitation:
   6. Shipping and Delivery
   7. Installation and Acceptance
   8. Risk of Loss
   14. Insurance Requirements
   18. Commodity Status
   37. No Other Terms

2. The following terms and conditions supplement the Boise State Standard Terms and Conditions. In the event of a conflict between these special terms and conditions and the Contractor's Bid or Proposal, these terms and conditions shall control. Defined terms shall have the meanings set forth in the Solicitation Instructions to Vendors and the Boise State University Standard Terms and Conditions.

2.1 No Rights to Setoff or Debit. The Contractor shall invoice the University and shall not have rights to set off against State or University funds or to debit State or University accounts.

2.2 No Security Interest. The University does not have authority to grant a security interest in State funds and Contractor shall not be deemed to have been granted such an interest under any provision of the Contract.

2.3 No Requirement to Establish a Reserve Account. The Contractor shall not require the University to establish a reserve account.

2.4 Punitive Damages. Any requirement to waive punitive damages in documents that Offeror submits with its Bid or Proposal are void.

2.5 Arbitration. Any requirement to submit any dispute or matter arising from or related to the Contract or this Solicitation to arbitration is void.

2.6 Click-through Licenses Prohibited. The University will not accept "click-through" acceptance of software licensing terms either initially or through upgrades.

2.7 Termination Right at the Option of the University. Conduct of the Contractor which constitutes moral turpitude, fraud, or which would tend to bring public disrespect, disrepute, contempt or ridicule upon University, or failure by Offeror to follow the high moral and ethical standards commonly expected of a banking services market participant shall be cause for termination at the convenience of the University without notice or penalty. Further, the University may terminate this Contract and seek damages if Contractor is found, by any regulatory agency governing Contractor or by any court, to have committed acts of misconduct, including acts of dishonesty, fraud, theft or misappropriation, or upon a material adverse change to Contractor's financial position.

3. The following representations, covenants and warranties shall apply to the Contract. Offeror represents, covenants, and warrants that:

3.1 Contractor has the full power and authority to enter into the Contract, grant the University any license offered in its proposal, and has the full power and authority to grant to the University any rights required to access and utilize the services to be provided by Contractor (collectively the System), and to produce all required functionality as specified in the Contract.

3.2 The System and required services are fit for the particular purpose of providing the requirements specified within the Contract, and all amendments to the Contract, as agreed to and accepted by both the University and the Contractor. Furthermore, the Contractor warrants that the System is merchantable.

3.3 The System is compatible with the software, hardware, and telecommunications environment specified within the Contract, and all amendments to the Contract as agreed to and accepted by both the University and the Contractor. Incompatibility will include but not be limited to, the creation of errors in data, the loss of data, the inability to access data, and delays and stoppages in performance of work by the Contractor or the University arising from the System.

3.4 The System, in whole and in part, will operate within the defined hardware and telecommunications environments of the Contract and in accordance with the specifications of the Contract established by the University, and be free from defects

during the term of the Contract.

3.5 The System will perform without the creation of errors in University data, the loss of University data, the inability to access University data, the inability to input University data, and delays and stoppages in performance due to data collection, data corruption, or loss.

3.6 Contractor shall repair or replace, within a commercially reasonable time unless otherwise specified in this Solicitation and at its sole cost and expense, any portion of the System failing to comply with the warranties granted in this section during the warranty period offered by Contractor. If the Contractor fails to repair or replace such portion of the System within the required time, the University may, in its sole discretion, act to repair or replace all or a portion of the System or re-perform the services and the Contractor shall reimburse the University for all costs incurred by the University to repair or replace the System or to re-perform the services.

3.7 Contractor will perform all services required pursuant to the Contract in a professional manner and with high quality.

3.8 The System, in whole or in part, does not infringe upon an enforceable patent, copyright, trade secret, trademark or other proprietary right. The Contractor knows of no action or proceeding of any kind pending, or to its knowledge, threatened against, by or affecting it or the software used to provide the service or any documentation, which if decided, is adverse to the Contractor, and could adversely affect the Contractor's ability to perform or complete its obligations under this Contract.

4. Boise State University's registered trademarks, as well as other names, seals, logos, college colors and other indicia ("University Marks") that are representative of the University may be used solely with permission of Boise State University. Notwithstanding the foregoing, the University logo may be used in the RFP response for illustrative purposes only. No use may be made of University Marks in any document which implies any association with or endorsement of the services of the Offeror or any other third party.

5. The University shall own and retain all rights to information, techniques, processes and data developed, documented, derived, stored, installed or furnished by the University under the Contract.

6. The Contractor and System must comply with all federal, state and local laws and regulations, statutes and codes. The System must comply with the federal, state and local laws and regulations governing the privacy and protection of educational records, including but not limited to the Family Education Rights and Privacy Act (FERPA) and including European Union data protection laws.

7. The Contractor shall comply at all times with commercially reasonable data security of information, as applicable, as defined by the Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) and in accordance with industry standards applicable to Contractor.

8. The Contractor warrants that at all times, for the term of the Contract, Contractor will comply with all posted and applicable, active Idaho Executive Orders (linked in **Appendix B** attached hereto). Contractor further warrants that at all times for the term of the Contract; Contractor's offered property as defined by Idaho Code will comply with all applicable Idaho Technology Authority Standards (linked in **Appendix B** attached hereto).

9. If there is theft or misappropriation of the University's confidential information which is due to the negligence or intentional misconduct of Contractor or due to the Contractor's failure to comply with applicable provisions of HIPAA, FERPA or corresponding regulations, Offeror shall provide the University written notice of theft or misappropriation within 24 hours of when theft or misappropriation becomes known to Offeror. In the event of a breach of any of the Contractor's data security obligations or other event requiring notification under applicable State and Federal law, the Contractor must assume total financial liability incurred by such breach and subsequent notifications. In addition, the Contractor must assume responsibility to indemnify, hold harmless and defend Boise State University, its officials, and employees from and against any claims, damages, or other harm related to such theft or misappropriation. Boise State will have six (6) months from the date of receipt of written Notice from Offeror of the theft or misappropriation to provide written notice to the Offeror of its intent to terminate, and to terminate, this Contract. If the University elects to terminate this Contract pursuant to this section, Offeror will have no right to cure the breach of this Contract in order to prevent Boise State from terminating the Contract.

10. Unless otherwise allowed by the University in this Contract, the Contractor shall not, without written approval from the University, enter into any subcontract relating to the performance of this Contract or any part thereof. Approval by the University of Contractor's request to subcontract or acceptance of or payment for subcontracted work by the University shall not in any way relieve the Contractor of any responsibility under this Contract. The Contractor shall be and remain liable for all damages to the University caused by negligent performance or non-performance of work under the Contract by Contractor's subcontractor.

11. The website MUST be designed so that it is accessible to all users. Refer to Boise State University Policy #8140 Information Technology Accessibility (linked in **Appendix B** attached hereto). The website must comply with this policy.

Where applicable, Contractor represents and warrants that its Software is currently in compliance and that during the term of this Agreement shall remain in compliance with all applicable federal disabilities laws and regulations including, without limitation, the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended, and its implementing regulations. Moreover, Contractor represents and warrants that its student and public-facing Software currently meet or exceed the current version of WCAG AA standard for accessibility. Contractor agrees to promptly respond to, resolve and remediate any complaint regarding accessibility of its Software in a timely manner and provide an updated version to University at no cost within a commercially reasonable time. These warranties shall not apply if the Software is: (a) modified or altered in any way (other than by Contractor or with the specific prior written consent of Contractor); (b) not updated with the patches, fixes, updates,

improvements, or enhancements that Contractor may make available from time to time; (c) used in any manner or for any purpose not specifically permitted by this Agreement or the documentation.

12. The data centers must reside within the lower 48 states.

Contractor shall comply with all applicable data security and privacy laws and regulations, as further set forth in the State of Idaho Standard Terms and Conditions for Cloud Services, and to include the General Data Protection Regulation 2016/679 or applicable data protection law, as may be amended from time to time and any corresponding regulations or interpretations issued by EU authorities or their equivalent ("GDPR"). Contractor should submit evidence of its compliance with its response to this Solicitation. The University reserves the right to require a Data Protection Addendum or other evidence of compliance with the negotiated Contract, if not provided in the Offeror's response or otherwise demonstrated to the satisfaction of the University.

Helpful Links - Attachment 1	
Procurement Information	
Procurement & Vendor Services Homepage	https://www.boisestate.edu/vpfa-p2p/
Solicitations & Amendments	https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/
Procurement Appeals Process	https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/
Terms and Conditions Information	
Solicitation Instructions to Vendors	https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/
Boise State Standard Contract Terms and Conditions	https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/
State of Idaho Standard Terms and Conditions for Cloud services	https://purchasing.idaho.gov/wp-content/uploads/2019/01/Standard-Ts-and-Cs-for-Cloud-services-010819.pdf
State of Idaho Special Terms And Conditions For Customized Software And Related services	https://purchasing.idaho.gov/wp-content/uploads/2019/01/Standard-Ts-and-Cs-for-OnPrem-Software-010819.pdf
Idaho Technology Authority Standards	https://ita.idaho.gov/resources/
Insurance Information	
Insurance Requirements	https://www.boisestate.edu/rmi/forms-listing/
Certificate of Insurance (Example)	https://www.boisestate.edu/rmi/forms-listing/
Boise State University Policy	
Boise State University Policy	https://www.boisestate.edu/policy/
Boise State University Policy #1060 Nondiscrimination and Anti-harassment	https://www.boisestate.edu/policy/governance-legal/non-discrimination-and-anti-harassment-policy/
Boise State University Policy #1070 Equal Opportunity Statement , Veterans' Preference & Affirmative Action	https://www.boisestate.edu/policy/governance-legal/equal-opportunity-statement/
Boise State University Policy #1075 Nondiscrimination on the Basis of Disability	https://www.boisestate.edu/policy/governance-legal/policy-title-nondiscrimination-on-the-basis-of-disability/
Boise State University Policy #1150 HIPAA Hybrid Entity Designation	https://www.boisestate.edu/policy/governance-legal/hipaa-hybrid-entity-designation/
Boise State University Policy #2080 Equal Access for Students with Disabilities	https://www.boisestate.edu/policy/student-affairs/equal-access-for-students-with-disabilities/
Boise State University Policy #7005 Background Verifications	https://www.boisestate.edu/policy/human-resources/background-verifications/
Boise State University Policy #7020 Drug and Alcohol Free Workplace	https://www.boisestate.edu/policy/human-resources/drug-and-alcohol-free-workplace-policy/
Boise State University Policy #8140 Information Technology Accessibility	https://www.boisestate.edu/policy/information-technology/policy-title-information-technology-accessibility/
Boise State University Policy #9110 Smoke and Tobacco Free Campus	https://www.boisestate.edu/policy/facilities-planning-campus-safety/policy-title-smoke-free-campus/
FERPA & corresponding regulations	https://www.boisestate.edu/registrar/faculty-staff-info/ferpa/
Information Technology Guidelines and Security Requrements	
System Security Encryption Guideline	https://www.boisestate.edu/oit-itgrc/it-guideline-category/system-security-encryption-guideline/
Boise State University Information Technology Policies and Standards	https://www.boisestate.edu/oit-itgrc/home/it-governance-risk-and-compliance-policies-standards-procedures-and-plans/
Boise State University Information Technology Security Standards	https://www.boisestate.edu/oit-itgrc/it-standards-category/boise-state-university-minimum-security-standards-for-systems/

Federal Information and Regulations	
Americans with Disabilities Act of 1990	https://www.ada.gov/ada_intro.htm
Rehabilitation Act of 1973	https://www.dol.gov/ofccp/regs/compliance/section503.htm
Miscellaneous	
System for Award Management (SAM) list of parties excluded from federal procurement and non-procurement programs, (General service Administration (GSA)	https://www.sam.gov/SAM/
Active Executive Orders:	https://gov.idaho.gov/executive-orders/
Boise State News	https://www.boisestate.edu/about/facts/

Insurance Requirements - Attachment 1	
Commercial General, Professional, Automobile, Workers Comp	
Commercial General, Professional, Automobile, Workers' Comp Insurance found on the Boise State University Office of Risk Management & Insurance web page link found on the Helpful Links Tab of Attachment 1 Offeror Information.	
Cyber Liability:	
Required of all contractors and service providers who install, maintain, service, update, repair and/or program State computers and IT systems and service providers who maintain, update, access, copy or use State medical records, personnel/employment records and/or similar confidential records.	
Information Security/Cyber Liability Insurance written on a "claims-made" basis covering Contractor, its employees, subcontractors and agents for expenses, claims and losses resulting from wrongful acts committed in the performance of, or failure to perform, all services under this Agreement, including, without limitation but are not limited to:	
	Coverage for the University's costs of defending any claims or lawsuits filed because of the contractor's Service failure or security breach; and
	Coverage for all costs of notifying all individuals who have been affected, as well as providing credit monitoring services for the affected individuals after the affected individuals confidential information has been compromised; and
	Coverage for any regulatory fines or penalties that are levied against the University as a result of the Service failure or security breach; and
	Coverage for computer virus liability when a University authorized user's Service is infected by a computer virus from the Contractor's Service; and
	Errors and omissions coverage to cover alleged failures by the Contractor's software and/or Service.
The Contractor shall carry Cyber Liability Insurance with limits no less than the limits listed below that covers all direct and indirect damages suffered by the agency which are caused by the Contractor's Service failure or electronic hacking that results in confidentiality or security breach(es) of the Contractor's Service. The policy coverage shall be primary and non-contributory with any other insurance maintained by the State of Idaho, and shall contain a waiver of subrogation.	
	Minimum Limits:
	Each Occurrence - $2,000,000
	Network Security / Privacy Liability = $2,000,000
	Breach Response / Notification sublimit – A minimum limit of 50% of the policy aggregate.
	Technology Products E&O - $2,000,000 (Only applicable for Offerors supplying technology related services and or products)
	Coverage shall be maintained in effect during the period of the Agreement and for no less than two (2) years after termination / completion of the Agreement.
Certificate of Insurance (Example) linked in Helpful Links Tab of Attachment 1 Offeror Information	

Response Time - Attachment 1

Response Time Commitment Table

Issue Severity	Client Priority Level	Contractor Initial Response Commitment	Client Communications Update Commitment
Critical Issue	Priority 1	30 Elapsed Minutes	Every 2 Elapsed Hours
Serious Issue	Priority 2	2 Business Hours	Every 4 Business Hours
Standard Issue	Priority 3	1 Business Day	Every 5 Business Days
Q&A	Priority 4	1 Business Day	As Appropriate

Business Impact Guidelines Table

Client Priority Level	Business Impact Guidelines
Priority 1	Issue where a supported Covered Product is completely unavailable to users or is working at a severely degraded capacity / performance level for multiple users that makes Covered Product unusable; or Issue has a major impact to external client / customer; or Issue is impacting revenue or time sensitive regulatory compliance AND no acceptable workaround exists.
Priority 2	Issue where a supported Covered Product's functionality has become limited or is working at marginally degraded capacity or performance for multiple users AND no acceptable workaround exists; or Issue where a Covered Product component is unavailable or is working at a severely degraded capacity / performance AND an acceptable workaround exists.
Priority 3	Issue where a single user is unable to use a Covered Product or a component of a Covered Product that is necessary for the user to perform their primary work activities; or Issue that is not critical is encountered with the Covered Product that leads to a minimal loss of functionality, capacity or performance; or A feature is unavailable where another can be readily used (i.e., routing to a different printer).
Priority 4	General request for information or "how to" (Q&A); or Report of event not causing impact to work operation or production.

Support must be provided by fluent, English-speaking call center employees.

Current Campus Envrionment - Attachment 1

Note: If a cell is blank or populated with a " - ", either it is not applicable or the University does not have that information.

Campus Department	Transaction Type	Point of Sale	Integrated Systems	Interface	Gateway	Processor	Estimated Annual Transaction Amount	Estimated Annual Transaction Count
Athletics	Card Present, Card Not Present		Archtics	Gateway API	Ticketmaster	Heartland	$11,961.00	862
Bronco Shop	Card Present, E-Commerce	PrismRBS	PrismRBS	Gateway API	Shift4	Heartland	$5,213,993.16	85030
Campus Recreation	Card Present, E-Commerce	InnoSoft Canada Inc (Fusion)	InnoSoft Canada Inc (Fusion)	Gateway API	Freedom Pay	Heartland	$386,658.91	9684
Athletics ExtraMile Arena Morrison Center	E-Commerce		Host	Gateway API	Ticketmaster	Paymentech	$31,461,387.58	-
Public Safety - Parking Meters	Unattended Card Present	IPS		Gateway API	Montera	Wells Fargo	$27,302.03	-
Public Safety - Parking Kiosks	Unattended Card Present	Digital Iris		Gateway API	authorize.net	Wells Fargo	-	-
Student Financial Services	E-Commerce	PeopleSoft		Paypath	Touchnet	Heartland	$20,837,574.06	19063
Admissions	E-Commerce		Technolutions (Slate)	Touchnet Ready Partners - UPay	Touchnet	Heartland	$458,200.00	5046
BSPR	E-Commerce		IATS System	Touchnet Ready Partners - UPay	Touchnet	Heartland	$883,767.00	-
New Student Programs	E-Commerce			Touchnet Ready Partners - UPay	Touchnet	Heartland	$191,899.80	2245
Public Safety - Parking RBS	E-Commerce		NuPark Inc	Touchnet Ready Partners - UPay	Touchnet	Heartland	$720,058.68	6286
Testing Center	E-Commerce		RegisterBlast	Touchnet Ready Partners - UPay	Touchnet	Heartland	$2,065.00	94
University Housing	E-Commerce	The Housing Director	Adirondack Solution	Touchnet Ready Partners - UPay	Touchnet	Heartland	-	-
Center For Professional Development	E-Commerce		ACEware Systems, Inc.	Touchnet Ready Partners - UPay	Touchnet	Heartland	-	-
Treasury University Health Services	Card Present, E-Commerce	CC Terminal Only		UStore	Touchnet	Heartland	$5,632,439.85	54291
Accounts Receivable Children's Center College of Business & Economics Morrison Center Music Department Student Financial Services Theatre Arts	E-Commerce			UStore	Touchnet	Heartland	$1,398,349.51	3051
Albertsons Library Athletics E-Sports	Card Present				CC Terminal Only	Heartland	$44,779.37	1572
ExtraMile Arena	Card Present	AtVenu			AtVenu	Stripe	-	-
Public Safety - Cycle Learning Center	Card Present	Lightspeed			CC Terminal Only	Heartland	$54,493.82	539
Info Desk	Card Present	Oracle Simphony			CC Terminal Only	Heartland	$149,536.22	1445
Games Center	Card Present	Qubica Conqueror			CC Terminal Only	Heartland	$49,624.99	4977
Public Safety - Parking Mobile Payments	Mobile Payment	Park Mobile					-	-
TechHelp	E-Commerce		LearningCart	Touchnet Ready Partners - UPay	Touchnet	Heartland		
OIT	E-Commerce		Pharos	Touchnet Ready Partners - UPay	Touchnet	Heartland	-	-
Learning Technology Solutions	E-Commerce		Canvas LMS	Touchnet Ready Partners - UPay	Touchnet	Heartland	-	-

Offeror Questions - Attachment #2

INSTRUCTIONS:

Do not identify your name or your company's name or product names of intellectual property in your questions.
The following instructions MUST be followed when submitting questions.

1. Questions must be received by the Deadline to Receive Questions noted in Section 1.1 of the RFP or will be rejected and not considered.
2. DO NOT CHANGE THE FORMAT OR FONT. Do not bold your questions or change the color of the font.
3. Enter the RFP section number that the question is for in the "RFP Section" field (column B). If the question is a general question not related to a specific section, enter "General" in column B. If the question is in regards to a Term and Condition, state the clause number in column B. If the question is in regard to an attachment, enter the attachment identifier (example "Attachment A") in the "RFP Section" (column B), and the attachment page number in the "RFP page" field (column C).
4. Do not enter text in column E (Response). This is for the University's use only.
5. Once completed, this form is to be emailed per the instructions in the RFP. The **email subject line is to state the RFP number followed by "Questions."**

Question #	RFP Section	RFP Page	Question from Offeror	University Response
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
(Add rows as necessary)				

Business Information - Attachment 3			
Section #	**Eval Code**	**Specification**	**Offeror Response**
6.1	ME	Describe in detail your knowledge and experience in providing Services similar to those required in this RFP. Include business history, description of current service area, and customer base. Specifically, include experience in other universities or higher education institutes or similar organization within the last three (3) years.	
6.1	ME	Provide information about the number of Service deployments that your company has implemented at universities or higher education institutions (preferred) or other similar organizations, how long those Services have been in use, and what percentage of your business higher education constitutes.	
6.2	ME	Describe your qualifications for successfully completing the requirements of the RFP.	
6.2.1	ME	**Staffing Plan** - Provide a detailed staffing plan with a chart showing all technical and functional roles that you will provide to carry out the work of the ensuing Contract. Provide a plan of technical and functional roles and an estimate of total hours that need to be provided by Boise State. Explain how the workflow will occur using the staffing plan based on the requirements of this RFP.	
6.2.2	ME	**Escalation Plan** - Provide an Escalation Plan describing the response time and escalation procedure. The Escalation Plan must provide the contact information of the personnel who will handle the escalation process for the resulting Contract. Upon award, the University may require an Escalation plan including name, title/position, contact phone, fax and email.	
6.2.3	ME	**Project Management Plan** - Provide a Project Management Plan and Project Schedule that includes criteria listed in Section 5.7, Project Management Plan. Ability to deliver and complete installation as requested will likely be a component of the award.	
6.3		**References** - Provide company name, contact name, email and phone number for three (3) professional references from Universities (preferred) or companies who are using or have similarly used your proposed Service. (Reference #1)	
6.3		**References** - Provide company name, contact name, email and phone number for three (3) professional references from Universities (preferred) or companies who are using or have similarly used your proposed Service. (Reference #2)	
6.3		**References** - Provide company name, contact name, email and phone number for three (3) professional references from Universities (preferred) or companies who are using or have similarly used your proposed Service. (Reference #3)	

Submission Requirements & Certifications - Attachment 3

RFP Section	Requirement	Yes / Confirm	No / Disagree	Comments or requested Information (like "attached," "included," "Not Applicable," etc.)
	Submission Requirements:			
3.8	Complete and return all information as specified in this **Submission Requirements & Certifications** Tab of Attachment 3 Solicitation Response			
3.3	Submit one ~~original (hard copy), unaltered~~ **Signature Page** Tab of Attachment 3 Solicitation Response ~~(containing wet signature)~~ University has approved Docusign, AdobeSign and SignNow. Any other requested electronic signature service/method must be approved by the University.			
3.4	Submit ~~4~~ an Electronic cop~~ies~~ of **SOW-Student Payables** Tab of Attachment 3 Solicitation Response AND/OR ~~4 copies~~ an electronic copy of **SOW-Merchant Services** Tab of Attachment 3 Solicitation Response (Offeror can propose on either or both of these SOWs.) Due to the risk of transmission of COVID-19 during the pandemic, and lacking a formal Electronic Bid system, University will accept electronic responses SUBMITTED TO: solicitationresponses@boisestate.edu, a confidential, reserved address for bid/quotes/proposal submittals only.			
3.5	Complete and submit one (1) **Cost Sheet** of Attachment 4 Offeror Response			
3.6	Proposal separated, sealed and identified in 2 distinct attachments ~~sections or envelopes~~: 1) SOW-(Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation Response and 2) Cost Sheet Tab of Attachment 4 Offeror Response			
3.7, 3.12	Submit ~~**USB Device** attached to SOW (Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation~~ an Electronic Response including: Attachment 3 Offeror Response & Attachment 4 Cost Sheet in required format~~, with identical content as manually submitted Offer~~. -Word or Excel format required (Except as allowed in Questions and Answers). -Must not be password protected or locked in any way. -Electronic file name of the redacted version must contain the word "redacted." -If there is no redacted version of the response, note that in the comments section here.			
3.10	Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Return this amendment with your response.			
6	Use the **Business Information** Tab of Attachment 3 Solicitation Response to provide information about Experience, Qualifications & References			
1.1, 3.1, 3.2	Proposal submitted and received per RFP requirements			
	Business Information			

Submission Requirements & Certifications - Attachment 3

RFP Section	Requirement	Yes / Confirm	No / Disagree	Comments or requested Information (like "attached," "included," "Not Applicable," etc.)
N/A	Offeror's corporate or other legal entity status. (Corporation, Limited Liability Corporation (LLC), Limited Liability Partnership, Sole Proprietorship , Other (specify))			
N/A	Offeror's Tax Identification Number (EIN)			
N/A	Offeror is a legal entity with the legal right to contract			
N/A	Offeror accepts and complies with the RFP requirements and attachments, as may be amended.			
N/A	Offeror is in compliance with affirmative action and equal employment regulations			
N/A	The Proposal was arrived at independently by the Offeror without collusion, consultation, communication or agreement with any other Offeror as to any matter concerning pricing.			
N/A	Offeror has not employed any company or person other than a bone fide employee working solely for the Offeror or a company regularly employed as its marketing agent, to solicit or secure this Contract, and that it has not paid or agreed to pay any company or person, other than a bone fide employee working solely for the Offeror or a company regularly employed by the Offeror as its marketing agent, any fee, commission, percentage, brokerage fee, gifts, or any other consideration contingent upon or resulting from the award of the Contract. Offeror understands and agrees that for breach or violation of this section, the University has the right to annul the Contract without liability or, in its discretion, deduct from the Contract price the amount of any such fee, commision, percentage, brokerage fee, gift or contingency.			
N/A	In the Comments secton, list of Firm(s) and/or staff names responsible for writing the Proposal			
N/A	Offeror is not currently suspended, debarred, or otherwise excluded from federal or state procurement and non-procurement programs. Note: Vendor information is available at https://sam.gov.			
N/A	Offeror certifies that the Proposal will be firm and binidng for the term of Validity of Proposal, as stated in Section1.1			
3.1	Offeror has acknowledged each amendment on the University-provided amendment acknolwedgement form.			
3.9	Offeror has included all documents/agreements that Offeror proposes to have incorporated into the Contract, including proposed modifications to Terms and Conditions reserved for further negotiations per RFP Section 2.6. If NO ADDITIONAL DOCUMENTS are proposed, PLEASE NOTE that in comments section here.			
3.11	Offeror acknowledges that all or most of their response will be a public record subject to disclousre pursuant to Idaho's Public Records Law, Idaho Code Sectios 74-101 through 74-126			
3.12.1	Offeror has specifically identified the precise information contained within each page marked exempt.			
3.12.2	Offer has provided a "List of Redacted Exempt Information."			
3.12.3	Offeror will indemnify and defend Universtiy against all liability for honoring a designation of exempt or for Offeror's failure to designate individual documents exempt.			
3.12.4	If there is no redacted information, note that in Comments section.			

Submission Requirements & Certifications - Attachment 3

RFP Section	Requirement	Yes / Confirm	No / Disagree	Comments or requested Information (like "attached," "included," "Not Applicable," etc.)
3.13	Offeror will carry, for the life of the Contact, the types and limits of insurance required in the RFP.			
3.13	Contractor will provide a Certificate of Insurance prior to Contract signing.			
	Security and Other Requirements and Reporting:			
Contractor will provide SOCI and II reports upon award and annually upon contract anniversary date for Internal Audit review.				
Contractor must disclose material breaches for the rolling, preceding 36 months.				
Contractor will provide annual reporting attestations meeting current PCI compliance standards Technology perspective.				
Contractor must use PCI SCC approved PIN Transaction devices				
All Transactions must be Tokenization				
Contractor will provide Point-to-Point (P2PE) encryption leveraging tokenization.				
Contractor must provide interchange adjustments when they occur and report current information to the University least annually.				
Provide direct contact to a single point of contact Customer Service/Relationship Manager who can escalate issues as needed;				
Provide evidence of certifications, permits and licenses required to provide products and services as requested in this RFP. Provide updated certifications, permits and licenses to University as it occurs, or at least annually, whichever is more frequent. Specifically: Information Security Certificates, Customer Privacy, Demonstration of Financial Controls (SSAE-18/SOC) and an explanations of information sharing.				

Scope of Work - Merchant Services - Attachment 3			
Eval Code	Spec #	**Description**	**Offeror Response**
	1	**Merchant Credit Card Processing Capabilities**	
ME	1.1	Describe your company's authorization method, list and describe alternative authorization methods.	
ME	1.2	What authorization methods do you support, and which do you recommend for each processing channel?	
E	1.3	Describe the procedures to reverse an incorrect authorization?	
E	1.4	Describe the monitoring and notification process if a transmission fails.	
E	1.5	Outline the security measures in place for the protection of data transmitted for processing.	
E	1.6	What are your daily workflow deadlines and when are funds credited to a merchant's account?	
E	1.7	Describe how gross settlements can be credited to the bank account daily.	
E	1.8	Can you provide next day settlement for Visa, MasterCard, AMEX and Discover Card network transactions? If not, what settlement schedules do you offer for each network? What factors will you consider in order to provide a more favorable schedule?	
E	1.9	What is the latest time that sales transactions can be transmitted to meet these settlement times?	
E	1.10	Discuss in detail how settlement is made by your organization. Is settlement made by direct account credit, ACH or Fedwire?	
E	1.11	Please describe how settlement amounts will be listed on the bank statement. Will they appear as one lump sum (meaning one amount for Visa, MasterCard, and Discover Card, one amount for American Express)?	
E	1.12	Describe how you support BIN (Bank Information Number) file management to differentiate between debit card and credit card transactions.	
E	1.13	Do you support Low Cost Routing and / or Pinless Debit transactions? If so, please explain in detail including if 100% of revenue savings is provided to the University. Also list any negotiated rebates or special pricing.	
E	1.14	Describe in detail the process you use to ensure that transactions qualify for the lowest interchange category.	
E	1.15	Describe how your merchant credit card processing system identifies and eliminates duplicate transactions.	
E	1.16	Describe in detail the procedures to correct duplicate transactions.	
E	1.17	Are there limitations on the number of files/transactions: Number of transactions contained in a batch? Number of files transmitted daily? Please discuss limits.	
E	1.18	Please describe your Chargeback process in detail. Are credit card chargebacks or other debit adjustments netted from daily proceeds, or are they debited separately?	
E	1.19	The System must maintain an exceptional uptime rating, excepting routine maintenance downtime. Describe your uptime for the past 12 months. Include the volume of transactions and customers supported and the number of errors in your uptime. Discuss number of transactions at peak volume and peak-volume-related errors. Describe how your company handles an unexpected downtime.	
M	1.20	Provide web-based usage, real-time reporting, and setup.	
	2	**Integration**	
E	2.1	Service should be able to integrate with platforms shown on the Current Campus Environment Tab of Attachment 1 Offeror Information. Please describe which platforms your service integrates with and how. Please discuss any plans for future integrations with any of these platforms.	
E	2.2	Describe how your Service reduces duplicate data entry Oracle Financial Cloud.	
ME	2.3	Describe how your Service integrates with systems other than PeopleSoft Campus Solutions.	
	3	**Payment Card Industry Data Security Standards & University IT Requirements**	

Scope of Work - Merchant Services - Attachment 3

Eval Code	Spec #	Description	Offeror Response
M	3.1	Proposers must demonstrate that the Service proposed for the Student Payables and/or Merchant Services adhere to the Boise State University Information Technology Policies and Standards and Boise State University Information Technology Security Standards linked on the Helpful Links Tab of Attachment 1 Offeror Information	
M	3.2	System must be Vendor hosted - no credit card information will be stored on any University system;	
M	3.3	The data centers must reside within the lower 48 states.	
M	3.4	If through a third party, please identify and confirm the third party meets US regulatory requirements as well as any and all costs associated with using the service.	
M	3.5	Offeror must use PCI SCC approved PIN transaction devices.	
M	3.6	Offeror must use Point to Point (P2PE) encryption leveraging tokenization for all transactions.	
ME	3.7	Regarding transaction tokenization, describe in detail your solution, third-party token service providers, and your policy should the university later need to deconvert.	
ME	3.8	Describe your support for Point-to-Point-Encryption (P2PE) and list which of your solutions are included in such certification.	
ME	3.9	Describe your PCI-DSS compliance status and program including costs to the University.	
M	3.10	Service must provide single sign-on (SSO) via SAML2 or OpenID Connect.	
ME	3.11	Describe your ability to meet the single sign-on (SSO) via SAML2 or OpenID Connect requirements.	
ME	3.12	Offeror must complete a Voluntary Product Accessibility Template (VPAT) to describe the accessibility of their Service. Complete and return either the Section 508 VPAT or Boise State's VPAT form attached as Voluntary Product Accessibility Template of Attachment 3 Solicitation Response. Offeror must be in complete compliance with Section 508 Amendment to the Rehabilitation Act of 1973.	
E	3.13	Describe your Service's accessibility on both the front end as well as the back end, including discussion on if your Service meets the current version of WCAG 2.0 AA standards.	
M	3.14	Offeror must provide detailed reference documentation for both their native libraries (C#, NuGet, etc) and for their API or other integration methodologies.	
M	3.15	University must be able to embed and/or configure Offeror's platform into other applications;	
M	3.16	Provide a University-accessible, non-production, test environment identical to the production environment to validate and test code or integration changes.	
ME	3.17	What is the name of the Qualified Security Assessor and / or program you utilize to manage our levels of compliance?	
E	3.18	Describe how you maintain your compliance with the PCI standards.	
ME	3.19	Do you charge additional non-compliance fees beyond those imposed by the card-brands? Please describe	
M	3.20	Is your organization and all of your contractors, subcontractors and third-party processors, in compliance with all applicable PCI DSS standards? Have you been certified as compliant by a qualified third-party assessor? Please name the assessor.	
ME	3.21	Describe the security measures used to prevent unauthorized user access to the system or data. If applicable, please indicate if there has ever been a compromise to any credit card systems or application through a security breach. If yes, explain the process your company took to notify customers, the steps taken to protect the customer's data and the safeguards put in place to prevent it in the future.	
E	3.22	Explain your role in supporting merchant PCI compliance and how you help a merchant like the university maintain its compliance.	
E	3.23	If you support P2PE, is your solution listed with the PCI-DSS Security Standards Council? Would your solution provide the university additional safe-harbor protection? Please describe.	
M	3.24	Provide direct contact to a single point of contact Customer Service/Relationship Manager who can escalate issues as needed;	

Scope of Work - Merchant Services - Attachment 3			
Eval Code	Spec #	**Description**	**Offeror Response**
ME	3.25	Describe and provide evidence of certifications, permits and licenses as appropriate to provide products and services as required. Specifically discuss Information Security Certificates, Customer Privacy, Demonstration of Financial Controls (SSAE-18/SOC) and an explanation of information sharing.	
	4	**Statutory/Regulatory or Card Association Rules**	
E	4.1	Do you foresee any statutory, regulatory or card association rule modifications that will change the merchant credit card processing industry?	
E	4.2	What is your firm's approach on providing input into policy rules or regulatory changes related to credit and debit cards? What have been the results of your activity?	
ME	4.3	How are bi-annual Interchange adjustments communicated?	
ME	4.4	Describe in detail your university convenience fee pricing model and how it is compliant with card-brand rules and regulations.	
	5	**Online Information Reporting Services**	
ME	5.1	Provide samples of frequently used reports and suggested business use.	
ME	5.2	Describe the Service's ability to allow users to run ad hoc reports.	
E	5.3	Discuss the availability of reports or other information via the Internet, PC access, or other online method.	
E	5.4	Define the download capabilities, level of customization, and drill down capabilities available on online reporting and reports. Describe the daily and/or monthly reconciliation reports available to the merchant and provide sample reports. The following categories must be defined: -standard reports (transaction reports, funding reports, etc.) -special reporting capabilities -level of detail available -retrieval capabilities -imaging capabilities -reporting frequency	
E	5.5	Describe how multiple merchant numbers are reported and the flexibility afforded the merchant for customizing the reports. Can the merchant "roll up" specific groups for reporting independent of other groups?	
E	5.6	Describe how the reports encompass/include AMEX and Discover transactions for reconciliation and research purposes.	
E	5.7	Describe in detail your firm's ability to provide a download of historical information regarding transactions, refunds, and chargebacks maintained in a database for access by the merchant. How many buisness days is the transaction data stored? What access method is available?	
E	5.8	Describe your capability to store and retrieve transaction information, including signatures for bank card transactions and non-bank card transactions. Describe how your system will enable the University to retrieve and receive this information online.	
E	5.9	Describe your company's capability to track credit card transactions for each business unit, creating an audit trail to be used by system administrators or supervisors.	
	6	**Card Acceptance/Interface Processing**	
ME	6.1	Describe the hardware necessary for acceptance of credit and debit cards (a) with card present and (b) card not present, (c) using an IVR application, (d) via eCommerce (internet), and (e) pin-based debit (f) unattended card present transactions	
ME	6.2	Does the firm provide the equipment on a lease or purchase basis? Do you offer an equipment maintenance plan? Do you offer an extended warrarty and at what terms? Please describe.	
ME	6.3	Describe in detail how your firm can process transactions from various gateways. Provide a list of all payment gateways supported and address all fees for setup, monthly recurring charges and per transaction fees on the Cost Sheet Tab of Attachment 4 Offeror Response.	

Scope of Work - Merchant Services - Attachment 3			
Eval Code	Spec #	**Description**	**Offeror Response**
	7	**Third-Party Payments**	
ME	7.1	Explain your company's role; are you an acquirer, processor, other? If you rely on third parties to process your merchant credit card transactions explain and provide the years of service you have been doing business with them and describe your relationship with your third party processor.	
E	7.2	Describe in detail how your services are integrated to/with third party software, websites and gateways?	
E	7.3	Identify your payment gateway provider and the number of years you have had a relationship with them	
ME	7.4	Describe the process to add additional third-party gateways.	
ME	7.5	Is your online information reporting system owned and operated internally or is the system outsourced through a third party? If through a third party, please identify the third party including any and all costs. Are improvements and changes to the service controlled by the bank or a third party?	
	8	**Implementation**	
ME	8.1	Describe the expected timelines; University resource requirements, information and/or data required from the University; and any on-premise activities required, for the implementation phase of the project.	
ME	8.2	Describe any on-site installation/implementation/integration requirements and/or resources that the University will be required to provide. ~~and provide related documentation (administrator guide, technical specifications, information on the web, etc.)~~	
E	8.3	Describe common challenges with implementation, integration, and start up (and also during normal operations) that your company has encountered at universities and what your company has done to help alleviate these challenges.	
E	8.4	Based on the Scope of Work detailed in this RFP, identify any risks or constraints that you will need to address prior to or during the performance of the Work; as well as a description of how you will address each one. For example an incomplete Scope of Work can be both a risk and a constraint. How would you mitigate, or overcome, this?	
E	8.5	Describe any other best practices or tips-and-tricks that your company has discovered, specific to implementation and use at universities/institutes of higher education, that may not have been addressed, but that might be useful to Boise State as a credit card processing service is selected and implemented.	
	9	**Support and Training**	
ME	9.1	Describe deliverables, options, and costs for full end-user administrator documentation, help, FAQ, knowledge base, how to, etc for the Service. Is a web-based User Guide available to users at any time? Is there an online training available to future administrators and users at no additional charge?	
ME	9.2	Describe deliverables, options, and costs for instructor-led training post implementation. These training costs must be shown in the "Instructor Led Adminstrator Training" section of the Cost Sheet Tab of Attachment 4 Offeror Response Cost Sheet.	
ME	9.3	Significant System changes must be communicated with enough time to allow for sufficient time for System testing. Describe how and when you provide release notes prior to any version updates.	
E	9.4	Describe ongoing maintenance and testing procedures for your Service.	
E	9.5	Describe how new features are added to your Service.	
E	9.6	Describe the roles and responsibilities and general requirements for Boise State to support your Service post-implementation.	
ME	9.7	Boise State prefers to receive support to the standards listed in the Response Time Tab of Attachment 1 Offeror Information. Describe your ability to meet these support requirements. If Offeror cannot meet these support standards, please describe the support standards University can expect.	
	10	**Alternative Payment Services**	
E	10.1	Discuss optional and alternative payment services that you believe may help the university expand merchant credit card payment options.	
E	10.2	Discuss your experience with mobile payment platforms.	

Scope of Work - Merchant Services - Attachment 3			
Eval Code	Spec #	**Description**	**Offeror Response**
ME	10.3	Please provide program details and options around Contactless Payment Cards/Wallet Solutions i.e. MasterCard PayPass and Apple Pay, Samsung Pay, etc. Please discuss processing and hardware, and upcoming in development.	
E	10.4	Describe any marketing and promotion campaigns to increase adoption of merchant credit card payments and how those would benefit the University.	
E	10.5	A link to a listing of the University's merchant locations is provided on Current Campus Environment Tab of Attachment 1 Offeror Information. Based upon this listing as well as other details provided in this RFP, discuss any recommendations you would have for the University regarding its current merchant structure, equipment/software utilized, or products.	
	11	**Preferred Optional Items / Other Capabilities & Future Enhancements**	
E	11.1	Provide a brief description of other products or services not specifically detailed or requested in this document that you feel are or may become relevant to Boise State. Discuss additional costs or technical requirements associated with these features.	
E	11.2	Provide a brief overview of the general direction of your development focus over the next several years and how you feel that will impact the University's capabilities and experience. Include your current company roadmap including products in development.	
E	11.3	Does your company have a way/would your company allow University staff to access a test/demo environment for hands-on experience with the Service prior to a Contract being awarded? If so, please describe. If available, the University may request access to the test/demo environment as part of the evaluation process.	
	12	**Centralized Online Storefronts (Electronic-Store)**	
E	12.1	Describe, in detail, how the System provides for a centralized storefront application with consolidated payments into a secure and PCI/PA-DSS certified (PeopleSoft) system.	
E	12.2	Describe how the System allows for multiple merchants/campus departments to operate and run stores and accept payments. University campus department examples would include Parking, Alumni, Clubs, Athletics, Continuing Education, etc.	
E	12.3	Describe how the System allows for the consolidation of the stores into an online mall, as well as free-standing stores that are not part of the consolidated mall.	
E	12.4	Describe how the System tracks tax payments.	
E	12.5	Describe, in detail, how the System is customizable for the campus departments. Provide examples of other client implementations.	
E	12.6	Describe the capabilities provided for the e-Store, including product or service pages, shopping cart, checkout page and order status information.	
E	12.7	Describe availabe functionality related to recurring payments or payment plans.	
E	12.8	Describe electronic communication provided back to purchasers.	
E	12.9	Describe administrative functionality available to the campus departments and to the centralized department managing e-Stores.	
E	12.10	Describe how security is set up and managed.	
E	12.11	Describe, in detail, how an e-Store is deployed. What training is required for the campus department?	
E	12.12	Describe how the e-Store is fully integrated with the General Ledger module of Oracle.	
E	12.13	Describe how transaction details are sent to the General Ledger module of Oracle.	
E	12.14	Describe how the System allows users the ability to store payment profiles for future payments and for any established payment plans.	
E	12.15	Describe how receipts are provided to payers.	
E	12.16	Describe how specified payments (one item) are allowed by the System and selected by the payer.	

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
	1	**Mandatory Requirements - By submitting a proposal, the vendor certifies that its company meets all of the following mandatory requirements:**	
M	1.1	Proposers must demonstrate that the Service proposed for the Student Payables and/or Merchant Services adhere to the Boise State University Information Technology Policies and Standards and Boise State University Information Technology Security Standards linked on the Helpful Links Tab of Attachment 1 Offeror Information	
M	1.2	Be a turnkey installation with configuration and support;	
M	1.3	The propsed system must be configurable and efficient to implement without placing an undue demand on University resources.	
M	1.4	Integrate in real time with Oracle/PeopleSoft Campus Solutions Version 9.2 and future upgrades;	
M	1.5	Provide reconciliation capabilities for transaction activity;	
M	1.6	Be PCI DSS Level 1 compliant;	
M	1.7	Offeror must use PCI SCC approved PIN transaction devices.	
M	1.8	Offeror must use Point to Point (P2PE) encryption leveraging tokenization for all transactions.	
M	1.9	Be scalable to incorporate future system expansion;	
M	1.10	Generate daily ACH files for delivery to JP Morgan Chase and facilitate the verificaiton of accounts debits as required by the NACHA WEB debit Account Validation Rule.	
M	1.11	Provide a central payment gateway capable of real time processing of campus-wide payments, including transactions made by electronic checks, credit cards and debit cards as well as bank wires;	
M	1.12	Be able to process refunds back to the orignal credit card used and have the ability to remove an electronic check before it goes to the bank each night;	
M	1.13	Offeror must provide detailed reference documentation for both their native libraries (C#, NuGet, etc) and for their API or other integration methodologies.	
M	1.14	University must be able to embed and/or configure Offeror's platform into other applications;	
M	1.15	Provide web-based usage, real-time reporting, and setup.	
M	1.16	Provide a University-accessible, non-production, test environment identical to the production environment to validate and test code or integration changes.	
M	1.17	Be a Vendor hosted system - no credit card information will be stored on any University system;	
	1.18	Offeror must provide customer service on a 24x7 schedule including holidays.	
M	1.19	Provide direct contact to a single point of contact Customer Service/Relationship Manager who can escalate issues as needed;	
M	1.20	Provide direct contact to a single point of contact Technical Contact/Customer Service/Relationship Manager who can assist with identifying additional enhancements or functionality that will improve customer service offered by Boise State;	
M	1.21	Provide annual updates via in-person or webinar meetings to discuss University utilization of the System and offer any recommendations for improvements.	
M	1.22	Vendor's system and/or any third party processors must be compliant with all electronic payment processing and data security guidelines and regulations as follows:	
M	1.23	Must be in compliance with FERPA (Federal Educational Rights Protection Act).	
M	1.24	Must be compliant with Gramm-Leach-Bliley Act (GLB).	
M	1.25	Must meet Americans with Disabilities Act (ADA) standards.	
M	1.26	Must be compliant with NACHA rules compliant for ACH processing.	
M	1.27	All data transferred and/or stored and/or attached (email) must be encrypted.	
M	1.28	The data centers must reside within the lower 48 states.	
M	1.29	If processing payments through a third party, please identify and confirm the third party meets US regulatory requirements ~~as well as any and all costs associated with using the service~~.	
	2	**Documentation Requirements**	
ME	2.1	Provide a copy of the Offeror's latest audited financial statements.	

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
ME	2.2	Provide comprehensive electronic versions of technical documentation describing API's and/or other integration technology and how they interact with various technologies.	
ME	2.3	Provide a sample of the Offeror's Disaster Recovery/Business Continuity plan.	
ME	2.4	Offeror must complete a Voluntary Product Accessibility Template (VPAT) to describe the accessibility of their Service. Complete and return either the Section 508 VPAT or Boise State's VPAT form attached as Voluntary Product Accessibility Template of Attachment 3 Solicitation Response. Offeror must be in complete compliance with Section 508 Amendment to the Rehabilitation Act of 1973.	
	3	**System Integration Requirements**	
M	3.1	Service must be able to intrgrate with CS-Peoplesoft Software (Version 9.2 and any future releases.)	
ME	3.2	Describe the technologies used to integrate the Service with PeopleSoft.	
E	3.3	Please state the number of PeopleSoft Campus Solutions integrations your company has done with your Service.	
ME	3.4	The System must provide real-time account detail and balance information from the University CS-PeopleSoft software (Version 9.2 and any future releases). Describe in detail how that information is provided in real-time.	
ME	3.5	The System must post payment transactions to the University CS-PeopleSoft software (Version 9.2 and any future releases) in real-time. Describe in detail how payments collected and processed through the System are posted to our ERP system. Describe how the System allocates payments.	
E	3.6	Describe how the System handles multiple semesters/terms open for payment at one time. Describe how payments are allowed on past balances.	
E	3.7	Describe how your Service integrates with systems other than PeopleSoft Campus Solutions.	
	3.8	Describe how your Service reduces duplicate data entry.	
ME	3.9	Are there limitations on the number of Files/transactions: Contained in a batch? Transmitted Daily? Please discuss limits.	
	4	**Security Requirements**	
E	4.1	Describe how the System provides a robust and fine-grained security architecture that manages system access for update and viewing, reporting and general system management. Describe in detail how this is setup.	
E	4.2	Describe the process of installing software components behind University institution firewalls	
E	4.3	Describe how data is transmitted over the network segment.	
ME	4.4	System must be encrypted in accordance with the University "System Security Encryption Guideline" linked the in Helpful Links Tab of Attachment 1 Offeror Information. Describe the encryption process for transmissions.	
ME	4.5	Describe how the System security is setup, managed and maintained, including tokenization and encryption capabilities.	
ME	4.6	Describe how the System is capable of independent operation off-line from the server and/or host.	
ME	4.7	Describe the tools available to assist University institution System administrators to track student and authorized payer usage of the System, including all functionality.	
E	4.8	Describe the data backup and recovery mechanisms in place for the System.	
ME	4.9	Describe how customer data is archived so that transactional information can be readily available for inquiry, reporting and auditing purposes.	
ME	4.10	Describe the overall security of the System and all relevant certificates or other credentials that would assist in assessing the protection of sensitive data that would be processed.	
E	4.11	The System must maintain an exceptional uptime rating, excepting routine maintenance downtime. Describe your uptime for the past 12 months. Include the volume of transactions and customers supported and the number of errors in your uptime. Discuss number of transactions at peak volume and peak-volume-related errors. Describe how your company handles an unexpected downtime.	

Scope of Work-Student Payables - Attachment 3				
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ME	4.12	Describe and provide evidence of certifications, permits and licenses as appropriate to provide products and services as required. Specifically discuss Information Security Certificates, Customer Privacy, Demonstration of Financial Controls (SSAE-18/SOC) and an explanation of information sharing.		
	5	**User Authentication Requirements**		
ME	5.1	The System should provide secure, seamless integration that does not require a user who already has University institution credentials to establish a new set of credentials on the System. Describe how students are authenticated by the System.		
M	5.2	Service must provide single sign-on (SSO) via SAML2 or OpenID Connect.		
ME	5.3	Describe your ability to meet the single sign-on (SSO) via SAML2 or OpenID Connect requirements.		
ME	5.4	Third-party identities must be uniquely authenticated, and the third-party payer must not be required to know the password associated with the student account for payment. Describe these System capabilities.		
	6	**Credit Card and Debit Card Processing**		
ME	6.1	The System must accept credit card and debit card (referred to as credit card) payments for students and departmental customers and must have the ability to accept all major credit cards (i.e. Visa, MasterCard, American Express, Discover) as specified by the University. Describe how the System supports these transactions along with any newer methods (ie: Apple Pay, Paypal).		
ME	6.2	Describe the credit card authorization and settlement process.		
ME	6.3	The credit card processing software must be processor independent and work with the existing University credit card processors or future credit card processors. Provide a current list of credit card processors that your solution is certified with for payments.		
ME	6.4	Describe, in detail, how the System can be used to refund, reverse, or void credit card transactions processed through your credit card payment gateway		
ME	6.5	How are refunds, reversals, or voided credit card transactions reported? Are they netted against current day transactions or reported separately? Please describe.		
ME	6.6	Explain in detail how Offeror keeps the University out-of-scope for PCI. Is that via semi-integrated, embedded widget, other?		
	7	**Service Fee Assessment**		
E	7.1	Clarify the 2 ways the payer is notified of service fees/transactions charges: 1) before they actually pay/when they are making payment and 2) post payment on their personal statement. This must not show up as a University Charge. Please provide an example statement showing how this is displayed to the customer.		
E	7.2	Describe how the service fees are processed and how payers are notified of the transaction charge.		
E	7.3	What are the service fees charged to the student? Explain how your costs are calculated.		
E	7.4	To your knowledge, is Interchange and/or assessments 100% accurate with published rates? Please explain.		
	8	**Wire Payments**		
E	8.1	Describe the process for students to pay via bank to bank wire;		
E	8.2	Describe how the System prevents over payments of charges;		
E	8.3	Describe how wire payments are returned to maker should the student withdraw;		
E	8.4	Describe how foreign payments and refunds are processed.		
	9	**Electronic Check (ACH) Processing Requirements**		
ME	9.1	Describe how the system allows for ACH payments.		
ME	9.2	Processes must be NACHA compliant. Does your organization employ Accredited ACH Professionals (AAP)? Please describe how you'll ensure compliance with upcoming NACHA rule changes.		
E	9.3	Describe the System's electronic check authorization and settlement process. What system checks are used to ensure accurate data entry by the payer and to minimize rejects?		
E	9.4	Describe how the System manages ACH payment returns related to NSF's and/or the entry of incorrect bank account information. Describe the process used and the reports that would be available to the University.		

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
~~E~~ ME	9.5	Describe how the System provides real-time verification of routing numbers before payments are processed.	
E	9.6	Describe how the System would provide next day deposit into the University designated bank accounts.	
	10	**Third-Party Payments**	
ME	10.1	Describe how the System can accept third-party payments.	
ME	10.2	Which users will have access to view and pay the student accounts? Describe how this access is granted and how the security is managed.	
E	10.3	What information will the third-party sponsor be able to view regarding the student account?	
E	10.4	Describe how student bill information can be presented to the third-party sponsor.	
E	10.5	Describe how payments are applied to the student accounts.	
E	10.6	Describe the communication provided to the third-party sponsors and the University.	
	11	**Payment Requirements**	
E	11.1	Describe how the System allows students and authorized users the ability to store payment profiles for future payments and for any established payment plans.	
E	11.2	Describe how the System can restrict future payments from students or authorized users if the student has a negative service indicator in PeopleSoft due to NSF transactions.	
E	11.3	Describe how receipts are provided to payers, including students and authorized payers.	
E	11.4	Describe how specified payments (one item) are allowed by the System and selected by the payer.	
	12	**Payment Plan Functionality**	
E	12.1	Describe the payment plan functionality provided.	
E	12.2	Describe the ability for the University to configure payment plans and if it separates QTRE and non-QTRE for 1098t reporting.	
E	12.3	Describe how the System automatically recalculates payment plan installments based on changes in enrollment status or new charges and credits on student accounts. How often does the recalculation run?	
E	12.4	Describe how payment plan charges are posted to the student account.	
E	12.5	Explain the fee structure related to payment plans, both to University and students	
E	12.6	Describe the number of payment plans that can be established by the University.	
E	12.7	Provide examples of payment plans available by the System.	
E	12.8	Describe functionality available for students and/or authorized payers to establish future automated payments. Describe how it works for the different payment methods.	
E	12.9	Describe how payment plan agreements are created, loaded and adjusted by the University.	
E	12.10	Describe the student enrollment process in a tuition/fee payment plan.	
E	12.11	Describe reporting capabilities available for the University related to payment plans, including enrollment reports, revenue reports, delinquency and/or payment plan aging reports, etc.	
E	12.12	Describe how the payment plan functionality fully integrates with Oracle/PeopleSoft Campus Solutions and any cashiering solution available.	
E	12.13	Describe how the System provides payment plan information back to Oracle/PeopleSoft Campus Solutions in real-time.	
	13	**Authorized User Requirements**	
E	13.1	Describe how students are able to provide third-party users (parents, guardians, etc.) access to their account. Is the System's authorized user functionality compliant with FERPA? Can students limit access rights for each authorized user? If so, describe.	
E	13.2	Are authorized users provided separate passwords or must they use their student's ID and password to access billing and account information? Please describe.	
E	13.3	What student account information can be viewed by the authorized users? Describe in detail.	
E	13.4	Can authorized users maintain separate payment methods (credit cards, checking accounts, etc.) from their students? If so, describe.	

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
E	13.5	Can authorized users make payments for more than one student at the same time? If so, describe.	
E	13.6	Are students notified if an authorized user makes a payment on their account? If so, describe.	
	14	**Student Electronic Bill Presentment**	
E	14.1	Describe the process of transmitting and loading billing statements into the billing software.	
E	14.2	Describe the timeline associated with loading billing statements and the availability for student viewing.	
E	14.3	Describe how pdf statements from Oracle/PeopleSoft could be viewed in real-time through the System without loading them to the System.	
E	14.4	Describe any specific file format required for importing billing statements.	
E	14.5	Are different templates able to be used (i.e. Undergraduate, Graduate)? Please describe.	
E	14.6	Can messaging be placed on billing statements? Describe how messaging can be updated and changed.	
	15	**Student Electronic Notifications**	
E	15.1	Describe, in detail, all electronic notification functionality available to students and/or authorized payers.	
E	15.2	Describe how email addresses are loaded and maintained in the electronic billing system.	
E	15.3	Describe how email notifications can be updated and managed by the University.	
E	15.4	Describe email distribution reporting provided to the University associated with successful and failed deliveries.	
E	15.5	Describe functionality available to notify students and authorized payers via text messaging. How are cell phone numbers loaded and maintained in the System? How are changes made?	
	16	**Internet and Mobile Access**	
E	16.1	Describe the web browser compatibility with the System. Describe the versions of each major web browser that is compatible with the System.	
E	16.2	Describe how the System allows for mobile access.	
E	16.3	Describe the mobile devices that can be used to access the System.	
E	16.4	Describe how the System and Offeror comply with the accessibility guidelines of "Section 508 of the United States Rehabilitation Act of 1973" and/or the "Web Content Accessibility guidelines (WCAG) 2.0 AA." (See Helpful Links Tab of Attachment 1 Offeror Information for further information and a link to this Policy.)	
E	16.5	Can students access the payment portal through the institution's mobile app? Please describe	
	17	**Cashiering Functionality**	
E	17.1	Describe an overview of the System functionality for a cashiering solution for student and sponsor receivable payments.	
E	17.2	Describe how the System fully integrates with Oracle/PeopleSoft	
E	17.3	Describe the System's functionality for assigning cashier drawers to employees. What audit information is available?	
E	17.4	Describe the System's ability to track activity by individual employee.	
E	17.5	Describe any cashiering hardware requirements and estimated cost.	
E	17.6	Describe how the System can accept and process non-student payments.	
E	17.7	Describe how targeted debits can be paid. For example, if the student is only wanting to pay a specific charge, how is that completed?	
E	17.8	Describe how the System can process check payments. Can check payments be converted to ACH transactions? If so, what types?	
E	17.9	Describe how the System allows for the ability to view scanned check images.	
E	17.10	Describe the information available on the payment receipt. Can the receipt be configured?	
E	17.11	Can payment receipts be printed to any network printer? Provide details about any limitations.	
E	17.12	Describe if/how payment receipts be sent via email to the student or customer.	
E	17.13	Describe the process for reprinting a receipt.	

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
E	17.14	Describe how campus department deposits can be processed in the System.	
E	17.15	Can departmental deposits be imported from a batch file? Please describe.	
E	17.16	Describe the administrator rights available in the System.	
E	17.17	Describe how security is setup and managed for cashiering.	
	18	**Administrative Tools and Reporting Requirements**	
M	18.1	The System must provide reconciliation reports for both credit/debit card transactions and ACH transactions which include, but are not limited to the following.	
E	18.2	Describe how the System handles pending items. Provide and include samples with the proposal.	
~~E~~ ME	18.3	~~Describe how the System handles batch summary payment types and proof that payments have been successfully transmitted. Provide and include samples with the proposal.~~ System must show proof of payments successfully transmitted to the bank and to PeopleSoft by ID (not by batch summary) to allow line by line reconciliation. Describe how the System handles batch summary payment types and proof that payments have been successfully transmitted. Include samples with the proposal.	
E	18.4	Describe the System's detailed reports to support summary report. Provide samples with the proposal.	
E	18.5	Describe the System's separate listing of returned items. Provide samples with the proposal.	
E	18.6	Describe the System's online, convenient ad hoc reporting capabilities and Functionality available through easy System configuration by the University users. Provide samples with the proposal.	
E	18.7	The System should provide payment capabilities for multiple departments at University whereby departments are restricted to their own data have individual reporting capabilities for their own department. Describe the System capabilities in detail.	
E	18.8	Describe the System's third-party payment reporting tools. Provide samples with the proposal.	
E	18.9	Does the System allow the University to initiate end of day processing independently? Describe how this process integrates with Oracle/PeopleSoft.	
E	18.10	Describe any reporting capabilities internal to your Service, including, but not limited to error reports, audit reports, change reports, etc.	
	19	**System Management Requirements**	
E	19.1	Describe how the System allows for multiple administrative users with specific access rights.	
E	19.2	Describe how new administrative users are created.	
E	19.3	Describe the reporting ability for University institutions to determine when students or authorized payers have last logged in to view student account information or other services.	
E	19.4	Is there a limit to the number of administrative access users at one time? Please describe.	
ME	19.5	The System must allow the University to configure the System to support business needs. Configurable settings should include, but not be limited to the following: -Communication and messaging on electronic bills -Communication and messaging posted on the online payment pages for student and authorized payer payments and other department payments -Bill format -Accepted payment types -Number of times NSF will be allowed -Maximum payment amounts accepted -Ability to not accept payments greater than the amount owed by the student Please describe	
	20	**Software Updates**	
ME	20.1	Significant System changes must be communicated with enough time to allow for sufficient time for System testing. Describe how and when you provide release notes prior to any version updates.	
ME	20.2	Describe how software updates would be communicated to University.	

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
E	20.3	Describe when software updates are released and implemented by Offeror.	
E	20.4	Describe when software updates are scheduled. Normal days, times.	
E	20.5	Describe any deadlines imposed on users for implementing upgrades.	
E	20.6	Describe any downtime that University might expect with the System.	
E	20.7	Describe your uptime for the past 12 months.	
	21	**Implementation and Tranining**	
E	21.1	Describe in detail how the Offeror proposes to meet the implementation date identified in the timeline.	
E	21.2	Describe the personnel resources required from for the University, including technical and functional staff and when during implementation these resources will be needed.	
E	21.3	Describe any information or data required from the University for implementation	
E	21.4	List any third-party transaction processing, pricing or other integrations required to implement your solution.	
E	21.5	Describe any activities where the Contractor will be on-premise during the implementaiton of this project.	
E	21.6	Describe the implementation support provided by the Offeror throughout the implementation and post-implementation.	
E	21.7	Describe the project management approach used by the Offeror.	
E	21.8	Describe the technical support provided during implementation and post-implementation.	
E	21.9	Describe common challenges with implementation, integration and start up (andl also during normal operaitons) that your company has encoutered and what your compnay has done to help alleviate these challenges.	
E	21.10	Describe any other best practices or tips-and-tricks that your company has discovered, specific to implementation and use at universities/institutes of higher education, that may not have been addressed, but that might be useful to Boise State as a credit card processing service is selected and implemented.	
E	21.11	Describe the types of training, education and marketing support provided to the University institution users, students and authorized payers regarding implemented functionality.	
E	21.12	Describe the training plan proposed for University representatives.	
E	21.13	Describe how technical resources are allocated should University have a change in banks or merchant services. Is there an additional cost? Please describe.	
E	21.14	Is System configurable to meet University business practices? Describe the process to request changes and if there are any additional costs.	
E	21.15	Describe deliverables, options, and costs for virtual instructor-led functional user training (approximately 10 users) as well as virtual instructor-led system administrator training for approximately 3-5 users. This training should be offered prior to go-live. These training costs must be shown in the "Training" section of the "Project Cost Breakdown" table in the Cost Proposal.	
E	21.16	Describe deliverables, options for full end-user administrator documentation, help, FAQ, knowledge base, how to, etc for the Service. Is a web-based User Guide available to users at any time? Is there an online training available to future administrators and users at no additional charge?	
	22	**Support**	
ME	22.1	Boise State University prefers to receive support to the standards listed on the Response Time Tab of Attachment 1 Offeror Information. Describe your ability to meet these support requirements. If Offeror cannot meet these support standards, please describe the support standards University can expect.	
ME	22.2	The University will be entitled to receive support twenty-four (24) hours a day, seven (7) days a week (including major holidays) for Critical Issue (P1) cases. Response time commitment for a first live conversation with a Contractor engineer after Client contacts Contractor with a request for support on a Critical Issue case is less than thirty (30) minutes.	
ME	22.3	The University will be entitled to receive support for all other issues during Contractor Business Hours (7:30 AM to 5:00 PM Mountain Time). Response time commitment and communication update intervals for each Issue are detailed in the “Response Time Commitment” Table, below. Business Impact Guidelines for each Client Priority Level are detailed in the “Business Impact Guidelines” Table.	

Scope of Work-Student Payables - Attachment 3			
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ME	22.4	Describe ongoing maintenance and testing procedures for your Service.	
ME	22.5	Describe how new features are added to your Service.	
ME	22.6	Describe the roles and responsibilities and general Full-Time Equivalent (FTE) requirements for Boise State to support your Service post-implementation.	
E	22.7	Describe the online assistance functionality or chat or email functionality provided by the Offeror.	
E	22.8	Describe any customer advisory council that is currently in place.	
E	22.9	Describe any user group and user conference that is currently in place and available. Discuss any related costs.	
	23	**Billing**	
E	23.1	Describe how the University institutions would be billed by the Offeror.	
E	23.2	Provide examples of billing formats.	
	24	**Preferred Optional Items / Other Capabilities & Future**	
E	24.1	Boise State University is interested in learning about industry best practices for implementation and use of your Service, and how other institutes of higher education utilize Credit Card Processing Services to meet their business needs. Please discuss.	
E	24.2	Provide a brief description of other products or services not specifically detailed or requested in this document that you feel are or may become relevant to Boise State. Discuss additional costs or technical requirements associated with these features.	
E	24.3	Provide a brief overview of the general direction of your development focus over the next year and how you feel that will impact the University's capabilities and experience.	
E	24.4	Based on the Scope of Work detailed in this RFP, identify any risks or constraints that you will need to address prior to or during the performance of the Work; as well as a description of how you will address each one. For example an incomplete Scope of Work can be both a risk and a constraint. How would you mitigate, or overcome, this?	
E	24.5	Does your company have a way/would your company allow University staff to access a test/demo environment for hands-on experience with the Service prior to a contract being awarded? If so, please describe. If available, the University may request access to the test/demo environment as part of the evaluation process.	
	25	**Centralized Online Storefronts (Electronic-Store) Offeror's responding to the Student Payables portion of this RFP may OPTIONALY complete this section.**	**See Section 9 of RFP for details.**
E	25.1	Describe, in detail, how the System provides for a centralized storefront application with consolidated payments into a secure and PCI/PA-DSS certified (PeopleSoft) system.	
E	25.2	Describe how the System allows for multiple merchants/campus departments to operate and run stores and accept payments. University campus department examples would include Parking, Alumni, Clubs, Athletics, Continuing Education, etc.	
E	25.3	Describe how the System allows for the consolidation of the stores into an online mall, as well as free-standing stores that are not part of the consolidated mall.	
E	25.4	Describe how the System tracks tax payments.	
E	25.5	Describe, in detail, how the System is customizable for the campus departments. Provide examples of other client implementations.	
E	25.6	Describe the capabilities provided for the e-Store, including product or service pages, shopping cart, checkout page and order status information.	
E	25.7	Describe availabe functionality related to recurring payments or payment plans.	
E	25.8	Describe electronic communication provided back to purchasers.	
E	25.9	Describe administrative functionality available to the campus departments and to the centralized department managing e-Stores.	
E	25.10	Describe how security is set up and managed.	
E	25.11	Describe, in detail, how an e-Store is deployed. What training is required for the campus department?	
E	25.12	Describe how the e-Store is fully integrated with the General Ledger module of Oracle.	
E	25.13	Describe how transaction details are sent to the General Ledger module of Oracle.	
E	25.14	Describe how the System allows users the ability to store payment profiles for future payments and for any established payment plans.	

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Eval Code	**Spec #**	**Description**	**Offeror Response**	
E	25.15	Describe how receipts are provided to payers.		
E	25.16	Describe how specified payments (one item) are allowed by the System and selected by the payer.		

Voluntary Product Accessibility Template (VPAT) - Attachment 3

Web Content Accessibility Guidelines (WCAG) 2.0 level AA

[INSERT SOFTWARE/SERVICE/OFFEROR NAME HERE]

Entering Information

The Level of Support and Comments columns are used to document exactly how a product does or does not meet the WCAG 2.0 guidelines. In order to promote consistency in vendor responses, which will ensure a quicker review process by Boise State's Office of Information Technology, we encourage you to answer these columns using the instructions below.

Level of Support Column

Text to Enter in Column	Description
Supports	Product FULLY meets the letter and intent of the Criteria.
Supports with Exceptions	Product does not ENTIRELY meet the letter and intent of the Criteria, but does provide some level of access.
Supports through Equivalent Facilitation	Product provides alternative methods to meet the intent of the Criteria.
Does Not Support	Does not Support Product does not meet the letter or intent of the Criteria.
Not Applicable	Not Applicable The Criteria does not apply to the product.

Comments Column

If "Level of Support" Column States...	Then...
Supports	List what features of the product do meet and describe how they are used to support the Criteria.
Supports with Exceptions	List features of the product do meet and describe how they are used to support the Criteria. AND List exactly what parts of the product do not meet and describe how they fail to support the Criteria.
Supports through Equivalent Facilitation	List exactly what other methods exist in the product and describe how they are used to support the Criteria.
Does Not Support	Describe exactly how the product does not support the Criteria.
Not Applicable	Describe exactly why the criteria is not applicable to the product.

Note: Boise State has adopted Level A and AA standards. This form includes level AAA standards, which are optional and highlighted in yellow. Responses are not required for level AAA.

Have Questions? The World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) provides an overview of the WCAG 2.0 guidelines and a quick reference guide for developers at https://www.w3.org/WAI/roles/developers/.

Principle 1: Perceivable – information and user interface components must be presentable to users in ways they can perceive.

Standard	Description	Level of Support	Comments (Mandatory)
Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.			
1.1.1	Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below (Level A). ● Controls, Input: If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.) ● Time-Based Media: If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for the additional requirements for media.) ● Test: If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content. ● Sensory: If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content. ● CAPTCHA: If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities. ● Decorative, Formatting, Invisible: If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology.		
Guideline 1.2 Time-based Media: Provide alternatives for time-based media.			
1.2.1	Audio-only and Video-only (Prerecorded): For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such (Level A): ● Prerecorded Audio-only: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content. ● Prerecorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content.		
1.2.2	Captions (Prerecorded): Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)		
1.2.3	Audio Description or Media Alternative (Prerecorded): An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)		
1.2.4	Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA)		
1.2.5	Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA)		
1.2.6	Sign Language (Prerecorded): Sign language interpretation is provided for all prerecorded audio content in synchronized media. (Level AAA)		
1.2.7	Extended Audio Description (Prerecorded): Where pauses in foreground audio are insufficient to allow audio descriptions to convey the sense of the video, extended audio description is provided for all prerecorded video content in synchronized media. (Level AAA)		
1.2.8	Media Alternative (Prerecorded): An alternative for time-based media is provided for all prerecorded synchronized media and for all prerecorded video-only media. (Level AAA)		

1.2.9	Audio-only (Live): An alternative for time-based media that presents equivalent information for live audio-only content is provided. (Level AAA)		
Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.			
1.3.1	Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)		
1.3.2	Meaningful Sequence: When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)		
1.3.3	Sensory Characteristics: Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)		
Guideline 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.			
1.4.1	Use of Color: Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)		
1.4.2	Audio Control: If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A)		
1.4.3	Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA) ● Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; ● Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. ● Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.		
1.4.4	Resize text: Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)		
1.4.5	Images of Text: If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: (Level AA) ● Customizable: The image of text can be visually customized to the user's requirements; ● Essential: A particular presentation of text is essential to the information being conveyed.		
1.4.6	Contrast (Enhanced): The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following: (Level AAA) ● Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1; ● Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. ● Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.		
1.4.7	Low or No Background Audio: For prerecorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true: (Level AAA) ● No Background: The audio does not contain background sounds. ● Turn Off: The background sounds can be turned off. ● 20 dB: The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds.		
1.4.8	Visual Presentation: For the visual presentation of blocks of text, a mechanism is available to achieve the following: (Level AAA) ● Foreground and background colors can be selected by the user. ● Width is no more than 80 characters or glyphs (40 if CJK). ● Text is not justified (aligned to both the left and the right margins). ● Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. ● Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window.		
1.4.9	Images of Text (No Exception): Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed. (Level AAA)		
Principle 2: Operable - User interface components and navigation must be operable.			
Standard	**Description**	**Level of Support**	**Comments**
Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard.			
2.1.1	Keyboard: All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A)		
2.1.2	No Keyboard Trap: If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. (Level A)		
2.1.3	Keyboard (No Exception): All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (Level AAA)		
Guideline 2.2 Enough Time: Provide users enough time to read and use content.			
2.2.1	Timing Adjustable: For each time limit that is set by the content, at least one of the following is true: (Level A) ● Turn off: The user is allowed to turn off the time limit before encountering it; or ● Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or ● Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or ● Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or ● Essential Exception: The time limit is essential and extending it would invalidate the activity; or ● 20 Hour Exception: The time limit is longer than 20 hours.		

2.2.2	Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A) ● Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and ● Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.		
2.2.3	No Timing: Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. (Level AAA)		
2.2.4	Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)		
2.2.5	Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)		
Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures.			
2.3.1	Three Flashes or Below Threshold: Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. (Level A)		
2.3.2	Three Flashes: Web pages do not contain anything that flashes more than three times in any one second period. (Level AAA)		
Guideline 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.			
2.4.1	Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)		
2.4.2	Page Titled: Web pages have titles that describe topic or purpose. (Level A)		
2.4.3	Focus Order: If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)		
2.4.4	Link Purpose (In Context): The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)		
2.4.5	Multiple Ways: More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process. (Level AA)		
2.4.6	Headings and Labels: Headings and labels describe topic or purpose. (Level AA)		
2.4.7	Focus Visible: Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)		
2.4.8	Location: Information about the user's location within a set of Web pages is available. (Level AAA)		
2.4.9	Link Purpose (Link Only): A mechanism is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be ambiguous to users in general. (Level AAA)		
2.4.10	Section Headings: Section headings are used to organize the content. (Level AAA)		

Principle 3: Understandable - Information and the operation of user interface must be understandable.

Standard	Description	Level of Support	Comments
Guideline 3.1 Readable: Make text content readable and understandable.			
3.1.1	Language of Page: The default human language of each Web page can be programmatically determined. (Level A)		
3.1.2	Language of Parts: The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)		
3.1.3	Unusual Words: A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon. (Level AAA)		
3.1.4	Abbreviations: A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA)		
3.1.5	Reading Level: When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA)		
3.1.6	Pronunciation: A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. (Level AAA)		
Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways.			
3.2.1	On Focus: When any component receives focus, it does not initiate a change of context. (Level A)		
3.2.2	On Input: Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. (Level A)		
3.2.3	Consistent Navigation: Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)		
3.2.4	Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)		
3.2.5	Change on Request: Changes of context are initiated only by user request or a mechanism is available to turn off such changes. (Level AAA)		
Guideline 3.3 Input Assistance: Help users avoid and correct mistakes.			
3.3.1	Error Identification: If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)		
3.3.2	Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)		
3.3.3	Error Suggestion: If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)		
3.3.4	Error Prevention (Legal, Financial, Data): For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA) ● Reversible: Submissions are reversible. ● Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. ● Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.		
3.3.5	Help: Context-sensitive help is available. (Level AAA)		

3.3.6	Error Prevention (All): For Web pages that require the user to submit information, at least one of the following is true: (Level AAA) ● Reversible: Submissions are reversible. ● Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. ● Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.		

Principle 4: Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

Standard	Description	Level of Support	Comments
Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies.			
4.1.1	Parsing: In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. (Level A)		
4.1.2	Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)		

RFP Signature Page - Attachment 3

THIS PAGE MUST BE FILLED OUT, SIGNED AND RETURNED WITH PROPOSAL. THIS SIGNATURE PAGE MAY NOT BE MODIFIED AND MUST BE SIGNED BY HAND. MODIFICATIONS TO THIS PAGE MAY DEEM THE ENTIRE PROPOSAL NON-RESPONSIVE AND NO FURTHER CONSIDERATION WILL BE GIVEN.

BY SUBMISSION OF THIS PROPOSAL TO BOISE STATE UNIVERSITY, THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES, IF THIS PROPOSAL IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR PROPOSAL AND UNDER ALL THE SPECIFICATIONS, TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S RFP, AS MAY BE AMENDED PRIOR TO THE DATE HEREOF IN ACCORDANCE WITH THE TERMS OF THE SOLICITATION.

AS THE UNDERSIGNED, I ALSO CERTIFY I AM AUTHORIZED TO SIGN THIS PROPOSAL FOR THE OFFEROR AND THE PROPOSAL IS MADE WITHOUT CONNECTION TO ANY PERSON, FIRM, OR CORPORATION MAKING A PROPOSAL FOR THE SAME GOODS AND/OR SERVICES AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD.

NO LIABILITY WILL BE ASSUMED BY BOISE STATE UNIVERSITY FOR AN OFFEROR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS IN A TIMELY MANNER FOR USE IN THE RESPONSE TO THIS RFP OR ANY OTHER FAILURE BY THE OFFEROR TO CONSIDER THE TERMS AND CONDITIONS IN THE RESPONSE TO THE RFP.

ADDITIONAL OR SUPPLEMENTAL TERMS AND CONDITIONS MAY BE CONSIDERED FOLLOWING THE DATE HEREOF ONLY IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE SOLICITATION

Failure to comply with these requirements may result in disqualification and your entire response being deemed non-responsive.

Please complete the following information:

BIDDER (Company Name)	
ADDRESS	
CITY	
STATE	
ZIP CODE	
TOLL-FREE #	
PHONE #	
FAX #	
EMAIL	
FEDERAL TAX ID / SSN #	
AUTHORIZED AGENT NAME:	
AGENT'S EMAIL:	

SIGNATURE PAGE MUST BE HAND-SIGNED & RETURNED FOR PROPOSAL TO BE CONSIDERED.

SIGNATURE:	
DATE:	

COST SHEET - ATTACHMENT 4

Use this format to respond to the Cost portion of this RFP. Altering the response format may result in a finding that your Proposal is non-responsive.

The completion and submission of the Cost Sheet of Attachment 4 Offeror Response is mandatory. No other Offeror-supplied pricing will be evaluated for award. No other Offeror-supplied pricing shall constitute the pricing for any resulting Agreement.

All costs associated with the specifications of the RFP must be included in this mandatory Cost Sheet.

All proposals must be **FULLY-BURDENED**, fixed-cost, including, but not limited to, time and materials, all labor costs, including subcontractors, as well as travel and lodging costs, per diem and administrative overhead.

No other costs beyond the fully burdened fixed rate will be allowed without written authorization from the University.

Proposal must include any applicable freight charges. Prices must be FOB Boise State University, Boise, ID.

Contractors are not allowed to direct bill expenses or to receive advance payments for services not rendered.

University will apply the fees listed here to historically-based usage to determine an estimated cost upon which to base the cost portion of the award.

The University will only accept the Interchange Plus (IC+) pricing structure. Other proposed pricing structures may result in your Proposal being found non-responsive and rejected.

Boise State reserves the right to challenge any and all costs. Supplier may be asked to provide granular details on fees.

Item/Fee Description	Lot 1 - Merchant Services Costs	Lot 2 - Student Payables Costs	Comments:
Authorization Cost (If costs are different per card brand, specify costs for different card. Add Card Brand in comments section and add rows below as needed to accommodate different number of card brands.)			
Statement Fee (Describe how this is calculated in the "Comments" column.)			
PCI Program Fee (Describe how this is calculated in the "Comments" column.)			
PCI Non-Compliance Fee (Describe how this is calculated in the "Comments" column.)			
PCI Annual Fee (Describe how this is calculated in the "Comments" column.)			
Retrieval Fee (per transaction)			
Chargeback Fee (per transaction)			
Card Brand Location Fees (Describe how this is calclated in the "Comments" column.)			
Transaction Fees not already disclosed. (Add Transaction Fee specifics in Comments Column, add rows below this one as needed to accommodate different Transaction Fees. ie gateway fees.)			
Monthly Fee(s) not already disclosed. (Add Monthly Fee specifics in Comments Column, add rows below this one as needed to accommodate different Monthly Fees.)			
Other costs not already included. (Add specifics in Comment Column, add rows below this one as needed to specify other costs.)			

Electronic Store

Offerors must bid Merchant Services and/or Student Payables to be eligible to bid on Electronic Store.
At its discretion, University may award Estore independently from Merchant Services or Student Payables to an Offeror who has bid on these Services.

Item/Fee Description	Merchant Services Costs	Student Payables Costs	Comments:
Electronic Store base program charges			
Electronic Store base charges per store			
Electronic Store statement charges (Describe how this is calculated in the "Comments" section.)			
Electronic Store transaction charges (If costs are different per card brand, specify costs for different card. Add Card Brand in comments section and add rows below as needed to accommodate different number of card brands.)			
Electronic Store maintenance fees (Describe how this is calculated in the "Comments" section.)			
Electronic Store Tokenization Fees (Describe how this is calculated in the "Comments" section.)			
Electronic Store payment plan or recurring transaction fees (Describe how this is calculated in the "Comments" section.)			
Electronic Store other cost not previously disclosed. (Add specifics in Comment Column, add rows below this one as needed to specify other costs.)			

Optional items: -University may optionally purchase these items. -Offeror agrees to hold pricing included on this Cost Sheet for 12 months from date of award. -Costs for these items will not be included in the Overall evaluated cost.			
Item/Fee Description	**Merchant Services Costs**	**Student Payables Costs**	**Comments:**
Cost per Terminal if PURCHASED from Offeror. (Identify the specific hardware in Comments section.)			
Optional warranty or maintenance cost. (In comments section please provide term and details.)			
Cost per Terminal if LEASED from Offeror. (Identify the hardware and terms in Comments section.)			
Student Payables Payment Plans (Add specifics related to application and per transaction charges in Comment Column, add rows below this one as needed to specify other costs.)			
Hardware for 1 each Cashiering workstation. In Comments column, include the details of what is included with these workstations. Please describe any volume discounts you can offer.			
Training Cost. (Please describe training options, including on demand and live options.)			
Describe any other **Optional, Implementation-Related Costs**			

Question #	RFP Section	RFP Page	Question from Offeror	University Response
1	1.1 RFP Administrative Information	3	Given the amount of information requested, would Boise State be willing to extend the deadline by two weeks in order to enable us to provide our best response?	University is willing to extend the closing date to 5/16/21 at 11:59pm.
2	3. Submission Requirements	10	With regard to item #3.3, we are still working from home due to COVID-19. That being the case, would Boise State be willing to accept electronic signatures (including DocuSign), rather than "wet" signatures?	University encourages handwritten signatures on Contracts and electronic signatures can be given legal effect. Electronic signature methods must be legally enforceable in a form that may be authenticated in a court of law. Electronic signatures must use a secure, certificate-based signature service/method including appropriate securty procedures that can accurately attribute electronic records or electonic signatures to the individuals that create them. The electronic signature services should not result in the storage of confidential or sensitive University records without proper safeguards. University has approved Docusign, AdobeSign and SignNow. Any other requested electronic signature service/method must be approved by the University.
3	3. Submission Requirements 3.4	11	With regard to item #3.4, because we are still working from home, as noted above, would Boise State be willing to accept our responses via email or some other form of electronic submission rather than hard copies?	Due to the risk of transmission of COVID-19 during the pandemic, and lacking a formal Electronic Bid system, University will accept electronic responses in the following fashion: Electronic responses must be SUBMITTED TO: solicitationresponses@boisestate.edu, a confidential, reserved address for bid/quotes/proposal submittals only. All other communications must be addressed specifically to the intended recipient. The SUBJECT LINE of the transmittal must list the Solicitation Number & Title (RFP ST21-094 Credit Card Processing Services for Boise State University). The message body must contain the company/individuals name, address, point of contact email address and phone number. Response documents must be in the form of an attachment using one or a combination of the formats listed in the solicitation. Electronic response formats must be any combination Microsoft Word, Microsoft Excel, Adobe Acrobat, PDF. Multiple documents shall be submitted in one single message. Example: if you have one response that includes a Microsoft Word document and a Microsoft Excel spreadsheet, both must be attached to the one message. Submissions received in any other format not listed above may be rejected. The University is not responsible for equipment or software failure that may cause delays or non-delivery. Opening shall be in accord with the details contained in the solicitation.
4	3. Submission Requirements	11	With regard to item #3.7, is PDF format acceptable for some of the attachments to be included on the flash drive, as some of the requested materials are available only in that format?	PDF format is acceptable if that is the only format in which the materials are available. Excel and Word format are required where materials are available in that format.
5	7. Scope of Work	17	With regard to item #7.1, several of the items in Attachment 3-Offeror Response request a great deal of information, as well as charts, etc. that cannot be easily submitted in a spreadsheet. May we place our responses in a Word document instead, as item #3.7 on page 11 of the main RFP document appears to indicate? If not, may we at least attach a Word document with supplemental information that cannot be inserted into the spreadsheet?	For items that have an amount or type of information that will not fit in the spreadsheet-style response format, you may attach a word document (or PDF if not available in word or excel). In the Offeror response area of the spreadsheet, please provide the name and number of the additional information. A sample response in a cell might be "Please see Attachment 1, Implementation Date Calendar."

6	Attachment 3	Sub-mission Rqmts	With regard to the final requirement on the Submission Rqmts & Certs tab, as a matter of clarification, are we required to submit our SOC reports with our response or are you only asking if we can provide one if selected? If required with our response, we ask our customers to execute a mutual non-disclosure agreement. NDAs are requested for other secure information as well (e.g. VPATs). We have attached our standard Agreement for your review.	Per Attachment 3, Submission Requirements Tab, Line 33, Contractor will provide SOCI and II reports upon award and annually upon contract anniversary date for Internal Audit review. SOC reports are not required to be submitted with your response and will only be required of the winning Offeror(s). Award will be contingent upon acceptable SOCI and SOCII reports from the apparent winning Offeror(s), at time of award.
7	Attachment 3	SOW Merch. Services	Item #2.3: With what other systems do you wish the Service to integrate? And how does that question differ from item #2.1 in relation to Merchant Services?	Regarding Attachment 3, Merchant Services (lot 2) Tab: 2.1 Service should be able to integrate with platforms shown on the Current Campus Environment Tab of Attachment 1 Offeror Information. Please describe which platforms your service integrates with and how. Please discuss any plans for future integrations with any of these platforms. 2.3 requests specifics related to the possible integrations with the platforms on the Current Envrionment Tab of Attachment 1. Would your product replace our gateway or processor? Would you require custom development? Or it this a ready-to-use solution? ...etc.
8	Attachment 3	SOW Merch. Services	Can you please clarify why the Centralized Online Storefronts requirements were included in both Lot 1 and Lot 2 and how they relate to Merchant Services?	The University currently utilizes online store front functionality provided by our merchant processor. In the scope of this RFP we will need to identify a replacement for that product. In the event student payables & merchant processing are awarded to separate vendors we would like to evaluate both options and award to the Offeror whose solution best meets the University's needs.
9	Attachment 3	SOW Student Payables 1.14	Item #1.14 Can you please clarify what you mean by "embed and/or configure Offeror's platform into other applications"? Can you please provide an example of the desired functionality and specify which "other applications" you are referring to?	The Offeror's service/application must integrate with or be embedded in PeopleSoft, the systems listed on the Campus Environment tab of Attachment 1, as well as the following web applications, at a minimum, that are built exclusively for Boise State University by our web development team: Summer Camps, myBoiseState (Bronco Print), Orientation, and Intent to Enroll. For an example of current functionality, Heartland provides an iFrame embedded in our Orientation application that allows the student to input a credit card for payment. Another example would be for the Bronco Print application. While in the Bronco Print application the student has to click a button to pay for their print request, at which point they are redirected to Touchnet to provide payment. Upon completion of the payment in Touchnet, the student is redirected back to Bronco Print.
10	Attachment 3	SOW Student Payables 1.29	Item #1.29, can you please clarify what you mean by "if through a third party"? To what are you referring?	Question should read, and has been updated on Revised Attachment 3 Student Payables tab to read: "If PROCESSING PAYMENTS through a third party, please identify and confirm the third party meets US regulatory requirements ~~as well as any and all costs associated with using the service~~."
11	Attachment 3	SOW Student Payables	Item #2.4: We interpret this to mean that we may submit our own VPAT documents instead of completing the VPAT tab of Attachment 3, is that correct?	Correct, Offeror may submit their own Section 508 VPAT documents. Offerors may complete and return the Section 508 VPAT OR Boise State's VPAT form attached as Voluntary Product Accessibility Template of Attachment 3 Solicitation Response.
12	Attachment 3	SOW Student Payables	Item #3.7 Can you please provide examples of the types of "systems other than PeopleSoft Campus Solutions" you are referring to?	Integration with PeopleSoft is critical. Additional integrations with other softwares allow the University growth opportunities in the future. Please provide information regarding other systems with which you are familiar.

13	Attachment 3	SOW Student Payables	Section 12: How many students were enrolled in payment plans during the Spring 2021, Fall 2020, Spring 2020, and Fall 2019 semesters?	Spring 2021 - 6,982 Students Fall 2020 - 8,962 Students Spring 2020 - 6,901 Students Fall 2019 - 7,298 Students
14	Attachment 3	SOW Student Payables	Section 12: Do you charge an enrollment/setup fee for payment plans and, if so, what is the amount of that fee?	Boise State charges a payment plan enrollment fee of $30.
15	Attachment 3	SOW Student Payables	Item #14.2: How many statements do you anticipate loading at one time?	10,000 - 20,000 once monthly on the 15th of the month
16	Attachment 3	SOW Student Payables	Item #21.4 : Can you please give some examples of what you mean by "third-party transaction processing, pricing, or other integrations"?	Please disclose any third party products or integrations that are required to implement your solution.
17	Attachment 3	SOW Student Payables	Item #25.12: How are you currently managing integration with Oracle General Ledger?	All transactions that post to either student or org accounts (third party contracts) are picked up nightly in a nightly job that starts in CPRD (PeopleSoft production environment), transactions post to the SF_ACCTG_LN and are then sent to Bronco Hub (Finance module) through an integration that was developed when University went live with Bronco Hub. Once journals are posted in Bronco Hub, the integration will bring back the journal IDs to CPRD the following night. This is a scheduled nightly process and we become involved if a journal is not posting (usually due to cross validation rules).
18	Attachment 3	SOW Student Payables	Item #25.16 Can you please clarify what you mean by "specified payments (one item)" in the context of an online storefront?	University is requesting specifics on selecting & paying specific line item charges.
19	1.6 Mandatory Requirements	6 of 25	Will the University entertain pricing in a format different from the stated interchange plus format for the Student Payments SOW portion of the RFP only?	Yes. The University will entertain pricing in a format besides interchange plus for the Student Payables (Lot 2) of this RFP.
20	General		Due to extenuating circumstances including delays in mailing due to the Covid-19 Pandemic, we respectfully request that the University accept RFP responses as electronic documents delivered in PDF format via email to the University. If allowed, original signatures can be provided at the time of Contract.	Please see the answers to Questions 2, 3, 4 & 5 for details around what the University will accept.
21	Section 3 Submission requirements		If the University is requesting paper copies mailed (one original and 4 copies), of required sections of Excel workbook pages as described in number 3.4 of Submission requirements , may the vendors take the required sections out of the Excel workbook and put them into a Word/PDF document in order to print and submit the required sections? Otherwise, printing Excel worksheets will be prohibitive to formatting. If not, will the University provide instructions regarding how the Excel worksheets should be formatted to allow for printing in their entirety for submission to University?	Please see the answers to Questions 3, 4 & 5 for details around what the University will accept.
22	General		Given that many offices are still operating on a soft open and many employees have not returned to the physical office, will Boise consider an electronic only submission ? If not, will you accept an electronic signature instead of a wet signature or extend the due date to allow for shipping documents internally for signatures?	Please see the answers to Questions 2 & 3.
23	RFP 3.7	RFP 3.7	Will the University accept a CD instead of a USB?	Since an electroinc response is now required (in accordance with Question 3) no USB or CD is required.
24	1.8		Is Boise State referring to POS transactions for this requirement?	Spec 1.8 in the Merchant Services (Lot 1) refers to processing credit card transactions. Spec 1.8 in the Student Payables (Lot 2) refers to encryption for all transactions. University is unsure of which specificaiton this is referring to.
25	Pricing		How many credit card terminals are needed for the Bursar's office?	The University is exploring options for cashiering work stations, possibly 2-3. Currently there are no physical terminals being utilized in our financial services office.
26	Contract Terms		Vendor is requesting acceptance of the following comments and exceptions to BSU's standard contract T&Cs. Specific exceptions set forth herein are not intended to apply solely to the section referenced, but also to the same or similar issues presented in other sections which are logically implicated by the concepts at issue in the exception. All attestations, notices, consents and other documents executed, delivered or otherwise connected with the vendor's response to the RFP are specifically subject to these exceptions. (Questions 27 - 36)	See following responses:

27	BSU Standard Contract T&C's / General		Exception: The final dispositive agreement between the vendor and BSU (the "Agreement") should be a result of the full mutual agreement of the parties on all terms and cannot be unilaterally varied, modified or amended by a party including by incorporation or reference to extrinsic documents, policies and/or procedures. Rationale: A full mutual agreement on all provisions of the deal between the parties ensures that both parties have worked through all of the terms integral to the contract so that there are no misunderstandings or mis-communications about either party's rights or responsibilities contained therein. This prevents the need for additional clarifying documents and avoids potential disputes that would result in unnecessary costs and service delays between the parties.	The University agrees to reserve for negotiation and possible supplemental agreements and modifications, including the possibility of reducing the RFP, Q&A, the Successful Vendor's Responses, and Approved Supplemental Agreements into a final contract, mutually executed and agreed upon, provided, however, the University will not entertain language that conflicts with Section 37 of the Terms and Conditions or results in conflicting terms to the RFP (except to the extent terms have been expressly objected to herein and reserved for negotiation). In no event can the terms and conditions, or a final executed contract, conflict with specifications of the RFP, except to the extent objections to the terms have been raised in these questions and reserved for negotiation. Per Section 2.7, terms found in Vendor's supplemental agreements can supplment the RFP but cannot conflict, any conflicting terms are void.
28	BSU Standard Contract T&C's / Section 15: Indemnification / Save Harmless		Exception: The vendor can agree to indemnify BSU for negligent acts that cause death or injury to property, as well as for damages arising out of grossly negligent conduct, but the vendor cannot agree to any uncapped indemnification for a negligent breach of applicable laws. Rationale: The vendor has designed our risk mitigation approach to ensure continuity and solvency across our entire customer base in the event of a triggering incident. The vendor's liability structure is comparable to others within the market, is commercially reasonable, and is specifically tailored to the products and services being offered.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
29	BSU Standard Contract T&C's / Section 24: Patents and Copyright Indemnity		Exception: The vendor can agree to indemnify BSU for infringements related to copyrights trade secrets, and trademarks, but, the vendor cannot agree to any uncapped indemnification for patent infringement. Rationale: The vendor has designed our risk mitigation approach to ensure continuity and solvency across our entire customer base in the event of a triggering incident. The vendor's liability structure is comparable to others within the market, is commercially reasonable, and is specifically tailored to the products and services being offered.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
30	BSU Standard Contract T&C's / Section 30: Subcontracting		Exception: This provision is going to need to be further clarified with a more specific definition of "subcontractor" and "subcontracting". Rationale: The vendor has many third party subcontractors that provide support and maintenance for the services being provided, and the vendor cannot agree to obtain permission for each and every such engagement, nor would BSU want to be responsible for the multitude of such approvals.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
31	BSU Standard Contract T&C's / Section 31: Assignment		Exception: This provision must include a specific exception for any assignment that occurs as a result of a purchase, merger, acquisition, or other operation of law. Rationale: The vendor would be willing to provide notice of any such transfer of responsibility.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
32	State of Idaho Standard T&C's for Cloud Services / General		Exception: Any data security requirements that may be a part of the Agreement must be consistent with the vendor's established security protocols. Rationale: The vendor's security protocols are comparable to others within the market, are commercially reasonable, and are specifically tailored to the products and services being offered. To the extent that differences exist between the vendor's protocols and those required by BSU in this RFP, the parties will need to further discuss and address those issues.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
33	State of Idaho Standard T&C's for Cloud Services / Section 12: Security Incident and Data Breach Responsibilities		Exception: The vendor cannot agree to the uncapped liabilities assigned in this provision, specifically those mentioned in Section 12.B. The parties will need to discuss this issue in more detail. Rationale: The vendor has designed our risk mitigation approach to ensure continuity and solvency across our entire customer base in the event of a triggering incident. The vendor's liability structure is comparable to others within the market, is commercially reasonable, and is specifically tailored to the products and services being offered.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
34	State of ID Standard T&C's for Cloud Services / Section 14: Background Checks & Security Awareness		Exception: No vendor employee shall be subject to any testing or screening except as provided by the vendor and solely in conformance with the vendor's policy and procedure. No confidential or sensitive employee information shall be provided to, or accessed by, and any third-parties. Rationale: The vendor does have a background check policy for its employees that we would be happy to share it with BSU upon request. The vendor takes its obligations for confidentiality very seriously, both for our customers and our employees.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
35	Standard Contract Terms and Conditions, 17	3	We take exception to the Work For Hire clause in the Standard Contract Terms and Conditions document. This is not a work for hire engagement. We provide access to our proprietary code through a license agreement. Any derivated works are owned by Contractor and licensed through the same license agreement.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

36	Standard Contract Terms and Conditions, 19	3	We take exception to the Termination for Convenience clause in the Standard Contract Terms and Conditions document. Our project oriented SaaS based offering requires several years of licensing to offset our expenses. We would like to add the following language: Customer will be responsible for payment to Vendor of a Cancellation for Convenience fee equal to the total amount of remaining monthly payments of the initial agreement term.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
37	38	5	We would like to add our License Agreement to the list of documents in the Interpretation and Priority of Documents clause in the Standard Contract Terms and Conditions document. .	Per RFP Section 3.9, Offeror must submit with its response all documents and any supplemental or additional agreements that the Offeror proposes to have incorporated into any resulting Contract. The University will not accept any documents and/or proposed agreements after the Solicitation Closing Date." Per RFP Section 2.6, The apparent successful Offeror will be asked to engage in discussions to finalize the Contract. Such discussions will include discussion of the Terms and Conditions, including any additional agreements submitted by the Offeror and any proposed modifications to the Terms and Conditions submitted during the question and answer period and reserved for negotiation by the University, provided, however, the University will not entertain language that conflicts with Section 37 of the Terms and Conditions or results in conflicting terms to the RFP (except to the extent terms have been expressly objected to herein and reserved for negotiation). In no event can the terms and conditions, or a final executed contract, conflict with specifications of the RFP, except to the extent objections to the terms have been raised in these questions and reserved for negotiation. Per Section 2.7, terms found in Vendor's supplemental agreements can supplment the RFP but cannot conflict, any conflicting terms are void.
38	18	6	We take exception to the Responsibilities and Uptime Guarantee clause. We wish to add that our downtime warranty is 99.85%.	The Uptime specifications for both Lots has been revised. Please see the revised Attachment 3 -Merchant Services Tab (1.19) and -Student Payables Tab (4.11) for details.
39	20	7	We take exception to the Access to Security Logs and Reports clause and propose the following language: The Solution provides Authorized Users access to an Activity Log for user access, history, events, etc. The Service Provider shall provide Logs files to the University if there is a declared breach and after it has been cleared by any forensic specialists.	The University can accept this proposed revision.
40	Attachment 4	Cost Sheet	Please provide details on the Electronic Store. What type of solution are you looking for?	We currently utilize a product from our merchant service processor that allows us to build & customize web based payment sites as well as imbedding payment functionality into University managed websites. Details are included in SOW-Merchant Services Section 12 & SOW-Student Payables Section 25
41	Attachment 3 - SOW Lot 1	3.14	For the question "Offeror must provide detailed reference documentation for both their native libraries (C#, NuGet, etc.) and for their API or other integration methodologies.", if we are not responding to Lot 2, what are you looking for here?	If vendor is not responding to Lot 2, assumption is vendor is responding to Lot 1. This criteria is specific to University-developed web/mobile applications that integrate with merchant services (reference the Current Campus Environment tab of Attachment 1) to process payment. Additionally, the reference documentation will be used for any future applications the University may deploy.
42	Attachment 3 - SOW Lot 1	3.15	For the question "University must be able to embed and/or configure Offeror's platform into other applications", if we are not responding to Lot 2, please explain what you are looking for.	University expects integrations with systems listed in the Current Campus Environment tab of Attachment 1
43	Attachment 3 - SOW Lot 1	3.1	For the question "Service must provide single sign-on (SSO) via SAML2 or OpenID Connect.", if we are not responding to Lot 2 would this question apply?	University staff must be able to use University credentials/SSO to access the vendor's service.
44	Attachment 3 - SOW Lot 1	3.11	For the question "Describe your ability to meet the single sign-on (SSO) via SAML2 or OpenID Connect requirements.", if we are not responding to Lot 2, what are you looking for here?	Offeror must provide SSO access to the Offeror's Service. This is required for both Lots 1 and 2. Please provide details on how Offeror will meet the requirement.

45	Attachment 3 - SOW Lot 1 8.2	8.2	Does the question "Describe any on-site installation/implementation/integration requirements and provide related documentation (administrator guide, technical specifications, information on the web, etc.)", asking what the University needs to provide onsite or the processor?	The question is asking what will be required from the University for installation/implmentation/integration. This specificaiton has been revised to: Describe any on-site installation/implementation/integration requirements and/or resources that the University will be required to provide. ~~and provide related documentation (administrator guide, technical specifications, information on the web, etc.)~~
46	Attachment 3 - SOW Lot 1	9.1	For the question "Describe deliverables, options, and costs for full end-user administrator documentation, help, FAQ, knowledge base, how to, etc. for the Service. Is a web-based User Guide available to users at any time? Is there an online training available to future administrators and users at no additional charge?" is this referring to online reporting or Lot 2?	This specification is requesting information about available training materials, formats, options, etc. specific to Lot 1.
47	Attachment 3 - SOW Lot 1	12.6	Please confirm if the E-Store is to be provided by the merchant services Lot 1 provider or the Lot 2 provider?	The University will evaluate separately Lot 1 (Merchant Services) and Lot 2 (Student Payables) except the Electronic Store sections of the responses. Once an apparent winning Offeror has been determined for Lot 1 and Lot 2, the Electronic Store sections of those two apparent winning responses will be evaluated. Demonstrations regarding the Electronic Store may be required. The University will score those demonstrations and costs and will award in its best interest.
48	RFP 3. Submission Requirements - 3.9	12	Requesting the deletion of "…to make unilateral amendments to any resulting Contract…" The Contractor relies on the card networks and other third parties for some aspects of its transaction processing services. Removal of this language clarifies our ability to adjust pricing controlled by third parties.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. While the University understands this concern, acceptable language can be worked out between the University and successful Offeror in the resulting supplemental terms.
49	RFP 3. Submission Requirements - 3.9	12	Requesting the deletion of "The University will not accept …terms that waive punitive damages…" and replacing it with "Neither party shall be liable to the other for any indirect, incidental, consequential, exemplary, punitive or special damages, including lost profits, regardless of the form of action or theory of recovery, even if that party has been advised of the possibility of those damages or the same are reasonably foreseeable." This is mutually beneficial to both parties. Agreeing to be liable for punitive damages is outside our risk parameters.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
50	RFP 3. Submission Requirements - 3.9	12	Replacing "The University will not accept "click-through" acceptance or software licensing terms either initially or through updates" with "The Contractor may deliver, make available and/or make accessible terms and conditions applicable to the proposed services to the University via electronic means and channels (including by posting such terms on the Contractor's website) which may require "click-through" acceptance. The Contract shall control to the extent there is any conflict between the Contract and the provisions of such "click-through" terms and conditions (except for any provisions in the "click-through" terms and conditions that are legally required in order for the Contractor to provide the proposed services)." Accepting terms through "click-through" agreements is efficient for both parties and reduces additional paper. As noted, the Contract controls in the event of a conflict with a "click-through" term.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised, however, the University policies and processes generally do not allow for click-through agreements. Agremeent must be reduced to writing to be signed by University, although the signature may be electronic.
51	RFP 5. Contract - 5.9	16	Addition of the following language is requested to the end of 5.9 of "and University's obligations for chargebacks, refunds, fees, fines, credits, and adjustments resulting from or relating to transactions processed pursuant to the Contract." This clarifies the University's obligation to remain responsible for trailing activity related to transactions processed prior to Contract termination.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
52	RFP 5. Contract - 5.10	16	Add "destroy, render unusable or" to "…Contractor shall destroy, render unusable or return to the University all copies of the confidential information…" This clarifies the standard under which we will treat confidential information.	University can accept this change.
53	RFP 5. Contract - 5.10	16	Add as a new sentence "Notwithstanding the foregoing, Contractor shall be entitled to retain copies of the confidential information for the purpose of prosecuting or defending any claims made with regard to the Contract or complying with Contractor's document retention policy, legal orders, or applicable laws and regulations. Contractor shall continue to be bound by the terms of the Contract with respect to such retained confidential information for as long as the information remains confidential." This clarifies the standard under which we will treat confidential information.	University can accept this change.
54	RFP 5. Contract - 5.10.3	16	Replacing "within 6 weeks" with "promptly." This clarifies the standard under which Contractor will return confidential information.	University can accept this change.
55	RFP 5. Contract - 5.12	16-17	Addition of "third party" to "…University for any third party claims…" This clarifies the claims for which we will indemnify the University.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
56	RFP Appendix A – Section 2.3	21	Addition of "as a Condition of Entering Into the Contract" to "2.3 No Requirement to Establish a Reserve Account as a Condition of Entering Into the Contract." This clarifies that Contractor will not require a reserve account to enter into the Contract but retain the ability to require a reserve account for other reasons under the Contract.	This is not acceptable. University is not permitted by applicable law to provide a reserve fund as security.

57	RFP Appendix A – Section 2.3	21	Addition "…as a condition of entering into the Contract" to "The Contractor shall not require the University to establish a reserve account as a condition of entering into the Contract." This clarifies that Contractor will not require a reserve account to enter into the Contract but retain the ability to require a reserve account for other reasons under the Contract.	This is not acceptable. University is not permitted by applicable law to provide a reserve fund as security.
58	RFP Appendix A – Section 2.4	21	Replacing "Any requirement to waive punitive damages in documents that Offeror submits with its Bid or Proposal are void." with "Neither party shall be liable to the other for any indirect, incidental, consequential, exemplary, punitive or special damages, including lost profits, regardless of the form of action or theory of recovery, even if that party has been advised of the possibility of those damages or the same are reasonably foreseeable," is requested. This is mutually beneficial to both parties. Agreeing to be liable for punitive damages is outside our risk parameters.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
59	RFP Appendix A – Section 2.6	21	Addition of "terms" to "Click-through Terms Licenses Prohibited." Accepting terms through "click-through" agreements is efficient for both parties and reduces additional paper. As noted, the Contract controls in the event of a conflict with a "click-through" term.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised, however, the University policies and processes generally do not allow for click-through agreements. Agremeent must be reduced to writing to be signed by University, although the signature may be electronic.
60	RFP Appendix A – Section 2.6	21	Replacing "The University will not accept "click-through" acceptance of software licensing terms either initially or through upgrades." with "The Contractor may deliver, make available and/or make accessible terms and conditions applicable to the proposed services to the University via electronic means and channels (including by posting such terms on the Contractor's website) which may require "click-through" acceptance. The Contract shall control to the extent there is any conflict between the Contract and the provisions of such "click-through" terms and conditions (except for any provisions in the "click-through" terms and conditions that are legally required in order for the Contractor to provide the proposed services)." Accepting terms through "click-through" agreements is efficient for both parties and reduces additional paper. As noted, the Contract controls in the event of a conflict with a "click-through" term.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised, however, the University policies and processes generally do not allow for click-through agreements. Agremeent must be reduced to writing to be signed by University, although the signature may be electronic.
61	RFP Appendix A – Section 2.7	21-22	Remove "and seek damages" from "Further, the University may terminate this Contract and seek damages if Contractor is found…" Agreeing to be liable for damages in this situation is outside our risk parameters.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
62	RFP Appendix A – Section 3.2	22	Remove "The System and required services are fit for the particular purpose of providing the requirements specified within the Contract, and all amendments to the Contract, as agreed to and accepted by both the University and the Contractor." This change is requested as the Contractor is not providing goods.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
63	RFP Appendix A – Section 3.2	22	Remove "Furthermore, the Contractor warrants that the System is merchantable." This change is requested as the Contractor is not providing goods.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
64	RFP Appendix A – Section 3.3	22	We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements with the Contractor's product and IT teams.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
65	RFP Appendix A – Section 3.4	22	We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements with the Contractor's product and IT teams.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
66	RFP Appendix A – Section 3.5	22	We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements with the Contractor's product and IT teams.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
67	RFP Appendix A – Section 3.6	22	Replace "specified in this Solicitation" with "agreed to in the Contract" as this further clarifies the term.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
68	RFP Appendix A – Section 3.6	22	Replace "the Contractor shall reimburse the University for all costs incurred by the University to repair or replace the System or to re-perform the services." with "the University may offset from any amounts due to the Contractor under the Contract all reasonable costs incurred by the University to repair or replace the System or to re-perform the services." Agreeing to unspecified costs in this situation is outside our risk parameters.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
69	RFP Appendix A – Section 3.7	22-23	Replace Contractor will perform all services required pursuant to the Contract in a professional manner and with high quality." with "Contractor will perform all services required pursuant to the Contract in a professional manner in accordance and with commercially reasonable standards". We are providing services, the term "high quality" is more applicable to goods. This clarifies the standard under which we will perform the services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
70	RFP Appendix A – Section 3.8	23	Add ", to the Contractor's knowledge," to "The System, in whole or in part, does not, to the Contractor's knowledge, infringe upon an enforceable patent, copyright, trade secret, trademark or other proprietary right." This clarifies the basis on which the statement is made.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
71	RFP Appendix A – Section 5	23	We are requesting the removal of Section 5 as the Contractor is not providing the proposed services on a work made for hire basis.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

72	RFP Appendix A – Section 6	23	Replace "The Contractor and System must comply with all federal, state and local laws and regulations, statutes and codes. The System must comply with the federal, state and local laws and regulations governing the privacy and protection of educational records, including but not limited to the Family Education Rights and Privacy Act (FERPA) and including European Union data protection laws." with "The Contractor and System must comply with all federal, state and local laws and regulations, statutes and codes, to the extent the same are binding upon the Contractor in its performance of the proposed services. To the extent that local laws or the policies, rules and regulations of the University currently, or in the future, impose requirements upon its service providers that are not expressly set forth in the Contract, the Contractor will, if notified of such requirements, endeavor to comply with the same, except to the extent that it reasonably concludes that compliance with such requirements subject it to additional obligations, liability or expense or impose upon it reporting requirements of confidential or non-public information or information that it does not currently monitor. If the Contractor makes such determination, and the parties are unable to resolve these issues through mutually agreeable amendments to the Contract, either party may terminate the Contract upon notice to the other, and such termination shall be without cause." We need the opportunity to determine if and how we can comply with a new obligation.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
73	RFP Appendix A – Section 7	23	Replace "of information, as applicable, as defined by the Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) and in accordance with industry standards applicable to Contractor." with "standards prevailing within its industry." This clarifies the standard under which we will perform services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
74	RFP Appendix A – Section 8	23	Add "to the extent the same are binding upon the Contractor in its performance of the proposed services." to "The Contractor warrants that at all times, for the term of the Contract, Contractor will comply with all posted and applicable, active Idaho Executive Orders (linked in Appendix B attached hereto) to the extent the same are binding upon the Contractor in its performance of the proposed services." This clarifies the standard under which we will perform services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
75	RFP Appendix A – Section 8	23	Replace "Contractor further warrants that at all times for the term of the Contract; Contractor's offered property as defined by Idaho Code will comply with all applicable Idaho Technology Authority Standards (linked in Appendix B attached hereto)." with "to the extent the same are binding upon the Contractor in its performance of the proposed services." The Contractor's information technology standards are crafted at a corporate level and apply globally across the firm. These standards meet or exceed financial industry practices and are designed to comply with laws and regulatory requirements applicable to financial institutions. As a highly regulated financial institution, the Contractor's standards are subject to regular formal review by various regulatory agencies. Given the volume of clients the Contractor serves and the need to maintain consistency across its global network, the Contractor is unable to agree to any individual customer's standards or policies. However, the Contractor welcomes the opportunity to address any questions the University may have about the Contractor's technology standards.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
76	RFP Appendix A Section 9	23-24	Replace "applicable provisions of HIPAA, FERPA or corresponding regulations" with "commercially reasonable data security standards prevailing within its industry." This clarifies the standard under which we will perform services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
77	RFP Appendix A Section 9	23-24	Replace "within 24 hours of when theft or misappropriation becomes known to Offeror." with "promptly after confirming such occurrence through the Contractor's cybersecurity incident management framework." As originally written, this provision is not practical for us to implement. This modification more accurately reflects the parameters under which we could give notice.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
78	RFP Appendix A Section 9	23-24	Replace "In the event of a breach of any of the Contractor's data security obligations or other event requiring notification under applicable State and Federal law, the Contractor must assume total financial liability incurred by such breach and subsequent notifications." with "In the event of a breach of any of the Contractor's data security obligations or other event requiring notification under applicable State and Federal law that is caused by the negligence or intentional misconduct of Contractor or due to the Contractor's failure to comply with commercially reasonable data security standards prevailing within its industry, the Contractor must assume total financial liability for any direct damages incurred by the University due to such breach and subsequent notifications." As originally written, this provision is not practical for us to implement. This modification more accurately reflects the parameters under which we could give notice.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
79	RFP Appendix A Section 9	23-24	Addition of ", to the extent the same is caused by the negligence or intentional misconduct of Contractor or due to the Contractor's failure to comply with commercially reasonable data security standards prevailing within its industry." to "In addition, the Contractor must assume responsibility to indemnify, hold harmless and defend Boise State University, its officials, and employees from and against any claims, damages, or other harm related to such theft or misappropriation…" As originally written, this provision is not practical for us to implement. This modification more accurately reflects the parameters under which we could give notice.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
80	RFP Appendix A – Section 10	24	Addition of "direct" to "The Contractor shall be and remain liable for all direct damages to the University caused by negligent performance or non-performance of work under the Contract by Contractor's subcontractor." Clarified the type of damages for which the Contractor will be responsible.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

81	RFP Appendix A – Section 10	24	Addition of "For all purposes under this Contract, inclusive of all attachments hereto, "subcontractor" and "subcontract" shall refer to a third party or an agreement with such third party, if any and as applicable, engaged by the Contractor to specifically aid in the performance of its obligations under this Contract, but shall not include any third party engaged by the Contractor, from time to time, in the performance of certain operational, technological, incidental, or back office functions that assist the Contractor in its performance of services, on a common basis, for all or most of its customers utilizing such services, such latter category of third parties being referred to as Third Party Service Providers. The Contractor will request approval to its use of any "subcontractors" in the performance of this Contract, to the extent and in the manner required above but shall not be required to notify or obtain written consent from the University or any other party to its engagement of Third Party Service Providers." to the term. Clarifies the difference between a subcontractor and a third party service provider.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
82	RFP Appendix A – Section 11	24	Requesting the deletion of Section 11. The Contractor is committed to meeting the banking and financial service needs of all of our clients. We are working to provide clients equal access to and the opportunity for equal enjoyment of our products, services and facilities. We are striving to meet online usability and design requirements recommended by the World Wide Web Consortium (W3C) in its Web Content Accessibility Guidelines 2.0 Level AA, and have dedicated resources towards that goal. We will address concerns from a client with disabilities who reports difficulties accessing information or documents related to the proposed services. For more information about our accessibility services, we can provide a webpage under separate cover.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
83	RFP Appendix A – Section 12	24	Requesting the deletion of "The data centers must reside within the lower 48 states." As a leading global financial services firm with operations in over 100 countries worldwide, the Contractor maintains a world class telecommunications network infrastructure across its global operating facilities and data centers. Having facilities and data centers in global strategic locations is necessary and advantageous for both parties as it enables the Contractor to allocate resources strategically to provide a seamless customer experience, maintain efficient and flexible operations, reduce business interruptions and support robust disaster recovery processes. The Contractor has policies to ensure access to systems, environments and data is controlled and restricted consistently across the entire organization.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
84	RFP Appendix A – Section 12	24	Requesting the deletion of "Contractor shall comply with all applicable data security and privacy laws and regulations, as further set forth in the State of Idaho Standard Terms and Conditions for Cloud Services, and to include the General Data Protection Regulation 2016/679 or applicable data protection law, as may be amended from time to time and any corresponding regulations or interpretations issued by EU authorities or their equivalent ("GDPR"). Contractor should submit evidence of its compliance with its response to this Solicitation. The University reserves the right to require a Data Protection Addendum or other evidence of compliance with the negotiated Contract, if not provided in the Offeror's response or otherwise demonstrated to the satisfaction of the University." Compliance with applicable laws is covered in Section 6. The Contractor does not anticipate processing data that would fall within the scope of GDPR under this Contract.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
85	Attachment 1 - Boise State Terms and Conditions	3.13?	Modify Section 3 to read as follows: Said Contractor is an independent contractor in the performance of each and every part of this Agreement, and solely and personally liable for all labor, taxes, insurance, required bonding, and other expenses, except as specifically stated herein, and for any and all damages in connection with the operation of this Agreement, whether it may be for personal injuries or damages of any other kind, to the extent such damages are caused by the negligent or wrongful acts or omissions of the Contractor parties in their performance of the services under this Agreement. Rationale – Clarifies the damages to which Contractor shall be responsible.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
86	Attachment 1 - Boise State Terms and Conditions	Section 5 - Prices	Modify Section 5 to read as follows: Prices shall not fluctuate for the period of the Agreement and any renewal or extension , unless otherwise specified by the University in the bidding documents or other terms of the Agreement. Notwithstanding the foregoing, Contractor may adjust prices due to increases by the card networks in interchange or assessments, or other card network fees, or increases in third party fees as identified in this Agreement. Prices include all costs associated with shipping and delivery F.O.B. Destination, if domestic shipment; or DDP Destination (Incoterms 2010), if international shipment. If installation and/or training is required by the University or specified in the University's solicitation documents, pricing shall include all charges associated with a complete installation and/or training at the location specified. Rationale: We will lock in the contractor fees for the term of the agreement but will pass through third-party fees outside of contractor control such as card brand interchange fees.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
87	Attachment 1 - Boise State Terms and Conditions	Section 9 - Taxes	Modify section 9 to read as follows: If the Contractor is required to pay any taxes incurred as a result of doing business with the University, Contractor shall be solely and absolutely responsible for the payment of those taxes, provided, however, to the extent permitted by applicable law, the University shall pay or reimburse the Contractor for any taxes related to any transaction it processes on behalf of the University or honoring any instruction from the University. Rationale - The proposed language reflects Contractor's tax processes for the services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
88	Attachment 1 - Boise State Terms and Conditions	Section 10 - Method of Payment	Modify Section 10 to remove the following: The purchase order number must be noted on all requests for payment. Rationale: Contractor is unable to include such customizations for invoicing	University can accept this change.

89	Attachment 1 - Boise State Terms and Conditions	Section 13 - Conforming Property	Modify Section 13 to read as follows: The Property shall conform in all respects with the specifications or the University's Solicitation, except as qualified or modified by the Contractor' s proposal. Rationale: This addition accurately reflects the services to be provided by Contractor as modified by Contractor's proposal.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
90	Attachment 1 - Boise State Terms and Conditions	Section 15 - Indemnificati on/Save Harmless	Modify Section 15 to read as follows: Contractor shall defend, indemnify and hold harmless the University, the Idaho State Board of Education, the State of Idaho, and all of their employees, agents, and representatives from and against any and all liability , claims, damages, costs, expenses, and actions, including reasonable attorney fees , caused by or that arise from the negligent or wrongful acts or omissions of Contractor, its employees, agents, or subcontractors (the "Contractor Parties") under this Agreement that cause death or injury or damage to property or arising out of a failure to comply with any state or federal statute, law , regulation or act that is binding upon the Contractor in its performance of the services under this Agreement. Contractor Parties shall have no indemnification liability under this section for death, injury, or damage arising solely out of the negligence or misconduct of the University. Any purported cap or other limitations or exclusions of liability on the part of Contractor Parties shall not apply to the University's direct damages or liabilities arising from (i) personal injury, death or damage to real or tangible personal property caused by Contractor's or Contractor Parties' negligent acts or omissions or willful misconduct in performing its obligations under the Agreement or (ii) the grossly negligent acts or omissions or willful misconduct of Contractor Parties in performing its obligations under the Agreement. Notwithstanding anything to the contrary in this Agreement: (a) neither party shall be liable to the other for any indirect, incidental, consequential, exemplary, punitive or special damages, including lost profits, regardless of the form of action or theory of recovery, even if that party has been advised of the possibility of those damages or the same are reasonably foreseeable; and (b) Contractor's obligation to indemnify the University for third party claims under this Agreement shall not exceed, in the aggregate, an amount equal to six (6) times the average monthly fees paid or payable to Contractor under this Agreement (net of card network and other third party fees including, without limitation, interchange, assessments, liabilities and fines). Rationale: Contractor requests that the University agree to modify Section 15 to include other customary limitations on Contractor's liability.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
91	Attachment 1 - Boise State Terms and Conditions	Section 20 - Termination for Default	Modify Section 20 to read as follows: The University may terminate the Agreement (and/or any order issued pursuant to the Agreement) when the Contractor has been provided written notice of default or non -compliance and has failed to cure the default or non -compliance within a reasonable time, not to exceed thirty (30) calendar days . If the Agreement is terminated for the Contractor's default or non-compliance under this Agreement , Contractor will be responsible for any, reasonable costs resulting from the University's placement of a new contract and any damages incurred by the University due to the Contractor's default or non-compliance under this Agreement may be offset against any payment due to the Contractor under this Agreement. The University, upon termination for the Contractor's default or non-compliance, reserves the right to take any legal action it may deem necessary necessary including, without limitation, offset of damages against payment due to the Contractor under this Agreement. Failure by the University to take such action shall not be deemed a waiver of any right or remedy the University otherwise has under this Agreement or applicable law. Rationale: Contractor is unable to agree to conversion costs with a third-party, which are outside the control of Contractor	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
92	Attachment 1 - Boise State Terms and Conditions	Section 22 - Compliance with Law, Licensing and Certifications	Modify Section 22 to read as follows: Contractor shall comply with all requirements of federal, state and local laws and regulations applicable to Contractor or to the Property provided by the Contractor pursuant to this Agreement, to the extent such laws and regulations are binding upon Contractor in its performance of the services under this Agreement. To the extent local laws, rules and regulations currently, or in the future, impose obligations upon the University's contractors that provide services contemplated in this Agreement, which are not expressly set forth in this Agreement, Contractor will, if notified of such requirements, endeavor to comply with the same, except to the extent that it reasonably concludes that compliance with such requirements subject it to additional obligations, liability or expense or impose upon it reporting requirements of confidential or non-public information or information that it does not currently monitor. If Contractor makes such determination, and the parties are unable to resolve these issues through mutually agreeable amendments to this Agreement, either party may terminate this Agreement upon notice to the other, and such termination shall be deemed to be without cause. For the duration of the Agreement, the Contractor shall maintain in effect and have in its possession all licenses and certifications required by federal, state and local laws and rules to perform the services under this Agreement that are applicable to national banking associations. Rationale: Contractor will comply with applicable law. The intent of this response is such that the University will inform the contractor of changes in local laws so that the contractor may comply with such changes.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

93	Attachment 1 - Boise State Terms and Conditions	Section 23 - Confidential Information	Modify Section 23 to read as follows: Pursuant to this Agreement, Contractor may collect, or the University may disclose to Contractor, financial , personnel or other information that the University regards as proprietary or confidential ("Confidential Information"). Confidential Information shall belong solely to the University. Contractor shall use such Confidential Information only in the performance of its services under this Agreement or audit, compliance, fraud prevention or risk management purposes, and shall not disclose Confidential Information or any confidential advice given by Contractor to the University to any third party, except to the card networks or with the University's prior written consent or in response to a regulatory request or under a valid order of a court or governmental agency of competent jurisdiction and then only upon timely notice to the University to the extent notice is permitted by applicable law. The University may require that Contractor's officers, employees, third party agents or subcontractors agree in writing to the obligations contained in this section. Confidential Information shall be destroyed, rendered unusable or returned to the University upon termination of this Agreement. The confidentiality obligation contained in this section shall survive termination of this Agreement for as long as the Contractor retains Confidential Information. Confidential Information shall not include data or information that: • Is or was in the possession of Contractor before being furnished by the University, provided that such information or other data is not known by Contractor to be subject to another confidentiality agreement with, or other obligation of secrecy to , the University; • Becomes generally available to the public other than as a result of action or omission by Contractor; or • Becomes available to Contractor on a non-confidential basis from a source other than the University, provided that such source is not known by Contractor to be subject to a confidentiality agreement with, or other obligation of secrecy to, the University. Notwithstanding the foregoing, Contractor may retain information required by its generally applicable document retention policies, and is not required to return or destroy computer records or files created pursuant to automatic archiving and back-up procedures, which cannot reasonably be returned or destroyed. Rationale: Contractor is required to provide information to card networks in order to process transactions	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
94	Attachment 1 - Boise State Terms and Conditions	Section 24 - Patents and Copyright Indemnity	We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements regarding an IP indemnity.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
95	Attachment 1 - Boise State Terms and Conditions	Section 26 - Anti-Discriminatio n Clause	We are requesting this provision be subject to further discussion upon award regarding the University's specific requirements with the Contractor's Human Resources team.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
96	Attachment 1 - Boise State Terms and Conditions	Section 27 - Equal Employment Opportunity Clause	We are requesting this provision be subject to further discussion upon award regarding the University's specific requirements with the Contractor's Human Resources team.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
97	Attachment 1 - Boise State Terms and Conditions	Section 28 - Restrictions and Warranties - Illegal Aliens	We are requesting this provision be subject to further discussion upon award regarding the University's specific requirements with the Contractor's Human Resources team.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
98	Attachment 1 - Boise State Terms and Conditions	Section 30 - Subcontracti ng	Modify Section 30 to read as follows: Unless otherwise allowed by the University in this Agreement, the Contractor shall not, without written approval from the University, enter into any subcontract relating to the performance of this Agreement or any part thereof. Approval by the University of Contractor's request to subcontract or acceptance of or payment for subcontracted work by the University shall not in any way relieve the Contractor of any responsibility under this Agreement. The Contractor shall be and remain liable for all damages to the University caused by negligent performance or non-performance of work under the Agreement by Contractor's subcontractor or its subcontractor. For all purposes under this Agreement, inclusive of all attachments hereto, "subcontractor" and "subcontract" shall refer to a third party or an agreement with such third party, if any and as applicable, engaged by the Contractor to specifically aid in the performance of its obligations under this Agreement, but shall not include any third party engaged by the Contractor, from time to time, in the performance of certain operational, technological, incidental, or back office functions that assist Contractor in its performance of services, on a common basis, for all or most of its customers utilizing such services, such latter category of third parties being referred to as Third Party Service Providers. The Contractor shall not be required to notify or obtain written consent from the University or any other party to its engagement of Third Party Service Providers. Rationale: Contractor does not intend to use subcontractors. Section 30 clarifies the process for subcontractors in the unlikely event third party service providers are subcontracted	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

99	Attachment 1 - Boise State Terms and Conditions	Section 31 - Assignment	Modify Section 31 to read as follows: Contractor shall not assign any of its obligations under this Agreement without the advance written consent of the University, except that Contractor may assign this Agreement without consent to a successor in interest in connection with a merger, reorganization, consolidation, or a disposition of a particular business to which this Agreement relates, and may assign this Agreement to an affiliate or subsidiary, and may assign this Agreement as permitted by the card networks, the substitution of another card network member, as the member bank under whose sponsorship the services are provided. In the event of such an assignment, Contractor shall notify the University and the University shall have the right to immediately terminate this Agreement. Any unauthorized assignment shall be void. The University shall have the right, but not the obligation, to terminate this Agreement without waiver of any other right or remedy, upon notice of Contractor's assignment or subcontract in violation of this Agreement.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
100	Attachment 1 - Boise State Terms and Conditions	Section 38 - Interpretation and Priority of Documents	Modify Section 38 to read as follows: The Agreement consists of and precedence is established by the order of the following documents: (1) The Purchase Order; (2) The Boise State University Standard Contract Terms and Conditions, as modified hereby; (3) The Contractor's exceptions to the Solicitation as set forth in its Proposal to the extent accepted by University in a signed writing; and (4) The Solicitation; (5) The remainder of the Contractor's Quote, Bid or Proposal, as accepted by the University in a signed writing, excluding the Service Terms; and (6) The Contractor's U.S. Select Government Merchant Processing Agreement and other documents required for the administration, implementation or operation of the services (together with any addenda, schedules, supplements, and other attachments, the "Service Terms"), as modified by the parties' mutual agreement. Neither party shall have any obligation under the Agreement unless and until the parties have mutually agreed to the Service Terms. The Solicitation and the Contractor's Quote, Bid or Proposal as accepted by the University are incorporated into the Agreement and made part hereof by this reference. The parties intend to include all items necessary for proper completion of the Agreement's requirements. The documents set forth above are complementary and what is required by one shall be binding as if required by all. However, in the case of any conflict or inconsistency arising under the documents, a lower numbered document shall supersede a higher numbered document to the extent necessary to resolve any such conflict or inconsistency (for example, the Purchase Order shall supersede the Boise State University Standard Contract Terms and Conditions). Provided, however, that in the event an issue is addressed in one of the above mentioned documents but is not addressed in another of such documents, no conflict or inconsistency shall be deemed to occur. Where terms and conditions specified in the Contractor's Quote, Bid or Proposal differ from the terms in the Solicitation, the terms and conditions in the Solicitation parties shall apply mutually agree on the term or condition that shall apply unless different terms are accepted in a writing signed by the University prior to or at the time of award. Where terms and conditions specified in the Contractor's Quote, Bid or Proposal supplement the terms and conditions in the Solicitation, the supplemental terms and conditions shall apply only if specifically accepted by the University in writing. Rationale: The requested language accurately reflects proposed changes through the RFP process, and includes Contractor's agreement which describes the services to be provided to University	The University agrees to reserve for negotiation and possible supplemental agreements and modifications, including the possibility of reducing the RFP, Q&A, the Successful Vendor's Responses, and Approved Supplemental Agreements into a final contract, mutually executed and agreed upon, provided, however, the University will not entertain language that conflicts with Section 37 of the Terms and Conditions or results in conflicting terms to the RFP (except to the extent terms have been expressly objected to herein and reserved for negotiation). In no event can the terms and conditions, or a final executed contract, conflict with specifications of the RFP, except to the extent objections to the terms have been raised in these questions and reserved for negotiation. Per Section 2.7, terms found in Vendor's supplemental agreements can supplment the RFP but cannot conflict, any conflicting terms are void.
101	Attachment 1 State of Idaho Standard Terms and Conditions for Cloud services		We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements with The Contractor's product and IT teams.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
102	Attachment 1 State of Idaho Standard Terms and Conditions for Cloud services		We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements with The Contractor's product and IT teams.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
103	3. Submission Requirements, sub-sections 3.1 /3.4/3.7	10-11	Regarding the submission requirements, and in respect to both company office arrangements during the Covid pandemic and sustainability, would the University be willing to accept proposals in electronic format by email, instead of printed copies and electronic copies on USB flash drive?	Please see answers to Questions 3, 4, 5 and 23.
104	3. Submission Requirements, sub-section 3.3	10-11	Regarding the submission requirements, and in respect of company office arrangements during the Covid pandemic, will the University be willing to accept electronic signatures in place of original, handwritten signatures?	Please see answer to Questions 2.
105	4. Proposal Format, sub-section 4.1	13	For Attachment 3 Offeror Response spreadsheet, does the University only require summary responses to each question in the Offeror Response column? For specific questions which might benefit from more detailed responses, is it acceptable to provide a longer response in a Word document attachment?	Please see answer to Question 5.

106	1. Administrative & Background Information, sub-section 1.6 Mandatory Requirements - 1.6.2	6	The Interchange Plus (IC+) pricing structure makes sense for Lot 1. For vendors responding only to Lot 2, is the University willing to accept a "USD dollar and cent" pricing structure?	See response to question 19. For Lot 2, other pricing structures will be accepted.
107	Attachment 3/ SOW Student Payables (Lot 2) Tab, Question 1.3	Tab 4, 1.3	Statement indicates that no demand should be placed on University staff during implementation. Can the University provide additional clarity for this requirement? Will the University confirm that IT staff will be available to participate in the year-long implementation project?	This specification has been revised to read: The propsed system must be configurable and efficient to implement without placing an undue demand on University resources; IT Staff will be available to participate in the implementation project.
108	Attachment 3/ SOW Student Payables (Lot 2) Tab, Question 4.12	Tab 4	Please can the University clarify if it requires a SOC report to be submitted with proposals? Our company typically requests a Non-Disclosure Agreement to be in place prior to the proposal deadline in order to be able to submit our SOC report. If SOC reports are required with proposals, would the University be agreeable to signing an NDA prior to the submission deadline?	SOC reports are not required to be submitted with your response, but acceptable SOC reports will be required from the winning Contractor at the time of award and annually thereafter for Internal Audit review. To answer Attachment 3, SOW Student Payables question 4.12, please discuss certifications, permits and licenses as appropriate to provide products and services as required. Specifically discuss Information Security Certificates, Customer Privacy, Demonstration of Financial Controls (SSAE-18/SOC) and an explanation of information sharing.
109	Attachment 3/ SOW Submission Rqmts & Certs - Security and Other Requirements and Reporting	Tab 2	Please can the University clarify if it is mandatory for contractors to have both SOC I and SOC II and for the successful contractor to provide both reports upon contract award (and annually thereafter)?	Contractor must provide SOCI and II reports upon award and annually upon contract anniversary date for Internal Audit review. Historically, the University has been provided both SOC 1 and SOC 2, with a bridge letter. If you cannot provide both you must explain why.
110	1. Administrative & Background Information, sub-section 1.3 Scope of Purchase - 1.3.2	4	This section requests information about "the ability to process online credit/debit card and ACH for student tuition, fees and other payments." Yet, the Cost Sheet-Attachment 4 does not have a row inquiring about ACH transactions. Where would the University like offerors to enter ACH-related costs?	A line for ACH fees has been added to the revised cost sheet (Attachment 4 Cost Sheet). Please enter these fees there.
111	1. Administrative & Background Information, sub-section 1.3 Scope of Purchase - 1.3.2	5	How many students were enrolled in payment plans during the Fall 2019, Spring 2020, Fall 2020 and Spring 2021 semesters at the University?	Please see response to Question 13.
112	Attachment 1 Offeror Information - Student Financial Services	Row 10	Of these estimated annual transaction amounts and counts for Student Financial Services, please can you provide a breakdown of transaction amounts and counts for each payment method (i.e. Visa, MasterCard, American Express, ACH, etc.)?	Transaction amounts and counts from January 1, 2020 to December 31, 2020: Student Web ACH: Checking $77,081,230.59 (45,603 transcations) Savings $9,969,862.77 (4,827 transcations) Totaling $87,051,093.36 (50,430 Transactions). Student Credit Card: Visa $14,871,973.29 (23,109 transcations) MasterCard $3,18,002.25 (4,286 transcations) American Express $1,863,095.38 (1,780 transcations) Discover $482,216.78 (824 transcations), JCB $785.00 (1transcation) Totaling $20,403,072.70 (30,000 transcations)
113	Attachment 4 Cost Sheet - Student Payables Payment Plans	Row 37	What is the current total payment plan enrollment fee (or application/administrative fee) and how long has the fee been priced at this rate? Would the University consider raising the enrollment fee and if so, what would be the highest threshold?	The current total payment plan enrollment fee is $30. University prefers not to increase this price unless absolutely necessary.

114	Attachment 1 Offeror Information - Student Financial Services	Row 19	Which of these estimated annual transaction amounts and counts are specifically from Student Financial Services and what payment types does this subset of data represent?	Student Financials Third Party Recievables: 15 transactions totaling $438,713.19 (credit cards: Visa, MasterCard, Discover) MasterCard: $433,703.17 (12 transactions) and Visa: $5,010.00 (3 transactions) Student Financials Past Due accounts 139 transactions totaling $80,185.98 (credit cards: Visa, MasterCard, Discover) Visa: $67,416.30 (121 transactions) MasterCard $10,272.10 (21 transactions) and Discover $2,497.58 (2 transactions)
115	1. Administrative & Background Information - sub-section 1.7.1 Timeline	6	It is stated that "due to the expected cost of the university-wide Service...". Please can the University advise the annual budget amount designated for the Credit Card Processing Services.	We are unable to provided a specific budgeted amount. Boise State operates on a generally decentralized budget process. Estimates of transaction processing cost are spread throughout campus departments and are subject to change based on changes in transaction processing. The specific comment in the RFP Section 1.7.1 refers to the expectation that the cost of this project will meet or exceed dollar thresholds requiring Idaho SBOE (State Board of Educaiton) approval (any purchase over $1 million for the life of the contract.)
116	RFP 1. Administrative & Background Information, sub-section 1.4 Current Environment - 1.4.3	5	We understand that the University currently has a Touchnet integration (Paypath) with PeopleSoft. What other Touchnet products or services does the University currently use (i.e. payment plans, etc.)?	The University currently utilizes Touchnet Pathpath for student payments. We have addition integrations listed in our Current Campus Enviroment Tab of Attaachment 1 as well as their Marketplace product for web-based payment processing.
117	RFP 1. Administrative & Background Information, sub-section 1.4 Current Environment - 1.4.3	5	Are current payment plans provided through PeopleSoft or Touchnet?	All payment plans are through PeopleSoft.
118	Attachment 4 Cost Sheet - Statement Fee	Row 12	Please can you clarify exactly what the University means by "statement" in this context?	We would expect any regular billing or activity statement charges to be included here.
119	Attachment 4 Cost Sheet - Retrieval Fee	Row 16	Please can the University provide the total volume and value of Retrieval requests that have occurred over the past 12 months?	The University does not have any record of retrieval requests for the prior 12 months.
120	Attachment 4 Cost Sheet - Chargeback Fee	Row 17	Please can the University provide the total volume and value of Chargebacks that have occurred over the past 12 months?	Estimated volumes for FY20 were 47 chargesback for a total of $6,777.94
121	Boise State University Standard Contract Terms and Conditions - 9. Taxes	2	While we grant that the University is tax-exempt, we would ask that "If the Contractor is required to pay any taxes incurred as a result of doing business with the University, Contractor shall be solely and absolutely responsible for the payment of those taxes." is replaced with the following: "University shall be responsible for all taxes, levies, duties or similar governmental assessments of any nature arising from University's use of the Contractor's services, including but not limited to value-added, sales, use, or withholding taxes, assessable by any local, state, or federal jurisdiction, but, excluding taxes (i) for which the University is exempt or (ii) based on the Contractor's income, property or employees." This is fair and equitable because it still includes an acknowledgement of tax-exempt status and that the Contractor is responsible for taxes on its revenues, property, and employees, while the University would be responsible for any tax liability arising from its use of our services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
122	Boise State University Standard Contract Terms and Conditions - 17. Work for Hire	3	Our company provides a license to its software for the duration of the agreement, as opposed to work for hire products. As such, we would ask this section be removed. This is fair and equitable given that work for hire products are not being provided.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
123	Boise State University Standard Contract Terms and Conditions - 19. Termination for Convenience	3	Given the substantial upfront investment on the part of our business to support integration work and to provide ongoing support services to our clients, our company cannot agree to a termination for convenience provision. We would propose to reserve this to be negotiated in consideration of existing termination for default provisions in order to arrive at fair and equitable termination provisions for both parties.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

124	Boise State University Standard Contract Terms and Conditions - 23, 26, 27	3 - 4	General note regarding references to terms in subcontracts appearing in these sections. Our company takes full responsibility for the actions of our employees, agents, and subcontractors, including with respect to confidentiality obligations and compliance with various laws applicable to our services - our view is that this should stand in place of requiring any terms to appear in subcontracts. This is fair and equitable given that our company remains responsible for the compliance of its subcontractors with the terms of the any resulting agreement with the University.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
125	Boise State University Standard Contract Terms and Conditions - 31. Assignment	5	Our company requires the right to assign to an affiliate, or as part of a corporate reorganization, consolidation, merger, or sale of substantially all of its assets. We would propose that any other assignment, aside from assignment to an affiliate or as part of a corporate reorganization, consolidation, merger, or sale of substantially all assets be only permissible with the advance written consent of the University. This is fair and equitable as it limits the circumstances under which assignment without consent is permissible to major business events.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
126	Boise State University Standard Contract Terms and Conditions - Certificate of Insurance Requirements	6	Our company is only able to add the University as an additional insured on our CGL. This is fair and equitable in light of our company's agreement to all other insurance requirements. In addition, our company's blended Errors & Omissions and Cyber liability policy is a claims-made policy, meaning that it covers claims made against our company without additional insured status.	Boise State University and State of Idaho need to be named as Additional Insureds on the CGL. Boise State University and State of Idaho do not need to be named as Additional Insureds on the E&O/Cyber Liability policy because of its "claim-made" status.
127	State of Idaho Standard Terms and Conditions for On-Premise Software and Related Services - 2. Software License	1	We would note that our company does not allow copying of its software. We provide a license to use our software, for which we retain all rights.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
128	State of Idaho Standard Terms and Conditions for On-Premise Software and Related Services - 7. Ownership of Materials	3	We would note that our company provides a software license and retains all rights in its software.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
129	Banking Solicitation Instructions to Vendors - Section 9	23	Our company complies with the GDPR standard for data breach notification: within 72 hours of becoming aware. We also would seek to negotiate the provision regarding assuming "total financial liability" incurred by such breach, limiting the same to instances where the Contractor is responsible for the breach or otherwise violates applicable law. This is fair and equitable as the GDPR notification timeline has become industry standard, and limiting liability to instances where our company is responsible or in violation of the law is both consistent is an accepted allocation of risk and responsibility.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
130	State of Idaho Standard Terms and Conditions for Cloud Services - 3. Data Access Controls	2	Our company would need the ability to share data with affiliates as our staff are employed by various affiliate entities -- all of which are wholly owned subsidiaries of our company's parent entity. This is fair and equitable because the purpose of sharing information with our affiliates would be solely for staff of those affiliates to be able to provide services to the University.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
131	State of Idaho Standard Terms and Conditions for Cloud Services - 12. Security Incident and Data Breach Responsibilities	4	Our company complies with the GDPR standard for data breach notification: within 72 hours of becoming aware. This is fair and equitable as the GDPR notification timeline has become industry standard.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
132	State of Idaho Standard Terms and Conditions for Cloud Services - 14. Background Checks and Security Awareness	5	While our company does complete background checks on all employees and contractors, we cannot provide the results to the University as this is protected information. This is fair and equitable because our company is nevertheless committed to completing the required background checks on all staff that will provide services to the University.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

133	State of Idaho Standard Terms and Conditions for Cloud Services - 15. Data Center Audit	6	Our company utilizes Amazon Web Services (AWS) infrastructure for data storage. As such, we cannot allow, on behalf of AWS, for an audit of the data centers. We are happy to provide the University with our company's SOC 2 report on an annual basis upon your request. This is fair and equitable because our independent third-party SOC 2 report reviews all of our controls and processes with respect to our use of data.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
134	State of Idaho Standard Terms and Conditions for Cloud Services - 18. Responsibilities and Uptime Guarantee	6	We cannot provide a complete 24/7/365 guarantee as requested. We are happy to work with the University on mutually agreeable carve-outs. Our company would propose to reserve this to be negotiated in order to arrive at a fair and equitable uptime guarantee.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
135	State of Idaho Standard Terms and Conditions for Cloud Services - 20. Access to Security Logs and Reports	7	Besides access to standard reporting in the ordinary course of business, our company can agree to provide access reports and logs only in the event of a data breach. This is fair and equitable as we are willing to provide this sort of sensitive information in circumstances where it would be useful to the University in an investigation.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

			Changes Summarized	
#	Document	Section	Current	Revised
1	RFP	1.1	Submit sealed Proposal: Proposals must be received at the physical address designated for courier service and time/date stamped by Boise State University prior to the closing date and time. Address for Courier: University Plaza 960 S. Broadway Ave, Suite 300 Boise, ID 83706 Address for US Mail: 1910 University Dr, MS-1210 Boise, ID 83725-1210	Submit electronic Proposal: Email Address: (for solicitation responses, ONLY. All other correspondence should be directed to the RFP Lead as listed above): solicitationresponses@boisestate.edu
2	RFP	1.1	Anticipated Release of Answers to Questions: 4/22/21	Anticipated Release of Answers to Questions: ~~4/22/21~~ 4/28/21
3	RFP	1.1	RFP Closing Date: 5/10/21, 5pm Mountain Time - Late responses will not be accepted.	5/16/21 11:59pm ~~5/10/21, 5pm~~ Mountain Time - Late responses will not be accepted.
4	RFP	1.1	RFP Opening Date: 10:30 a.m. Mountain Time in Procurement and Vendor Services on the first work day following the Closing Date.	RFP Opening Date: 10:30 a.m. Mountain Time in Procurement and Vendor Services on the first work day following the Closing Date. (Opening will be completed virtually. Email RFP Lead for attendance details.)
5	RFP	1.8	nonexistent	New Section: 1.8 Affiliated Institution: Any State of Idaho public higher education institution ("Affiliated Institution") may elect to utilize the Award from this RFP to purchase goods or services from the Awarded Offeror. In the event of such election, the Affiliated Institution agrees to be bound by the terms of this Contract as if it were an original party hereto.
6	RFP	3.6	The Proposal must be separated into two (2) distinct sections: 1) Attachment 3 Offeror Response and 2) Attachment 4 Cost Sheet. 3.6.1 The Attachment 3 Offeror Response must be sealed, identified "Attachment 3 Offeror Response –" RFP ST21-094 Credit Card Processing Services for Boise State University" and include all documentation related to this response, except the Cost Sheet. 3.6.2 The Attachment 4 Cost Sheet must be sealed and identified "Cost Sheet – RFP ST21-094 Credit Card Processing Services for Boise State University." The only document that should be included with this section is the Attachment 4 Cost Sheet	Since this response has changed from physical copy to electronic copy: The Proposal must be separated into two (2) distinct ~~sections~~ email attachments: 1) Attachment 3 Offeror Response and 2) Attachment 4 Cost Sheet. The Attachment 3 Offeror Response must be ~~sealed a~~ separate attachment, identified "Attachment 3 Offeror Response –" RFP ST21-094 Credit Card Processing Services for Boise State University" and include all documentation related to this response, except the Cost Sheet. The Attachment 4 Cost Sheet must be ~~sealed a~~ separate attachment and identified "Cost Sheet – RFP ST21-094 Credit Card Processing Services for Boise State University." The only document that should be included with this section is the Attachment 4 Cost Sheet
7	RFP	3.7	Electronic Copy - In addition, Offerors must submit one (1) electronic copy of the Attachment 3 Offeror Response on a USB flash drive device. Word or Excel format is required. The only exception will be for financials or brochures. The USB device format and content must be the same as the manually-submitted Proposal, including the Attachment 4 Cost Sheet (indicated as "Attachment 4 Cost Sheet" and saved as a separate file). The electronic version must NOT be password protected or locked in any way. Please attach the USB device to the original version of the Attachment 3 Offeror Response. The USB device shall contain the original electronic copy in Word or Excel format, as well as the redacted version as requested in Section 3.12 of the solicitation. The electronic file name of the redacted version must contain the word "redacted."	Electronic Copy - In addition, Offerors must submit one (1) electronic copy of the Attachment 3 Offeror Response to solicitationresponses@boisestate.edu ~~on a USB flash drive device~~. Word or Excel format is required (or other as allowed in the Answers to Questions, Amendment 1). The only exception will be for financials or brochures. The electronic submission ~~USB device format and content~~ must ~~be the same as the manually-submitted Proposal,~~ includ~~e~~ing the Attachment 4 Cost Sheet (indicated as "Attachment 4 Cost Sheet" and saved as a separate file). The electronic version must NOT be password protected or locked in any way. ~~Please attach the USB device to the original version of the Attachment 3 Offeror Response.~~ The ~~USB device~~ electronic submission shall contain the ~~original electronic copy in Word or Excel format, as well as the~~ redacted version as requested in Section 3.12 of the solicitation. The electronic file name of the redacted version must contain the word "redacted."
8	Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response	3.3	Submit one original (hard copy), unaltered **Signature Page** Tab of Attachment 3 Solicitation Response (containing wet signature)	Submit one ~~original (hard copy), unaltered~~ **Signature Page** Tab of Attachment 3 Solicitation Response ~~(containing wet signature)~~ University has approved Docusign, AdobeSign and SignNow. Any other requested electronic signature service/method must be approved by the University.
9	RFP / Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response	3.4	Submit 4 copies of **SOW-Student Payables** Tab of Attachment 3 Solicitation Response AND/OR 4 copies of **SOW-Merchant Services** Tab of Attachment 3 Solicitation Response (Offeror can propose on either or both of these SOWs.)	Submit ~~4~~ an Electronic copy~~ies~~ of **SOW-Student Payables** Tab of Attachment 3 Solicitation Response AND/OR ~~4 copies~~ an electronic copy of **SOW-Merchant Services** Tab of Attachment 3 Solicitation Response (Offeror can propose on either or both of these SOWs.) Due to the risk of transmission of COVID-19 during the pandemic, and lacking a formal Electronic Bid system, University will accept electronic responses SUBMITTED TO: solicitationresponses@boisestate.edu, a confidential, reserved address for bid/quotes/proposal submittals only.

10	RFP / Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response	3.6	Proposal separated, sealed and identified in 2 distinct sections or envelopes: 1) SOW-(Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation Response and 2) Cost Sheet Tab of Attachment 4 Offeror Response	Proposal separated, sealed and identified in 2 distinct attachments ~~sections or envelopes~~: 1) SOW-(Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation Response and 2) Cost Sheet Tab of Attachment 4 Offeror Response
11	RFP / Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response	3.7, 3.12	Submit **USB Device** attached to SOW-(Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation Response including: Attachment 3 Offeror Response & Attachment 4 Cost Sheet in required format, with identical content as manually submitted Offer. -Word or Excel format required. -Must not be password protected or locked in any way. -Electronic file name of the redacted version must contain the word "redacted." -If there is no redacted version of the response, note that in the comments section here.	Submit ~~**USB Device** attached to SOW-(Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation~~ an Electronic Response including: Attachment 3 Offeror Response & Attachment 4 Cost Sheet in required format~~, with identical content as manually submitted Offer~~. -Word or Excel format required (Except as allowed in Questions and Answers). -Must not be password protected or locked in any way. -Electronic file name of the redacted version must contain the word "redacted." -If there is no redacted version of the response, note that in the comments section here.
12	RFP / Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response	3.10	nonexistent	Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Return all amendment(s) with your response.
13	SOW-Merchant Services (Lot 1) Tab of Attachment 3 Solicitation Response	1.19	Describe your uptime for the past 12 months.	The System must maintain an exceptional uptime rating, except routine maintenance downtime. Describe your uptime for the past 12 months. Include the volume of transactions and customers supported and the number of errors in your uptime. Discuss number of transactions at peak volume and peak-volume-related errors. Describe how your company handles an unexpected downtime.
14	SOW-Merchant Services (Lot 1) Tab of Attachment 3 Solicitation Response	2.1	Service should be able to integrate with platforms shown on the Current Campus Environment Tab of Attachment 1 Offeror Information	Service should be able to integrate with platforms shown on the Current Campus Environment Tab of Attachment 1 Offeror Information. Please describe which platforms your service integrates with and how. Please discuss any plans for future integrations with any of these platforms.
15	SOW-Merchant Services (Lot 1) Tab of Attachment 3 Solicitation Response	8.2	Describe any on-site installation/implementation/integration requirements and provide related documentation (administrator guide, technical specifications, information on the web, etc.)	Describe any on-site installation/implementation/integration requirements and/or resources that the University will be required to provide. ~~and provide related documentation (administrator guide, technical specifications, information on the web, etc.)~~
16	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	1.3	Be configurable and efficient to implement without placing a demand on University resources;	The propsed system must be configurable and efficient to implement without placing an undue demand on University resources.
17	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	1.29	If through a third party, please identify and confirm the third party meets US regulatory requirements as well as any and all costs associated with using the service.	If **PROCESSING PAYMENTS** through a third party, please identify and confirm the third party meets US regulatory requirements. ~~as well as any and all costs associated with using the service.~~
18	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	3.9	Nonexistant	Are there limitations on the number of Files/transactions: Contained in a batch? Transmitted Daily? Please discuss limits.
19	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	4.11	Describe your uptime for the past 12 months.	The System must maintain an exceptional uptime rating, excepting routine maintenance downtime. Describe your uptime for the past 12 months. Include the volume of transactions and customers supported and the number of errors in your uptime. Discuss number of transactions at peak volume and peak-volume-related errors. Describe how your company handles an unexpected downtime.
20	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	7.1	Describe how the System allows service fees to be added to the transaction charge.	Clarify the 2 ways the payer is notified of service fees/transactions charges: 1) before they actually pay/when they are making payment and 2) post payment on their personal statement. This must not show up as a University Charge. Please provide an example statement showing how this is displayed to the customer.

21	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	9.5	E Describe how the System provides real-time verification of routing numbers before payments are processed.	ME Describe how the System provides real-time verification of routing numbers before payments are processed.
22	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	12.2	Describe the ability for the University to configure payment plans.	Describe the ability for the University to configure payment plans and if it separates QTRE and non-QTRE for 1098t reporting.
23	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	18.3	E Describe how the System handles batch summary payment types and proof that payments have been successfully transmitted. Provide and include samples with the proposal.	~~Describe how the System handles batch summary payment types and proof that payments have been successfully transmitted. Provide and include samples with the proposal.~~ ~~ME System must show proof of payments successfully transmitted to the bank and to PeopleSoft by ID (not by batch summary) to allow line by line reconciliation.~~ ~~Describe how the System handles batch summary payment types and proof that payments have been successfully transmitted. Include samples with the proposal.~~
24	Cost Sheet Tab of Attachment 4 Offeror Response	19	non-Existent	**Added line 19 to address ACH costs:** **ACH fees -** (Specify pricing structure in the comments section; Flat, File, Transaction, etc.)

Amendment 1 RFP ST21-094
Credit Card Processing Services for Boise State University

Includes: Questions Answered, Changes Summarized, Amendment Receipt Confirmation (Signature Required)

This Amendment Receipt Confirmation must be returned with Solicitation Response

Significant Changes include :

-Questions answered

-Close date revised to 5/16/21 11:59pm

-Acceptance of Electronic Signatures

-Acceptance of Electronic Submission to: solicitationresponses@boisestate.edu

-Other changes as noted in the Question & Answers and revised documents posted at https://www.boisestate.edu/vpfa-p2p/

I confirm that I received and reviewed Amendment 01 for RFP ST21-094 consisting of the following Documents:

-Revised - RFP ST21-094 Credit Card Processing Services for Boise State University

-Attachment 1 Offeror Information (Unchanged)

-Attachment 2 Offeror Questions (Unchanged)

-Revised - Attachment 3 Offeror Response

-Revised - Attachment 4 Cost Sheet ST21-094

-Amendment 1 - Questions Answered (tab), Changes Summarized (tab), Amendment Confirmation Receipt (tab) (Signature Rq'd)

NOTE: Return this signed and dated Amendment 1 Receipt Confirmation with your Proposal, otherwise, your response may be found non-responsive and

Printed Name: _____

Company: _____

Title: _____

Signature: _____

Date: _____

IDAHO STATE UNIVERSITY

SUBJECT

Disposal of Idaho State Board of Education (Board) real property in Ada County, Idaho

REFERENCE

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(iii).
Idaho Code § 58-335

BACKGROUND/DISCUSSION

In May 2011 Idaho State University (ISU) acquired a condominium unit at 1000 North Curtis Road, suite 300 in Boise, Idaho through a charitable real estate gift to serve ISU's Health Science mission.

ISU no longer has a use for this space as the University is focusing on co-locating all functions in Treasure Valley at the Sam & Aline Skaggs Health Science Center in Meridian, Idaho. To permit prompt closing upon receipt of an acceptable offer, ISU is seeking Board approval of this disposal prior to listing the property. It is expected that most offers will anticipate authorization to close sooner than the two to four months required for Board approval if sought subsequent to an offer deemed acceptable to University administration. Upon Board approval to sell, ISU will prepare the property for listing at or above appraised value and ISU will utilize the services of a local commercial real estate agent to provide marketing services and present buyer offers for administration consideration.

IMPACT

The Curtis property is no longer useful for ISU and is costing the University to maintain. Its disposal will allow the reallocation of proceeds from the sale to be directed to University strategic priorities.

ATTACHMENTS

Attachment 1 – Floor Plan of Property

BOARD STAFF COMMENTS AND RECOMMENDATIONS

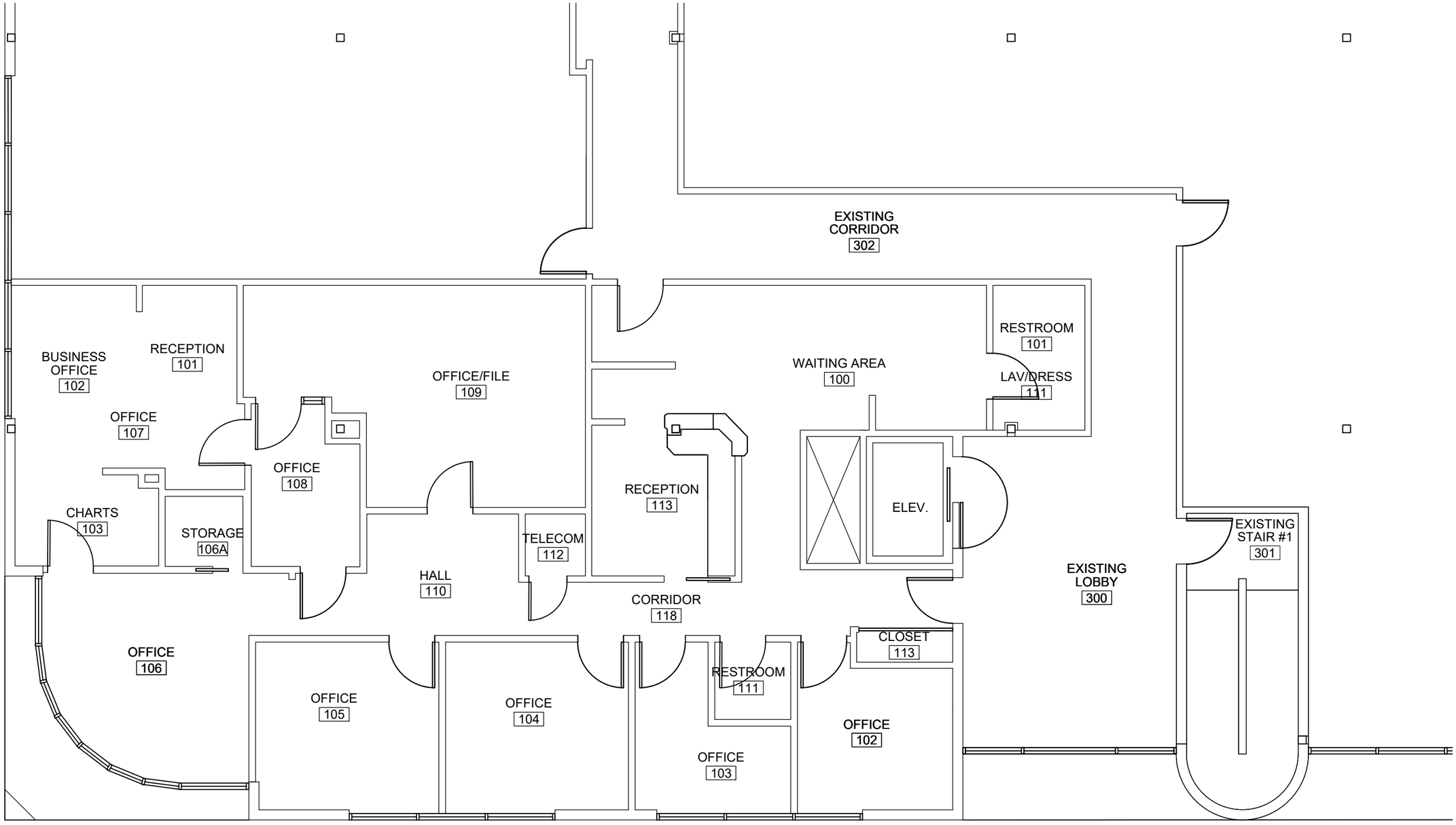
The current real estate climate in the state requires the ability to be nimble in accepting offers. Idaho State University's desire to divest itself of the property given the direction to move health sciences to the Meridian campus makes the property less viable for its current use, and in a premium seller's market in Idaho, ISU would like the flexibility to have Board approval prior to the property being listed.

Board Policy V.I.5.3.b states, "The transfer by an institution, school or agency of any other interest in real property requires prior Board approval." ISU's request for the Board's support of this sale appears thoughtful and strategic. Staff recommends approval.

BOARD ACTION

I move to approve the request by the Idaho State University for Board approval to dispose of the subject property for a sale price of equal or greater than the appraised value, and to authorize the Chief Fiscal Officer of Idaho State University to execute all necessary transaction documents for conveying the subject property rights as described above.

Moved by _____ Seconded by _____ Carried Yes _____ No _____


EXISTING CORRIDOR 302
BUSINESS OFFICE 102
RECEPTION 101
OFFICE 107
OFFICE 108
OFFICE/FILE 109
CHARTS 103
STORAGE 106A
HALL 110
TELECOM 112
RECEPTION 113
CORRIDOR 118
WAITING AREA 100
RESTROOM 101
LAV/DRESS 111
ELEV.
EXISTING STAIR #1 301
EXISTING LOBBY 300
OFFICE 106
OFFICE 105
OFFICE 104
OFFICE 103
RESTROOM 111
CLOSET 113
OFFICE 102

BOISE STATE UNIVERSITY

SUBJECT

Online, Bachelor of Arts in Digital Innovation and Design

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes to create a Bachelor of Arts (BA) in Digital Innovation and Design that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. The proposed program will enable students to earn certificates with an emphasis on managing and using new and emerging technologies so that they can adapt and thrive in the evolving digital workplace.

This degree is structurally designed to improve access, affordability and retention. The BA is organized as a stackable certificate degree program. In this curricular structure, students select from and complete certificates, each of which has specific learning outcomes and conveys specific skills to the students. As each certificate is completed, the certificate is credentialed to the student. Upon completion of four approved certificates, and the Idaho mandated foundational courses, plus electives to 120 credits, the Bachelor's degree is conferred. Another advantage of this stackable structure is that this broad degree can accommodate a variety of distinct emphasis areas with the addition of new certificates over time.

This program will provide students with (i) a broad foundation in the 21st Century human skills of critical thinking, communication, collaboration, and creativity and innovation, (ii) an in-depth understanding of implementing and evaluating innovative digital approaches and techniques, and (iii) the ability to apply design methodologies to creatively solve real-world problems.

IMPACT

Students graduating from this program will be able to work efficiently in a variety of industries and across business functions by designing solutions that address both the technical and human considerations required for the successful identification, selection, and delivery of innovative changes and technology. The quantitative and qualitative problem-solving skills developed through this program will provide graduates with a unique perspective and competitive edge within their professional field of interest.

The program's size will be scaled to demand for the program. BSU projects 24 enrollments initially and that the program will reach a size of 381 students by the

fifth year, graduating approximately 10 students by FY26 and by FY30 the program estimates approximately 50-70 gradates.

The financial impact is $204,579 - $923,050 over a four-year period. The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. The price-point of $350 for the proposed online fee aligns with the majority of Boise State University's undergraduate online programs. Students, who already bring in an associate's degree and/or substantial college credits in general education, take 54-60 credits hours in required courses offered by the College of Innovation and Design at a cost of $18,900 - $21,000. For new students who need 120 credits to earn their baccalaureate degree, the cost of the program would be up to $42,000 (120 credits at $350 per credit).

The program will fund new adjunct and clinical faculty to cover additional instruction credits required for the program. Upper administrative support will be provided by the Associate Dean of the College of Innovation and Design (FTE of 0.20). Start-up, transitional instructional and non-instructional support will be provided by College of Innovation and Design staff in the first years of the program, then transitioning to permanent positions when scale and associated revenue justifies that expense.

ATTACHMENTS

Attachment 1 – Boise State University – Online Bachelor of Arts in Digital Innovation and Design

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed BA program will have a stackable certificate structure consisting of a first-year certificate, called Innovation and Design. Students will complete this first certificate and then choose at least two others from the following certificates: UX Design, Content Production, or Creative Influence. Students will also choose at least one certificate from the following: UX Research Certificate and Applied Leadership Certificate. As Boise State provides, once students complete four approved certificates, general education courses (Boise State's foundational courses), and electives amounting to 120 credits, the Bachelor's degree will be conferred. Should a student 'stop out' of the program prior to completing the degree, they would do so with specific, credentialed skills, which would be marketable to potential employers.

Boise State has identified specific targets for the total number of enrollments and graduates needed in order for program to be fiscally sustainable. If the program does not reach 50 total enrolled students by 2025 Academic Year, the program will be considered to be underperforming and will have two additional years until the program is discontinued.

While the proposed program is currently not listed on Boise State's approved three-year plan, it is included in their updated plan submitted in May 2021, which

will be considered by the Board under a separate agenda item. In accordance with Board Policy III.Z, no institution has the statewide program responsibility specifically for business/digital media programs. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

Lewis-Clark State College offers a similar online, undergraduate program in Business and Communications. The proposed Digital Innovation and Design differs from LC's program in that Boise State's program will focus on applying innovation and design methodologies to manage new and emerging technologies. LC's program focuses on general business and communications skills, ideal for students pursuing careers in corporate communications, marketing, public relations, sales, or media relations.

BSU also requests approval to assess an online program fee of $350 per credit for the Bachelor's program consisting of 120 credits, which amounts to $42,000 and for students, with an associate's degree and/or substantial college credits in general education, will take 54-60 credits hours in required courses at a cost of $18,900 - $21,000. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on July 8, 2021; and to the Instruction, Research, and Student Affairs on August 13, 2021; and Business Affairs and Human Resources Committees on August 12, 2021.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an Online Bachelor of Arts in Digital Innovation and Design, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Boise State University to charge an online program fee of $350 per credit for the Bachelor of Arts in Digital Innovation and Design, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Date of Proposal Submission:	April 2021
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Innovation and Design
Name of Department(s) or Area(s):	

Official Name of the Program:	Digital Innovation and Design			
Implementation Date:	Fall 2021			
Degree Information:	Degree Level: Bachelors	Degree Type: Bachelor of Arts		
CIP code (consult IR /Registrar):	30.5202 Title: Digital Humanities			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Fully Online			
Geographical Delivery:	Location(s)	Boise	Region(s)	III
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee
	X	Online Program Fee		
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Responsibility		Statewide Responsibility

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Consolidation of Existing Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] New Off-Campus Instructional Program
- [ ] Expansion of Existing Program
- [ ] Other (i.e., Contract Program/Collaborative

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College Dean (Institution) Date

Vice President for Research (Institution; as applicable) Date

Graduate Dean or other official (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

DocuSigned by: 5BCB8035ED1D44C... 5/11/2021 | 3:41 PM MDT

VP/Chief Fiscal Officer (Institution) Date

Todd J. Kilburn 7/19/21

Chief Financial Officer, OSBE Date

DocuSigned by: A835A6C51CCE432... 4/6/2021 | 5:38 AM PDT

or Instruction (Institution) Date

TJ Bliss 6/24/2021

Chief Academic Officer, OSBE Date

DocuSigned by:
AFFACAFF49FD495...
5/21/2021 | 10:58 PM PDT

President Date SBOE/Executive Director Approval Date

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   Boise State University proposes the creation of an online program that will award a Bachelor of Arts in Digital Innovation and Design that will follow a stackable certificate model. The proposed program will enable students to earn certificates with an emphasis on managing and using new and emerging technologies so that they can adapt and thrive in the evolving digital workplace. With our society moving towards being more automated and more connected, this degree will produce graduates that can manage and lead in the workplace by applying new and emerging technologies in innovative and useful ways for the connected world.

   The program will follow a stackable certificate model; the degree will be composed of a series of established certificates that collectively meet program learning outcomes. One of the advantages of this approach is that this broad degree can accommodate a variety of distinct emphasis areas with the addition of new certificates over time. This program will provide students with (i) a broad foundation in the 21st Century human skills of critical thinking, communication, collaboration, and creativity and innovation, (ii) an in-depth understanding of implementing and evaluating innovative digital approaches and techniques, and (iii) the ability to apply design methodologies to creatively solve real-world problems.

   This program will be a pathway for students to learn and apply innovation and design principles beyond the constraints of a traditional, single discipline-focused degree program. For instance, a graduate from this program will be able to work efficiently in a variety of industries and across business functions by designing solutions that address both the technical and human considerations required for the successful identification, selection, and delivery of innovative changes and technology. The quantitative and qualitative, problem-solving skills developed through this program will provide graduates with a unique perspective and competitive edge within their professional field of interest. The required courses that students take for this degree are administered by the College of Innovation + Design, and all but four courses are already offered as part of these programs.

   This degree is structurally designed to improve access, affordability and retention. The BA is organized as a stackable certificate degree program. In this curricular structure, students select from and complete certificates, each of which has specific learning outcomes and conveys specific skills to the students. As each certificate is completed, the certificate is credentialed to the student. Upon completion of four approved certificates, and the Idaho mandated foundational courses, plus electives to 120 credits, the Bachelor's degree is conferred.

   This innovative approach has three distinct benefits:

   First, by stepwise credentialing, those that 'stop out' of the program prior to completing the

Bachelor's degree depart with specific, credentialed skills. This stepwise credentialing approach has the potential to redefine 'go on' success for our students and our institution. Currently, about half of the students that enroll in higher education in Idaho leave before completing their degree. Students in this new program, who are able to complete even just one certificate, leave with a substantive credential that demonstrates competency and can bring value to their career trajectory.

Second, the awarding a certificate in Year 1 provides a strong validation and reward to students, acting as a powerful retention mechanism. Evidence from the 'certificate-first' program at BYU-Pathways suggests a step function increase in retention for those students who complete the first certificate.

Third, the fastest growing student population over the next decade will be returning 'non-traditional' students, often attending to upskill for career advancement. These students often have less time and need specific needs that are not necessarily efficiently met by pursuing a 120-credit Bachelor's degree. The certificate-centric model creates curricular content in an achievable format that can better meet their needs.

2. Need for the Program. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

a. Workforce and economic need: Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

A wide variety of employment opportunities exist for a student graduating with a degree in Digital Innovation and Design. The proposed degree will provide a student with the potential to pursue a number of job positions that call for a college degree, as noted below in the list below. Our analysis includes both an analysis of a single job code (13-1198, Project Management Specialists) and a broader spectrum of occupations for which graduates of this program would qualify. The following workforce data is sourced from EMSI Q42020 data set, October 2020.

Code	Description
15-1257	Web Developers and Digital Interface Designers
43-9031	Desktop Publishers
13-1161	Market Research Analysts and Marketing Specialists
11-2021	Marketing Managers
11-2011	Advertising and Promotions Managers
13-1198	Project Management Specialists and Business Operations Specialists

The tables below indicate the projected job openings in Boise State's regional service area by county, the state, the Pacific Northwest, and nation. Job openings represent positions that require graduation from a program like the one proposed.

Projected Openings, Project Management Specialists and Business Operations Specialists

Project Management Specialists	Year 1	Year 2	Year 3
Counties	61	61	61
State	118	118	118
PNW	1,852	1,852	1,852
Nation	39,254	39,254	39,254

Projected Openings, Broader Spectrum of Relevant Occupations

Various	Year 1	Year 2	Year 3
Counties	166	166	166
State	313	313	313
PNW	5,476	5,476	5,476
Nation	53,647	53,647	53,647

Counties = Ada, Canyon, Gem, Boise, and Owyhee
PNW = Idaho, Montana, Oregon, Utah, and Washington

Projected job openings from 2020-2025 in Idaho and the Nation are shown in the tables below. The following workforce data is sourced from EMSI Q42020 data set, October 2020.

Occupation Prospects, 2020-2025,
13-1198. Project Management Specialists and Business Operations Specialists

	Idaho	Nation
2020 Job Openings	3,692	1,313,144
2025 Job Openings	4,165	1,391,651
Growth	13%	6%
Job Postings*	11,055	2,961,398
Median Annual Wage	$66,955	$71,221
% Entry Level**	6%	5%
% Female	57%	58%
% Diversity	13%	38%

Occupation Prospects, 2020-2025, Various, Broader Spectrum of Relevant Occupations

	Idaho	Nation
2020 Job Openings	9,255	3,007,128
2025 Job Openings	10,510	3,221,716
Growth	14%	7%
Job Postings*	11,055	2,961,398
Median Annual Wage	$65,059	$73,130
% Entry Level**	7%	6%
% Female	47%	49%
% Diversity	12%	33%

*Job Postings from January 2019-March 2020
**Entry Level are current job holders 24 years of age or younger

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

The certificates that will form the basis for the proposed program have had strong demand over the past several years, with the online courses growing at a 30% compound annual growth rate. Based on that growth and inquiries from students requesting expanded offerings from these certificates, we expect strong student interest in bringing these certificates together as part of a degree plan.

The program will equip students to participate in STEM-adjacent fields applying skills that are in high demand in the evolving modern workplace. Students graduating from this program will be able to work efficiently in a variety of industries and across business functions by designing solutions that address both the technical and human considerations required for the successful identification, selection, and delivery of innovative changes and technology. The quantitative and qualitative, problem-solving skills developed through this program will provide graduates with a unique perspective and competitive edge within their professional field of interest.

In addition to the jobs data provided above, the Google Career Certificates Program, which offers certificates in project management and UX design, is a strong indicator of external interest in and demand for these career fields.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The proposed program has the potential to attract a more diverse group of students to STEM-adjacent fields by providing access to working with and managing new and emerging technology. It will produce an expanded talent pool that represents the full cross-section of the social spectrum, a diverse set of skills, experiences, backgrounds, and approaches to problem solving to enable innovation - critical components to workplace success, economic growth, and global competitiveness. By offering a more responsive and flexible degree using the stackable certificate model, Boise State will provide students a path that will improve the competitiveness of Idaho's workforce and contribute to the state's economic growth.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No_X____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

This degree has multiple elements to promote affordability and efficiency:

- Online curriculum delivery
- 7 week section model
- 25% of revenue directed to needs-based scholarship (by Year 4)
- No, or limited, course fee policy for courses and certificates

Enrollments and Graduates

6. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY17	FY18	FY19	FY20 (most recent)	FY17	FY18	FY19	FY20 (most recent)
LCSC	Business and Communications BA/BS	48	54	34	37	9	8	17	8

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

The online Business and Communications degree at Lewis & Clark State College focuses on general business and communications skills, which is a different focus than the proposed program, which focuses on applying innovation and design methodologies to manage new and emerging technologies. While there are some overlapping skills between the programs, it is not a duplication. Additionally, the focus on new and emerging technologies will provide skills that benefit graduates and elevate the competitiveness of Idaho's workforce.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Digital Innovation and Design BA											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
24	77	157	275	381		0	0	0	5	10	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program's size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program.

The projected numbers of enrollments and graduates are based on historic growth trajectories of similar online programs. We assume 30% attrition in first semester, 3% in all subsequent semesters. We assume a 60-40% full-time, part-time ratio. We assume no transfer students, so first cohort graduation in FY25.

We will recruit students in several ways, including digital marketing through social media, search-engine optimization, and related efforts, outreach to high schools, and by collaborating with the Community Impact Programs and university admissions teams.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

We project an enrollment of approximately 240 students in the program in FY25. If the actual enrollment were to fall below 70 students in FY25, enrollment in the core curriculum for the degree program would fall below 15 students per section and, the program would not be financially sustainable. Because the average time to graduation will be approximately 5 years, we estimate we will not reach 'steady-state' rates of graduates until FY30. In FY30 we estimate approximately 50-70 graduates, if that number were below 15, it would also indicate the program was not sustainable.

a. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If the program fails to achieve 50 total enrolled students 2025 AY, the program will be considered to be underperforming and have 2 additional years (2027 AY) until the program is discontinued.

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

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Program Development Support: The online Digital Innovation and Design BA is one of several that are being created via the eCampus Expansion Initiative at Boise State University. Boise State's online program development process uses a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, and quality assurance, works collaboratively with the faculty member. One master version of each course is developed for a consistent look and feel of courses across the program; the master course utilizes a professionally created common template aligned with nationally Quality Matters course design standards.

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters ™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)

- Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Canvas's Turnitin plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix A**.

N/A

13. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

Will this program lead to certification?

Yes_____ No__X___

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

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes ____ No X___

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program

outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
x	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

As detailed above, this program will equip students to participate in STEM-adjacent fields applying skills that are in high demand in the evolving modern workplace. Students graduating from this program will be able to work efficiently in a variety of industries and across business functions by designing solutions that address both the technical and human considerations required for the successful identification, selection, and delivery of innovative changes and technology. The jobs data provided above is a strong indicator of external interest in and demand for these career fields.

Moreover, Boise State's newly proposed strategic plan calls for preparing people for a changing world and advancing innovation for Idaho, student success, and for global impact. Specific goals to achieve the strategy include:

Trail blaze programs and partnerships - enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

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

The proposed program addresses both of these goals. By reaching across disciplines to provide educational activities from leadership, anthropology, entrepreneurship, user experience design, and visual/creative arts. By providing an interdisciplinary educational experience, we better prepare our students to enter a complex and rapidly evolving workforce throughout Idaho and beyond. Such efforts clearly support the goal of preparing our students to be successful beyond the major. Because the program will be offered entirely online, the program will be available to serve learners who might otherwise not be able to earn a college degree, and, by extension, serve employers, and communities across the state.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

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

Credit hours in required courses offered by the department (s) offering the program.	54-60
Credit hours in required courses offered by other departments:	34-37
Credit hours in institutional general education curriculum	34-37
Credit hours in free electives	5-22
Total credit hours required for degree program:	120
Note: 'offered by other departments' and 'general education curriculum' credit counts are duplicative	

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Bachelor's of Arts in Digital Innovation and Design			
Category		**Certificate**	**Credits**
Student Success Curriculum			
	COID 101	Introduction to Digital Innovation and Design	3
	COID 201	Project Management & Teamwork	3
	COID 301	Design & Prototype your Life	3
	Finishing Foundations	COID 490 Prepare to Launch	1
Idaho General Education Requirements			
	UNIVERSITY FOUNDATION REQUIREMENTS (Pathway)		**34-37**
	Foundations of Writing		
		ENGL 101 Writing and Rhetoric I	3
		ENGL 102 Writing and Rhetoric II	3
	University Foundations		
		UF 100 Foundations of Intellectual Life	3
		UF 200 Foundations of Ethics and Diversity	3
	Foundation Discipline Courses		
		Foundations of Mathematics (FM)	3-4
		Natural, Physical & Applied Sciences course with lab (FN)	4

		Natural, Physical & Applied Sciences course in a second field (FN)	3-4
		Foundations of Arts (FA)	3
		Foundations of Humanities (FH)	3-4
		Foundations of Social Sciences (FS)	3
		Foundations of Social Sciences course in a second field (FS)	3
First Year Certificate			
		Innovation and Design Certificate	12
Choose at least 2 Certificates			18-24
		UX Design Certificate (CI+D)	
		Certificate of Content Production (CI+D)	
		Certificate of Creative Influence (CI+D)	
Choose at least 1 of these Certificates			12
		UX Research Certificate (CI+D, Anthro)	
		Applied Leadership Certificate (CI+D)	
Electives			23-32
Total Credits			**120**

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

None

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

PLO 1: Evaluate and utilize digital design, communication, and collaboration tools, approaches, and techniques.
PLO 2: Select and apply design approaches to solve real-world problems.
PLO 3. Effectively communicate to achieve desired outcomes.
PLO 4: Work collaboratively and inclusively in teams to design and execute innovative projects.
PLO 5: Critically evaluate processes to create effective solutions.
POL 6: Develop creative solutions to meet human needs is a digital world.
PLO 7: Demonstrate mastery of skills through completion of industry-relevant certificates.

17. Assessment plans.

a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to

improve the program.

The program will follow a systematic assessment and continuous improvement process in which multiple approaches will be used, not only to measure student attainment of program outcomes, but to also inform programmatic improvements. The learning outcomes are mapped to courses that provide relevant content and desired levels of learning. Student work in these courses that address specific outcomes is collected and evaluated by program faculty. The outcomes are assessed on a three-year cycle with data for all outcomes collected each year, and then the results are analyzed every three years. For each outcome, student work across the program is reviewed in a comprehensive review of student work. An assessment team, led by the Dean's office and inclusive of faculty and instructors review the overall attainment of the outcome based on the evidence collected. As part of the review, recommendations for improvement to the program are outlined. All faculty then review these results and make suggestions/changes to improve this process in a program of continuous improvement. Evaluation results inform programmatic, pedagogical, and curricular improvements.

We will use the following direct and indirect measures to analyze formative and summative assessments of student learning:

Direct Measures: Student work that aligns with specific outcomes will be collected and evaluated by program faculty. A comprehensive review of student work will be completed for each outcome once every three years.

The Boise State Foundations Program conducts assessments of the courses satisfying Foundations requirements. Students usually take those courses early in their degree program. Since those outcomes are also important to this degree, the assessment of FW and FC courses will also be consulted to see how the students have grown in writing and communication as they progress through the degree program.

Indirect Measures: A senior exit survey with questions related to student outcomes will be administered to graduating seniors at the end of each semester. The survey will contain questions designed to elicit feedback regarding their perceived achievement of each outcome and their perception of how important they feel each outcome is to their future career. Additional indirect assessments that will be reviewed include, but are not limited to: end-of-course surveys, focus groups, program enrollments, and graduation rates.

Assessment activities will occur throughout the academic year. The program faculty, instructors, and staff will review assessment on an annual basis and create an action plan for continuous process improvement.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s),

or other physical equipment presently available to support the successful implementation of the program.

The program will be delivered online and therefore will require no additional space. The course consumables and replacement equipment will be supported by fees. No additional facility-based resources are needed or the implementation of this program.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

As this program is initiated, adequate space, facilities and equipment exist to accommodate it.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

As this program is initiated, adequate space, facilities and equipment exist to accommodate it.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.
No impact is anticipated.

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

No new library resources are needed.

20. Faculty/Personnel resources

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

Instructional FTE

The numbers below represent needed instructional resources, credits and instruction FTEs, for this program. The program will fund new adjunct and clinical faculty to cover the additional instruction credits required by the program:

Yr 1- 0.39 FTE

Yr 2- 1.05 FTE

Yr 3- 2.00 FTE

Yr 4- 3.43 FTE

Yr 5- 4.51 FTE

Non-Instructional FTE

The numbers below represent needed non-instructional resources expressed as FTEs for each year. This non-instructional personnel will include a Program Director, Admin Support Personnel, Student Success Coaches, Advising Staff and Course Development and Design Staff.

Yr 1- 1.17 FTE

Yr 2- 1.67 FTE

Yr 3- 2.64 FTE

Yr 4- 3.35 FTE

Yr 5- 4.07 FTE

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

Upper administrative support will be provided by the Associate Dean of the College of Innovation and Design (FTE of 0.20). Start-up, transitional instructional and non-instructional support will be provided by College of Innovation and Design staff in the first years of the program, then transitioning to permanent positions when scale and associated revenue justifies that expense. Because this degree is primarily composed of existing curriculum, the infrastructure that supports that curriculum is already funded and in place. Those programs are scalable certificate programs and additional students are accommodated by incremental increases in instructional costs (as detailed above)

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

The impact on existing programs will be minimal. The administrative staffing described above is available to this program because of the transfer (graduation) of multiple programs from the College of Innovation and Design to new academic homes over the last year.

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

The following positions will be filled for this degree program. As described previously, workload will be primarily met with existing staff while enrollments are low,

transitioning to hiring full time positions when enrollment merits the investment:

- Clinical Faculty, Yr 3.
- Adjunct Faculty, Yr. 1-5
- Program Director, Yr 3.
- Administrative Assistant, Yr. 2
- Advisor, Yr 4,
- Student Success Coach, Yr, 4

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The source of new funds needed in Years 1-3 for this program will be the College of Innovation's New Innovations Pathways Account (Appropriated) and the Smelek Endowment (Local). The program is projected to be revenue generating in Year 4 onward.

As shown in the budget below, College of Innovation Design expects to contribute $130,109 in Year 1 (FY22), $91,133 in Year 2 (FY23) and $78,071 in Year 3 (FY 24) of this program.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Program is designed to be sustained long term by associated online program fees.

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

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

Not applicable.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point

appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point of $350 for the proposed online aligns with the majority of Boise State University's undergraduate online programs that exist in the Online Program Fee funding model. Students take 54-60 credits hours in required courses offered by the department (s) offering the program at a cost of $18,900 - $21,000 for those students who already bring an associate's degree and/or college credits in general education. For students who need 120 credits to earn their baccalaureate degree, the cost of the program would be up to $42,000 (120 credits at $350/credit).

22. Using the excel budget template provided by the Office of the State Board of Education, provide the following information:

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

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	FY 2022		FY 2023		FY 2024		FY 2025	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	6.4	23	19.7	56	40.1	121	69.8	217
B. Shifting enrollments	0.7	3	2.2	6	4.5	13	7.8	24
Total Enrollment	7.1	25	21.9	62	44.5	134	77.5	241
Student Credit Hours Generated	213		657		1,335		2,326	

II. REVENUE

	FY 2022		FY 2023		FY 2024		FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds		$130,109		$91,133		$78,071		$0
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees		$74,470		$252,681		$529,355		$936,737
6. Other (i.e., Gifts)								
Total Revenue	$0	$204,579	$0	$343,814	$0	$607,426	$0	$936,737

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:
>1 FTE = 30 credits
>Headcount determined as the distinct number of students in the program that year.
>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.
>Assume 30% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition from 2nd to last semester to last semester.

II.2. The College of Innovation and Design will support program in Y1, Y2 and Y3 from College of Innovation and Design funds

II.5. Student Fee revenue calculated as Student Credit Hours * $350 per credit.
$350 calculated as estimate of 2021-2022 per credit rate.
To be conservative, assume in calculations that per-credit fee does not increase over time to align with the amount charged to traditional resident students.

III. EXPENDITURES

	FY 2022		FY 2023		FY 2024		FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE		1.56		2.72		4.64		6.78
2. Faculty		$14,000		$28,000		$49,000		$84,000
3. Adjunct Faculty		$6,309		$21,678		$43,020		$73,990
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators		$21,296		$42,593		$85,185		$85,185
7. Administrative Support Personnel		$11,111		$11,111		$22,222		$22,222
8. Fringe Benefits		$27,543		$45,609		$78,154		$105,616
9. Other:								
Advising and Career Staff		$3,753		$9,249		$19,874		$35,651
Student Success Coaches		$3,753		$9,249		$19,874		$35,651
Course Design Staff		$33,333		$33,333		$33,333		$33,333
Total Personnel and Costs	$0	$121,098	$0	$200,821	$0	$350,664	$0	$475,648

Budget Notes (continued)

III.A.3	Clinical Professor (0.2, 0.7, 1.5, 2.5 FTE years 1-4)
	Adjunct Faculty (0.37, 1.39. 2.86. 4.61 FTE, years 1-4)
III.A.6	Administrator: Program Director (1 FTE in years 1, 2, 3, 4+)
III.A.7	Administrative Support: Administrative Assistant (0.25 FTE in years 1 & 2, 0.50 FTE in years3, 4+)
III.A.8	Benefits calculated at staff fringe rate of $11,650+(annual wage*20.47%) professional staff and $11,650+(annual wage*21.57%) classified staff
III.A.9	Other: Student Support Service - Advising and Career Staff (0.14, 0.39, 0.88, 1.47 FTE in years 1-4)
	Other: Student Support Service - Student Success Coaches (0.14, 0.39, 0.88, 1.47 FTE in years 1-4)
	Other: Faculty Support Services - Online Courses Design Staff (0.5 FTE in years 1-4)

B. Operating Expenditures									
1. Travel									
2. Professional Services									
	Counseling Services		$1,140		$2,809		$6,037		$10,829
	Recruiting and Marketing		$60,000		$60,000		$60,000		$60,000
3. Other Services									
4. Communications									
5. Materials and Supplies									
6. Rentals									
7. Materials & Goods for Manufacture & Resale									
8. Miscellaneous									
	Scholarship Fund		$0		$11,171		$50,536		$132,339
Total Operating Expenditures		$0	$61,140	$0	$73,980	$0	$116,573	$0	$203,168

Budget Notes (continued)

III.B.2 Counseling Services: Contract for online student mental health services (e.g. WellConnect)

Recruiting and Marketing: Funds for marketing and advertising, equivalent to funds spend on similar online programs at Boise State

II.B.8 Need-based scholarship funds (10%, 15%, 20%, 25% of prior year revenues, years 1-4)

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

	FY 2022		FY 2023		FY 2024		FY 2025	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
1. Boise State University Support		$22,341		$69,013		$140,189		$244,235
Utilites								
Maintenance & Repairs								
Total Other Costs	$0	$22,341	$0	$69,013	$0	$140,189	$0	$244,235
TOTAL EXPENDITURES:	$0	$204,579 #	$0	$343,814	$0	$607,426	$0	$923,050
Net Income (Deficit)	$0	$0	$0	$0	$0	$0	$0	$13,687
		0%		0%		0%		1%

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

III.E.1 Boise State University Support is defined as follows:

Boise State Central Services (17.50% of revenue): A fund dedicated to funding support services for online students.

Boise State eCampus Center (8.70% of revenue): Provide funding for initiative management, online course/program development and other support services

Boise State Online Innovation Fund (3.80% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants and eventually innovation grants

IDAHO STATE UNIVERSITY

SUBJECT

Master of Science in Homeland Security and Emergency Management

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University (ISU) proposes to create a fully online Master of Science (MS) in Homeland Security and Emergency Management that will prepare leaders to effectively address complex problems in a dynamic environment, assess risk, mitigate threats, design impactful emergency protocols, and lead with partners from the entire community. Students will explore topics such as cybersecurity, disaster management, critical infrastructure, intelligence, counterterrorism, and risk management. Last spring, ISU acquired Concordia University Portland's Homeland Security and Emergency Management Program. ISU merged the two programs adding Homeland Security curriculum and changed the program name to Homeland Security and Emergency Management for the existing Associate of Science, Bachelor of Science, and minor in Emergency Management. The proposed program positions Idaho to provide much needed higher education and support for the national homeland security discipline, as we pass the 20-year anniversary of 9/11 in our country's history, and an evolving threat environment.

Career opportunities for homeland security and emergency management professionals at the local, state, and federal levels and within private and non-profit organizations are varied and expanding to meet increasing threat levels. Most management and director level positions within government agencies require a bachelor's or master's degree.

University of Idaho currently offers certificates in Emergency Planning and Management, and Critical Infrastructure Resilience. The proposed MS in Homeland Security and Emergency Management at Idaho State University is broader in scope and there is very little overlap between the proposed master's program and the certificates.

IMPACT

The fiscal impact of the proposed program is expected to be positive during year three following reasonable startup costs during years one and two. If ISU does not have the enrollment in the first year, hiring of a second faculty member will be delayed and qualified adjuncts will be utilized to teach.

Physical facilities and equipment are not applicable to this entirely online program, and no additional library resources are required. More faculty may be needed as the program grows, but this cost can be covered by increased tuition revenue. No

additional appropriations will be requested. Total cost of tuition of this MS degree is estimated to be about $16,200 for a 2-year program, including tuition and course fees. This includes an eISU fee of $35 per credit. The fee is expected to support the program through the Instructional Technology Resource Center and assistance to ISU's online teaching faculty and adjuncts.

Bureau of Labor Statistics projections for 2019-2029 show substantial growth in several occupations that align with this program, including Operations Research Analysts (25% growth rate) and Crisis Communications/Public Affairs (9% growth rate).

ATTACHMENTS

Attachment 1 – Idaho State University – Master in Science in Homeland Security and Emergency Management Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In Spring 2020, Concordia University-Portland closed their Homeland Security-Emergency Management program and approached ISU about the possibility of teaching out students impacted by the program closure. ISU entered into a teach-out agreement with Concordia and merged Concordia's program with ISU's Emergency Management program. This included making curriculum changes and changing the name of ISU's Emergency Management program to Homeland Security and Emergency Management (HSEM). ISU provides that the proposed program will encompass a broad spectrum of HSEM career field jobs and will afford better marketability to potential students including military veterans searching for employment opportunities in security and protection and current professionals looking for increased management and leadership possibilities.

ISU anticipates 12 initial enrollments in the first cohort, reaching 37 by the fifth year, and graduating 14-18 students once the program is up and running. Cohort capacity will be limited to 20 students. If the program grows beyond that number and there are sufficient applicants to support the growth, the program will open another cohort starting in alternate semesters. ISU identified minimum numbers for student enrollment and graduates needed to sustain the program. Those include 18 new students with 14 continuing to graduation. The HSEM degree programs utilize a sliding scale to pay adjuncts based on the number of students in the program. This provides sustainability in the program even when enrollment fluctuate. If minimums are not met in the first five years, the program will be considered for discontinuance.

While the proposed program is currently not listed on ISU's approved three-year plan, it is included in their updated plan submitted in May 2021, which will be considered by the Board under a separate agenda item.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs on July 8, 2021; and

was presented to the Committee on Instruction, Research, and Student Affairs on August 13, 2021. Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to create a Master of Science in Homeland Security and Emergency Management, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	June 4, 2021
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Health
Name of Department(s) or Area(s):	Emergency Services

Official Name of the Program:	Homeland Security and Emergency Management						
Implementation Date:	August 1, 2022						
Degree Information:	Degree Level: Graduate			Degree Type: M.S.			
CIP code (consult IR /Registrar):	43.0301						
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% online						
Geographical Delivery:	Location(s)	Online		Region(s)			
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee		Online Program Fee	
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Responsibility		Statewide Responsibility			

Indicate whether this request is either of the following:

- [x] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

College Dean (Institution)	Date	Vice President for Research (Institution; as applicable)	Date 6/29/2021
Graduate Dean or other official (Institution; as applicable)	Date 06/04/21	Academic Affairs Program Manager, OSBE	Date 6-29-2021
FVP/Chief Fiscal Officer (Institution)	Date 06/04/21	Chief Financial Officer, OSBE	Date 6-29-2021
Provost/VP for Instruction (Institution)	Date 06/10/21	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director Approval	Date

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   The Master's degree in Homeland Security and Emergency Management (HSEM) builds upon the A.S. and B.S. undergraduate degree programs currently being offered by ISU. The M.S. in HSEM will provide advanced leadership and education opportunities in the broad application of the growing academic field of homeland security and emergency management which encompasses many disciplines and professions.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   Graduates of this program will be senior leaders in their respective companies and agencies helping lead their organizations into the future to protect and serve the American public amidst an evolving threat environment. This program will improve graduates' and our country's readiness to address rapidly evolving threats including extreme acts of violence, natural and technological disasters, risks to critical infrastructure, cyber security attacks, and public health crises.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

      Since the fully online M.S. in HSEM will serve candidates inside and outside Idaho, the following information captures national workforce trends. Career opportunities for homeland security and emergency management professionals at the local, state, federal levels and within private and non-profit organizations are varied and expanding to meet increasing threat levels. Most management and director level positions within government agencies require a Bachelor's or Master's degree (U.S. Dept of Homeland Security, 2021).

      The most common job classification for graduates with an M.S. in Homeland Security and Emergency Management is consistent with a Program Manager type job classification responsible for advising leaders and elected officials, managing risk, allocating resources, evaluating program effectiveness, and supervising operations staff. Federal level program managers are employed throughout many agencies with a salary range of $103,842 – $143,796 (Federal Government Jobs and Careers, 2021, https://www.federaljobs.net/blog/program-manager-gs-0340-jobs-working-for-the-federal-

government/ PayScale, 2021, https://www.payscale.com/research/US/Job=Government_Program_Manager/Salary/3a9b7719/Late-Career). According to the Bureau of Labor Statistics the job outlook for managers will grow approximately 6% through 2024.

Other job titles for MS HSEM graduates include (BLS, 2021, https://www.bls.gov/ooh/; City of Seattle, 2021, https://www.governmentjobs.com/careers/seattle/classspecs/754300):

- Chief Executives - $184,460/yr – 4% growth rate 2019-29
- Information Security Analysts - $99,730/yr with 31% growth rate 2019-29
- Operations Research Analysts - $84,810/yr with 25% growth rate 2019-29
- Crisis Communications/Public Affairs - $116,180/yr with 9% growth rate 2019-29
- Strategic and Policy Advisor - $127,212/yr

b. Societal Need: Describe additional societal benefits and cultural benefits of the program.

Idaho and the country need strategic thought leaders to help solve the many complex emerging problems facing society. Communities across the country are struggling due to political tensions resulting in large public movements that in some cases have been co-opted by domestic violent extremists threatening public safety. The country continues to be hit by extreme weather conditions, flooding, and power outages that amplify the equity challenges of low-income individuals and families to prepare and recover from a disaster and its impacts. The logistical challenges related to the ongoing COVID public health emergency requires coordination by emergency management professionals to strengthen the nation's capacity to manage personal protective gear supplies, and coordinate vaccination points of distribution for vaccines and notification processes. Increases in federal funding levels are expected in the form of preparedness grants to improve the country's capacity in these areas that will propel job growth for decades.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No__X___

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The M.S. in HSEM is developed in a fully online format to improve access and flexibility for students. The MS HSEM program is lean and requires 30 credits, with students able to complete their advanced degree in as little as 16 months. In addition to the administrative cost savings of not needing classroom space, students will not have to purchase gas, commute to campus, or pay for parking. Many of the educational resources will be multimedia and open source, peer-reviewed journal articles, making this degree a cost-effective option for busy professionals.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY17	FY18	FY19	FY20 (most recent)	FY17	FY18	FY19	FY20 (most recent)
University of Idaho	Graduate Academic Certificate Emergency Planning and Management	4	9	6	3	0	0	4	5
University of Idaho	Graduate Certificate Critical Infrastructure Resilience	0	5	3	2	0	1	2	0

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

   The University of Idaho offers two 15-credit Graduate Academic Certificates: Emergency Planning and Management, and Critical Infrastructure Resilience, both narrowly focused on planning and specific hazards. Our proposed degree is much broader in scope for the many different career fields in Homeland Security and Emergency Management. There is very little overlap between the two programs.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years
Program Name: Master of Science in Homeland Security Emergency Management

Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates From Program				
FY23 (first year)	FY24	FY25	FY26	FY27	FY24 (first year)	FY25	FY26	FY27	FY28
12	26	32	37	37	11	14	17	18	18

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

According to FEMA's most recent listing of emergency management degree programs, there are 50 master's level homeland security and 51 master's level emergency management programs in the United States. Of these, only six are located in the 15-state Western Interstate Commission for Higher Education region and none are located in Idaho. Further, there are only three master's level degrees in the nation with the more comprehensive Homeland Security and Emergency Management title, although the field is broad and growing. The University of Idaho has two graduate level academic certificates that focus narrowly on critical infrastructure and emergency management planning.

Recently, there have been more studies into what constitutes an essential worker. According to the Bureau of Labor Statistics and the Labor Market Information Institute, exactly which workers are considered essential may differ depending on where you live. One thing that was consistent was jobs in security and emergency management and disaster preparedness and response are critical to the U.S. infrastructure. https://www.lmiontheweb.org/more-than-half-of-u-s-workers-in-critical-occupations-in-the-fight-against-covid-19/. These organizations require leaders with advanced education not only in their field but with knowledge about how all government agencies and critical infrastructure organizations work to collaborate and partner toward common goals.

This fully-online graduate program was planned with extensive input from homeland security and emergency management professionals, including those in city and county government. Their input has been invaluable in program planning and projecting the needs of the field.

Our first-year projection is conservatively 12 students in the first cohort. The cohort capacity will be limited to 20 students. If the program grows beyond the 20 students and there are enough applicants to support, the program will open another cohort starting in alternate semesters. Our marketing and recruitment efforts for this fully-online program will be concentrated in three areas: 1) current students and recent graduates of our Homeland Security and Emergency Management, Fire Services

Administration and Emergency Medical Services and other complimentary university bachelors' programs; 2) population areas that FEMA and DHS focus their efforts for the highest occurrences of disasters, security, and critical infrastructure protection; 3) programs across the U.S. that only have associate's or bachelor's level programs in similar career field degrees. We anticipate developing articulation agreements and career pathways for students in similar career fields.

Our initial projection of numbers is conservatively based on current and recently graduated students in our bachelor programs that have expressed interest in a graduate level degree. Further out, our projections consider the current growth of our programs, marketing and recruiting efforts as described above and stated interest from local and state agencies. We expect to grow the program conservatively at 25% year over year.

10. Minimum Enrollments and Graduates.

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

The program relies on the expertise of faculty and adjunct faculty to teach in the program. We expect a minimum of 4 students per course to break even. The program is supported by existing administrative support. We have developed a sliding pay scale for adjunct faculty based on the number of students in each course. This is a win-win for the program and adjunct faculty as more students enroll in a course, the more the adjunct faculty are compensated. Conversely, we are able to conserve our resources if there are minimal students in the course. The methodology allows for efficient use of resources, for courses to be taught and not cancelled, and students stay on track to graduation. We have used the sliding scale methodology successfully at the bachelor's level for over 10 years. Although we expect to recruit and enroll 12 students in the first cohort, we may delay hiring full time faculty and rely on adjuncts if our recruitment numbers do not support the hiring. The minimum to sustain the program is 18 new students with 14 continuing to graduation.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If our minimums are not met in the first 5 years, the program will be considered for discontinuance.

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

ISU's Homeland Security and Emergency Management (HSEM) program is committed to building the nation's core capabilities of scholars, practitioners, and policy makers interested in public safety, security, preparedness, and resilience. The HSEM program has organized, launched, and will maintain a Homeland Security and Emergency Management Advisory Committee comprised of local, state, and federal level practicing professionals, and adjunct faculty members. The HSEM Advisory Committee meets regularly to review program initiatives, survey emerging threats and topics, and implement necessary adjustments to

ensure a quality and relevant academic program aligned with national core competencies and standards set by the International Society of Preparedness, Resilience, and Security and FEMA.

The HSEM program partnered with ISU's Instructional Technology Resource Center (ITRC) to develop a Professional Development Moodle portal to serve as a valuable resource for faculty members to enhance their teaching acumen. In addition to ongoing quality improvement efforts, the program will implement annual benchmark assessments to gather key performance data that will be used to make adjustments to course format, delivery, and content as needed.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**.

N/A

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

Will this program lead to certification?

Yes_____ No__X__

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

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes__X___ No_____

If yes, proceed to question 15. If no:

a. **Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.

	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

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

Credit hours in required courses offered by the department (s) offering the program.	30
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	30

b. **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

PREFIX	COURSE #	COURSE TITLE	CREDITS
HSEM	5510	Critical Issues and Systems Thinking in Homeland Security and Emergency Management	3
HSEM	5520	The Resilience Factor: Building Disaster Resistant Society	3
HSEM	5530	Analyzing Risk and Protecting Critical Systems	3
HSEM	5540	Health and Medical Disaster Management	3
HSEM	5560	Multidisciplinary Approaches to Homeland Security	3
HSEM	5570	Successful HSEM Leadership	3
HSEM	6610	Cyber Threats and Security	3
HSEM	6620	Intelligence, Terrorism, and Domestic Violent Extremism	3

Select 1 of the following:			
HSEM	6680	Capstone Project	6
HSEM	6690	Thesis	6
		TOTAL PROGRAM CREDIT HOURS	**30**

HSEM 5510 – Critical Issues and Systems Thinking in Homeland Security and Emergency Management (3)
Course Description: Elevates critical thinking to examine complex systems surrounding traditional and emerging issues unique to the homeland security enterprise. Concentration topics include evolving threats, and the country's capabilities and readiness to prepare for and respond with agility. Among the issues examined will be the interface among different government and non-government organizations, crisis communications, legal and ethical issues, and the environmental drivers determining and shaping Homeland Security and Emergency Management policies and practice.

HSEM 5520 – The Resilience Factor: Building Disaster Resistant Society (3)
Course Description: Explores the need to continually expand and improve our response and mitigation capabilities for evolving hazards and threats. This course examines the effectiveness of the response to and management of disasters through recent incidents, case studies, and the application of social science research and a resiliency framework. Issues explored include the challenges of escalating disaster costs, social capital engagement, mitigation and repetitive losses, local and state policies, and shrinking budgets. Rather than an introduction to emergency management tools and techniques, this course leverages innovation and futuristic thinking to employ alternate, community-focused strategies to build resiliency.

HSEM 5530 – Analyzing Risk and Protecting Critical Systems (3)
Course Description: Focuses on the threats, vulnerabilities, risks, and consequences of critical infrastructure and the interdependencies associated with essential services and systems. Explores risk methodologies to narrow in on the critical nodes of highly connected lifeline sectors and systems. Building upon an emerging risk picture, students develop risk reduction strategies and determine how to allocate resources to decrease the likelihood of critical system failures and lessen the impact of disasters, to maintain essential services for the American public.

HSEM 5540 – Health and Medical Disaster Management (3)
Course Description: Explores and evaluates public health emergency systems and capabilities related to crises such as pandemics, chemical and bioterrorism threats, contamination, and mass casualty incidents. Delves into managing the impacts of all hazard incidents for vulnerable populations and those with access and functional needs during response and recovery efforts. Develops analytic skills and strategies to improve public health policies, preparedness, and response systems.

HSEM 5560 – Multidisciplinary Approaches to Homeland Security (3)
Course Description: Problems facing homeland security and emergency management leaders touch upon a range of disciplines across the homeland security enterprise. This

course examines coordination challenges spanning an ever-changing landscape of partners in the public and private sector. Interdependencies coupled with unique expertise and capabilities brings many partners to the table but does not ensure a smooth interface among all parties. Students unpack systemic coordination challenges to develop effective regional approaches that maximize available resources across disciplines.

HSEM 5570 – Successful HSEM Leadership (3)
Course Description: Focuses on the qualities of leadership necessary to direct efforts in the critical arenas of homeland security and emergency management. Incorporates intensive case-studies and scenarios to analyze policies, legal structures, ethical dilemmas facing the homeland security and emergency management professional in a stressful and dynamic work environment. Examines the expectations and efficacy of leadership models, while students leverage their own skills and experience to support the complex adaptive systems needed to address the homeland security challenges beyond the horizon.

HSEM 6610 Cyber Threats and Security (3)
Course Description: Advances cyber security leadership skills of current homeland security professionals and prepares a new generation of strategic leaders to secure the country's digital infrastructure. Explores the security of networks and digital security threats, offensive and defensive strategies, and system recovery priorities. Examines the use of the Internet in the new age of global terrorism and domestic violent extremists to recruit and organize. Examines the consequences of intentional cyber-attacks in the virtual world with a focus on intelligence issues. Students investigate strategies to detect, to protect critical information against hackers, terrorists, and cyber criminals, and to prioritize the recovery critical systems.

HSEM 6620 – Intelligence, Terrorism, and Domestic Violent Extremism (3)
Course Description: Examines emerging terrorist threats to the U.S. and strategies to disrupt terrorist plots. Explores the life cycle of terrorist organizations, extreme acts of violence at public venues, and the role of counterintelligence. Studies the collection, analysis and evaluation of intelligence, the management of the intelligence function, and the influence of intelligence in shaping operational security decisions. Develops an understanding of intelligence tradecraft and the analytic and research skills used in intelligence work. Students analyze a case study of how a terrorist organization has ended, and the issues that impacted its demise to better understand how to counter current and future threats to homeland security.

HSEM 6680 – Capstone Project (6 cr/16-week term)
Graduate students must select one of two options (a thesis or a capstone project) to complete the final requirement in the MS degree program. Students who select a capstone project must identify and secure an organizational sponsor to support the project proposal. This could be a current employer or an organization the student identifies through initiative and outreach. Students will work with a faculty advisor and their project sponsor throughout the final 16-week term to provide analyzed research results, a project proposal, or a completed project that meets the needs of the designated partner organization.

HSEM 6690 – Thesis (1-6 credits depending on project progression 6 cr total)
Graduate students must select one of two options (a thesis or a capstone project) to

complete the final requirement in the MS degree program. Students who select a thesis will collaborate with their advisor(s) to identify a research question that will add value to both the University's body of work on the topic and to the homeland security enterprise. They will prepare a thesis proposal, conduct a literature review, gather and analyze data, conduct and interpret their research, and summarize their research findings. Thesis students are guided through the components of the thesis with their advisor(s). This option provides flexibility for students to make progress at a pace that works for them throughout the 16-month program.

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

HSEM 6690 Thesis / Capstone
Course description: Students can select between developing a thesis or completing a capstone project. Students who select a thesis will collaborate with their advisor to identify a research question that will add value to both the University's body of work on the topic and to the homeland security enterprise. They will conduct a literature review, gather and analyze data, conduct and interpret their research, and summarize their findings. Thesis students are guided through the components of the thesis with their advisor. Students who select a capstone project will work with a faculty advisor and their project sponsor throughout the 16-week term to provide analyzed research results, a project proposal, or a completed project that meets the needs of the designated partner organization.

Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

1. Students will engage in intellectual discourse to grow an understanding of the homeland security enterprise that is responsible to the community and the world at large.
2. Students will develop ethical leadership skills providing them with a competitive edge within their field, opening doors into management and executive level positions.
3. Leaders prepared by this program will have the general knowledge and practical facility to be active participants in critical reflection and analysis, professional collaboration, effective implementation of policies and procedures, and the development of excellent supportive networking skills.

4. Graduates with this Master's degree will pursue careers that enhance the safety and security of our communities, and safeguard the lives of citizens.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Each M.S. course will have overarching outcomes tied to national core competencies and the HSEM program goals. Student learning outcomes will also be clearly mapped to assessments for each weekly module throughout the course. Student achievements and grades will be evaluated after each course to ensure the learning materials, facilitated discussions, assignment instructions, and assessment measures are structured for student success. If patterns or trends are observed, improvements will be made prior to the next deployment of the course. The program will also develop and sustain annual benchmarks of student achievements for the purpose of assessment. Unless this program has specialized accreditation, it will participate in the program review process.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

This is an entirely online program and physical facilities and equipment are not applicable to this program.

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

N/A

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

N/A

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

N/A

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

There will not be an impact on existing programs of increased library usage caused by the proposed program.

Students will be encouraged to use the Homeland Security Digital Library via Naval Postgraduate School.

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

The program hasn't determined the course textbooks and materials at this time. However, we have allocated $250 annually in the program budget for library materials and resources.

20. Faculty/Personnel resources

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

Faculty – In crafting a truly powerful graduate program, the program proposes hiring 2 full-time, 9-month tenured faculty. These faculty add to the credibility of a strong positioned graduate program. These faculty will develop coursework, teach, mentor students in the career field, develop and apply research in their courses, and involve themselves and students in service projects. Faculty members will provide guidance for candidates pursuing the thesis option of the degree. Additionally, faculty will be involved in applying for grants, leading federally funded research projects, and publishing research findings in their specialty fields. This enables graduate students to be involved in research projects and get hands-on experience at a national level.

Adjunct faculty – Homeland Security and Emergency Management is a broad field with many complex technical specialties. Adjunct faculty will support courses that require technical expertise to augment resident faculty.

Although we expect to recruit and enroll 12 students in the first cohort, we may delay

hiring full time faculty and rely on adjuncts if our recruitment numbers do not support the hiring.

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

Faculty – Currently the program resources include a 10-month faculty member who also serves as the HSEM undergraduate Program Director and 12-month faculty member that also serves as the Department Chair. The program is supported by an Administrative Assistant and an Education Coordinator/Department Advisor who support the department's 3 separate programs (Homeland Security and Emergency Management, Fire Services Administration, and Paramedic Science).

Adjunct faculty – Current Homeland Security and Emergency Management adjuncts will support the complex technical specialties within the program. Adjunct faculty currently support courses at the A.S. and bachelor's levels that require technical expertise to augment resident faculty.

ISU's Instructional Technology Resource Center provides support to the program's asynchronous course development and maintenance.

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

We anticipate there will be a minimal impact on the reallocation of existing personnel resources to the new program. Research is being done and plans are being created to fully support the new program by reviewing all personnel scopes of work and prioritizing tasks and projects. We fully expect the onboarding of two new faculty in the first two years of the program will help redistribute tasks across the department and more specifically within the program. We are looking for ways to create efficiencies between the department's bachelor programs and the new graduate program. The department is partnering with institutional resources such as the Instructional Technology Resource Center to help support course development as we onboard new faculty and adjunct faculty as part of their online asynchronous teaching professional development and course development process.

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

2x Assistant/Associate Professors – Tenure Track – hired over 2 years if the enrollment supports the need for new faculty.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state

appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The department does not expect to reallocate funds.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

The revenue generated by graduate tuition and fees will cover program costs after the second year (see attached budget). No new appropriations will be requested.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

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

N/A

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

This is a fully online program and we propose to collect an eISU fee. The fee is expected to support the program through the Instructional Technology Resource Center and assistance to our online teaching faculty and adjuncts.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

N/A

22. Using the excel budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

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

Program Resource Requirements. **ISU #2021-05 M.S. in Homeland Security and Emergency Management**

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

I. PLANNED STUDENT ENROLLMENT

	FY 023		FY 024		FY 025		FY 026	
	FTE	Headcoun	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	12	12	15	15	19	19	20	20
B. Shifting enrollments	0	0	11	11	14	14	17	17
Total Enrollment	12	12	26	26	32	32	37	37

II. REVENUE

	FY 023		FY 024		FY 025		FY 026	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Reques								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$116,630.64		$193,408.16		$245,216.99		$276,194.41	
5. Student Fees	$25,696.44		$42,032.03		$52,540.04		$58,314.09	
6. Other (i.e., Gifts)								

Total Revenue	$142,327	$0	$235,440	$0	$297,757	$0	$334,509	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 023		**FY 024**		**FY 025**		**FY 026**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.29		2.29		2.29		2.29	
2. Faculty	63,000.00		127,890.00		131,726.70		135,678.50	
3. Adjunct Faculty	12,783.00		8,777.66		11,362.96		11,703.85	
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators reallocated	$7,121.23		$7,334.87		$7,554.91		$7,781.56	
7. Administrative Support Personnel reallocated	$10,169.60		$10,474.68		$10,788.92		$11,112.59	
8. Fringe Benefits	$31,613.43		$54,844.00		$56,733.13		$58,435.12	
9. Other:								
Total Personnel and Costs	$124,687.25	$0.00	$209,321.21	$0.00	$218,166.62	$0.00	$224,711.62	$0.00

	FY 023		**FY 024**		**FY 025**		**FY 026**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								

1. Travel	$2,000.00		$4,000.00		$4,000.00		$4,000.00	
2. Professional Services								
3. Other Services								
4. Communications	$2,500.00		$2,500.00		$5,000.00		$5,000.00	
5. Materials and Supplies	$1,500.00		$1,500.00		$6,500.00		$6,500.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$6,000	$0	$8,000	$0	$15,500	$0	$15,500	$0

	FY 023		FY 024		FY 025		FY 026	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$250.00		$250.00		$250.00		$250.00	
2. Equipment		$4,500.00		$4,500.00				$0.00
Total Capital Outlay	$250	$4,500	$250	$4,500	$250	$0	$250	$0

	FY 023		FY 024		FY 025		FY 026	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

D. Capital Facilities Construction or Major Renovation	$0.00							
E. Other Costs	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
Utilites								
Maintenance & Repairs								
Other	$25,696.44		$42,032.03		$52,540.04		$58,314.09	
Total Other Costs	$25,696	$0	$42,032	$0	$52,540	$0	$58,314	$0
TOTAL EXPENDITURES:	$156,633.69	$4,500	$259,603.24	$4,500	$286,456.67	$0	$298,775.72	$0
Net Income (Deficit)	-$14,307	-$4,500	-$24,163	-$4,500	$11,300	$0	$35,733	$0

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

II.4	Increased graduate fee by 5% per year. Tuition remained flat at 335.03 per credit.
III.A.2	Salary is increased by 3% each year. Fringe is calculated at 36.1% for faculty and non-classified and 56.2% for classified.
III.B.4	$2,500 per year for 1st & 2nd Year Communications and Marketing. $5,000 after 1st & 2nd year to support increased recruitment and enroll
III.B.5	$1,500 for engagement software, $2,000 for conference fees, $3,000 for accreditation fees
III.C.2	$2,000 for computer & $2,500 for desk, furniture, setup for two employees
III.F.3	ITRC Support fully online courses, Activity Fees, Tech Fee, and Facilities Fee

IDAHO STATE UNIVERSITY

SUBJECT

Discontinue Master of Arts in Theatre

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Master of Arts (MA) in Theatre has had extremely small enrollments for many years. At the same time, student interest and enrollments have increased for the undergraduate theatre program. The graduate program was designated for discontinuation as a result of the recent and ongoing program prioritization process.

IMPACT

All active MA students in the program have completed all required program courses and have finished their programs of study. One student is still working on her final thesis project but has completed all coursework and will be able to complete her degree. Hence, no teach-out is required. Other graduate programs in theatre are available in the state and region, including the University of Idaho, the University of Montana, and Utah State University for individuals who wish to pursue this course of study.

Faculty resources have already been redirected to the undergraduate program in Theatre. The two graduate assistant positions assigned to Theatre will be returned to the Graduate School for redistribution to other programs. Hence, any fiscal impact of discontinuing this program is expected to be minimal.

ATTACHMENTS

Attachment 1 – Idaho State University – Discontinue Master of Arts in Theatre

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on July 8, 2021, and to the Committee on Instruction, Research, and Student Affairs on August 13, 2021. Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to discontinue the Master of Arts in Theatre.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Proposal for Discontinuation

Date of Proposal Submission:	May 20, 2021
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Arts and Letters
Name of Department(s) or Area(s):	Theatre and Dance

Program Identification for Proposed Discontinued Program:

Title:	Master of Arts in Theatre
Degree/Certificate:	MA
Method of Delivery:	100% face-to-face
CIP code:	50.0501
Proposed Discontinuation Date:	August 2021

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

- ☐ Undergraduate Program
- ☐ Undergraduate Certificate
- ☐ Administrative/Instructional Unit
- ☑ Graduate Program
- ☐ Graduate Certificate
- ☐ Other

CTE Program (check all that apply)

- ☐ Basic Technical Certificate
- ☐ Intermediate Technical Certificate
- ☐ Advanced Technical Certificate
- ☐ Associate of Applied Science Degree

College Dean (Institution)	Date
Graduate Dean **(as applicable)**	Date 05/27/21
FVP/Chief Fiscal Officer (Institution)	Date 05/27/21
Provost/VP for Instruction (Institution)	Date 05/28/21
President	Date

State Administrator, IDCTE	Date 6/22/21
Academic Affairs Program Manager	Date 6/24/2021
Chief Academic Officer, OSBE	Date 6/25/2021
Chief Financial Officer	Date
SBOE/Executive Director Approval	Date

1. Provide rationale for the discontinuance.

The MA in Theatre program has for many years had extremely small enrollments. Offering the program has often required scheduling graduate course sections with enrollments in the lower single digits. At the same time, the undergraduate Theatre program has seen increased interest and enrollments. Therefore, there is a need to reassign teaching resources from graduate offerings to undergraduate offerings. There simply is not enough demand to continue offering the MA in Theatre, and there are more fully resourced graduate level Theatre options available at other institutions in the state and region. Additionally, these other institutions typically offer an MFA rather than an MA as a graduate offering, and the MFA is a far more marketable degree.

In addition to the reasons above, the MA in Theatre program was designated as a program for discontinuation as a result of the recent and ongoing program health evaluation process.

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

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

Students have never entered the program in cohorts and, as noted above, the number of active students at any one time has been very small for many years. This discontinuation was planned a number of years ago. At that time, coordination with admissions, the Graduate School, and the Registrar took place to prevent any new or inquiring students from pursuing or declaring in the Theatre MA program. All active MA students in the program wishing to complete have had opportunity to complete all required program courses and have now finished their programs of study. One student is still completing her final thesis project, but all graduate level Theatre coursework has been completed. She is grandfathered in through association with an earlier catalog, and program discontinuation will not prevent her from full completion.

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

There are no other graduate offerings at ISU for those interested in studying theatre.

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

See subpoint a. above.

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

As noted above, other Theatre graduate programs in the state and region offer the MFA rather than the MA degree. The MFA is the typical graduate degree in Theatre as it is far more marketable than the MA and is a terminal degree offering. Therefore, the programs below are "similar" in that they are graduate-level Theatre programs, but they are not MA programs.

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

University of Idaho	MFA	This program is offered both in a traditional, in-person format and as an online option.
University of Montana	MFA, Acting MFA, Directing	The Master of Fine Arts (MFA) degree in directing or music direction is a three-year graduate program that is centered on the director as an artist-practitioner who guides and manages the integration of diverse elements of theatrical technique and expression. The training of the director is a process of developing in the student a broad perspective of storytelling and dramatic action through the practice and study of production concept, collaboration with other theatre artists, examination of criticism and performative theory, and emphasis on developing a coherent individual aesthetic.
Utah State University	MFA	USU is the only university in the state with a master of fine arts program in theatre. It is also the only theatre program in the state with its own professional Equity theatre company, where students and professionals have the opportunity to work with the Old Lyric Repertory Company. The Theatre Arts Department at USU also hosts an impressive visiting artist series, where students have the opportunity to learn from renowned visiting professionals from all over the world. Graduate students in the department have many opportunities to present their design portfolios with the Kennedy Center American College Theatre Festival, and graduate students often win national awards. The MFA degree is a terminal degree in the design aspect of theatre. It is a three-year program in which students gain hands-on experience in one or more areas of focus, including set design, costume design, and lighting design. Secondary areas of study may include technical practice, sound design, properties design and/or scenic art. Specialization(s): Advanced Technical Practice: In this specialization, students work specifically on scene craft and technical direction. Design: In this specialization, students choose to focus on scenic design, costume design, and/or lighting design.

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

The only other Idaho institution that offers a graduate program in theatre is the University of Idaho (which offers an MFA as noted above).

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY17	FY18	FY19	FY20 (most recent)	FY17	FY18	FY19	FY20 (most recent)
ISU	3	3	2	3	1	2	0	1
UI	31	42	35	64	12	7	18	16

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

There is no reason to expect that the discontinuance of the ISU MA in Theatre degree will have any impact on any other program. The degree is not a pathway to any other more advanced area of study. While the MA in Theatre was certainly in line with the broad institutional mission, the program does not in any specific way carry the mission, and so discontinuation of the program has no particular impact on the institutional mission.

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

As noted above, any resources made available through this discontinuation will be and essentially have been already redirected to covering other departmental and institutional needs. The Theatre undergraduate program has been growing and, therefore, in need of expanded resources (teaching, advising, etc.). The MA in Theatre program typically was supported with two Graduate Assistant (GA) positions, and those will now be available to the Graduate School for distribution as they see fit.

7. Fiscal Impact. Using the budget template provided, Identify amounts, if any, which would become available for redirection as a result of discontinuance *(e.g. loss of revenues, salary savings, journal or library resource savings, services & supplies savings, etc.)*

We do not anticipate any fiscal impact of this program discontinuation. As noted above, discontinuing the program will free up faculty from a small number of graduate course teaching assignments. However, with the growth of the undergraduate program, the teaching assignments will ultimately shift rather than be reduced. Additionally, the GA positions normally assigned to the MA in Theatre program will simply be available to the Graduate School for redistribution, so no net institutional savings will be realized.

SUBJECT

General Education Matriculation (GEM) Committee Appointments

REFERENCE

October 2014	The Board approved the initial membership of the General Education Matriculation Committee.
June 2016	The Board appointed Jana McCurdy (CWI), Dr. Margaret Johnson (ISU), and Kenton Bird (UI) to the GEM Committee.
December 2016	The Board appointed Dr. Joanne Tokle (ISU) and John Bieter (BSU) to the GEM Committee.
August 2017	The Board appointed Lori Barber, representing CEI, to the GEM Committee.
October 2017	The Board appointed Cher Hendricks, representing UI, to the GEM Committee.
April 2019	The Board appointed Dean Panttaja representing UI, and Whitney Smith-Schuler representing CSI to the GEM Committee.
June 2019	The Board appointed Greg Wilson representing CWI, replacing Jana McCurdy to the GEM Committee.
October 2019	The Board appointed Tiffany Seeley-Case representing CSI, replacing Whitney Smith-Schuler to the GEM Committee.
June 2020	The Board appointed Martin Gibbs representing LCSC, replacing Mary Flores to the GEM Committee.
June 2021	The Board appointed Cindy Hill representing ISU and Angela Sackett-Smith representing CWI to the GEM Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education

BACKGROUND/DISCUSSION

Consistent with Board Policy III.N, the state General Education Matriculation Committee is responsible for reviewing the competencies and rubrics of the general education framework for each institution to ensure its alignment with the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes. Board Policy III.N also provides that faculty discipline groups have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The GEM Committee consists of a representative from each Idaho public postsecondary institution appointed by the Board; a representative from the Division of Career Technical Education; a representative from the Idaho Registrars Council; and the Executive Director or designee of the Office of the State Board of Education, who serves as chair to the committee.

Boise State University (BSU) has forwarded Dr. Candyce Reynolds' name for appointment to the GEM Committee to replace Dr. John Bieter who is returning to a faculty role at BSU.

North Idaho College (NIC) has forwarded Lloyd Duman's name for appointment to the GEM Committee to replace Larry Briggs who has retired from NIC.

IMPACT

The proposed appointment replaces BSU's and NIC's representatives on the GEM Committee.

ATTACHMENTS

Attachment 1 – General Matriculation Education Committee – Current Membership

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Candyce Reynolds, Ph.D. is the Director of University Foundations/General Education at Boise State University. She has an AB in Psychology and Social Welfare from the University of California, Berkeley and a PhD in Counseling Psychology from the University of Oregon. Prior to this position, she served as the chair of the Educational Leadership and Policy department, a faculty member and administrator in the general education program, and the assistant director of the counseling center, all at Portland State University. Her scholarship focuses on the role of reflection in learning and pedagogical strategies for facilitating integrative learning.

Dr. Lloyd Duman joined North Idaho College (NIC) in 1993. In addition to teaching English composition and literature courses, he has served in a number of roles over the course of his 28-year career at NIC. From 1995 – 2002, Lloyd coordinated the English as a Second Language Program for international students attending the college. He has served as the college's Principal Designated School Official (PDSO) and International Student Advisor since 1998. In 2003, after serving as the Assistant Chair for English and Modern Languages, Lloyd became the division chair, where he was retained for 17 years prior to transitioning to his current post as Interim Associate Dean for Instruction.

Lloyd is an experienced scholar-practitioner with a demonstrated history of working in higher education and other industries. Lloyd's doctoral work developed his skills in systems-thinking, instructional design, strategic planning, and workshop facilitation, real-time organizational assessments, and culture change strategies.

As a resilience-thinking leadership professional and advisor, Lloyd encourages NIC to focus on building adaptive capacity through cultivating a resilience-thinking leadership mindset. His collaborative focus, coupled with the ability to

translate strategic plans into resilient organization outcomes, can assist in building an organization that thrives even in the most disruptive environments.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Candyce Reynolds, representing Boise State University, to the General Education Matriculation Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Dr. Lloyd Duman, representing North Idaho College, to the General Education Matriculation Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

State Board of Education
General Education Matriculation Committee

Dean Panttaja is the Director of General Education and Interim Vice Provost for Academic Initiatives at University of Idaho. Dean Panttaja was appointed in **April, 2019.**

Greg Wilson is the General Education Coordinator at College of Western Idaho. Greg Wilson was appointed in **June, 2019.**

Tiffany Seeley-Case is the Dean of General and Transfer Education at College of Southern Idaho. Tiffany Seeley-Case was appointed in **October, 2019**

Martin Gibbs is the Dean of Liberal Arts & Sciences at Lewis-Clark State College. Martin Gibbs was appointed in **June, 2020.**

Angela Sackett-Smith is the Dean for General Education at College of Eastern Idaho. Angela Sackett-Smith was appointed in **June, 2021.**

Cindy Hill is Interim Vice Provost for Academic Affairs at Idaho State University. Cindy Hill was appointed in **June, 2021**.

Lloyd Duman is the Interim Dean of General Studies at North Idaho College. **Appointment is pending approval, August 2021.**

Candyce Reynolds is the Director of the Foundational Studies Program at Boise State University. **Appointment is pending approval, August 2021.**

Adrian San Miguel is the Director of Program Services at the Idaho Division of Career Technical Education, a representative from the Division of Career Technical Education, as an ex officio member.

Mandy Nelson is the Registrar at Boise State University, a representative from the Idaho Registrars Council, as an ex officio member.

Jonathan Lashley is the Associate Chief Academic Officer at the Office of the State Board of Education, who serves as Chair of the Committee as the designee of the Executive Director.

SUBJECT

Idaho Indian Education Committee Appointment

REFERENCE

April 19, 2018	The Board approved the appointment of Ladd Edmo and reappointment of Pete Putra, Hank McArthur, Bill Picard, Joyce McFarland, Jim Anderson, and Jason Ostrowski.
June 20, 2019	The Board approved the appointment of Leslie Webb, Jaime Barajas-Zepeda, and Effie Hernandez.
February 13, 2020	The Board approved the appointment of Jesse LaSarte.
April 16, 2020	The Board approved the appointment of Dr. Rex Force.
August 26, 2020	The Board approved the appointment of Dr. Mary Jane Miles.
April 2021	The Board approved reappointments for Mr. Sobotta, Dr. Force, Ms. James, Dr. Meyer, and Mr. LaSarte.
June 2021	The Board approved the reappointment of Tina Strong.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes. Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
  - Nominations are submitted from the institution president
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education departments
- One representative from each of the two Bureau of Indian Education schools
  - Representatives must be a school board member, administrator, or designee
- One representative from the State Board of Education

All members are voting members.

The Nez Perce Tribal Executive Committee has forwarded Ms. Shirley J. Allman's name for appointment as the tribal chair designee on the Indian Education

Committee. A letter of support and tribal resolution from the Nez Perce Tribal Executive Committee is provided.

IMPACT

The proposed appointment replaces the Nez Perce Tribe tribal chair/designee representative on the committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – Nez Perce Tribal Executive Committee Tribal Resolution and letter

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Dr. Mary Jane Miles is no longer on the Nez Perce Tribal Executive Committee and Secretary Shirley J. Allman has been identified to replace Dr. Miles and serve as the tribal chair designee. If approved, Ms. Allman would complete Dr. Miles' term, which runs through June 30, 2023.

BOARD ACTION

I move to appoint Ms. Shirley J. Allman, representing the Nez Perce Tribal Chair to the Indian Education Committee effective immediately and expiring June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

STATE BOARD OF EDUCATION
Idaho Indian Education Committee

Tribal Representatives

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribal Education Department and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2021 – June 30, 2026.

Jesse LaSarte is the Family Engagement Specialist for the Coeur d'Alene Tribe and serves as their Tribal Education Department representative. Term: July 1, 2021 – June 30, 2026.

Gary Aitken, Jr is the Tribal Chairman for the Kootenai Tribe of Idaho and serves as their Tribal Chair representative. Term: immediately – June 30, 2022.

Pending Recommendation – Tribal Education Department representative for the Kootenai Tribe.

Shirley J. Allman - Nez Perce Tribal Executive committee representative and serves as the Tribal Chairperson's designee. Term: immediately – June 30, 2023. **Pending Board approval**

Joyce McFarland is the Education Manager for the Nez Perce Tribe and serves as their Tribal Education Department representative. Term: July 1, 2018 – June 30, 2023.

Ladd Edmo is the Tribal Secretary of the Fort Hall Business Council and serves as their Tribal Chairperson representative. Term: immediately - June 30, 2022.

Jessica James is the Tribal Youth Education Program Manager for the Shoshone-Bannock Tribes and serves as their Tribal Education Department representative. Term: July 1, 2021 – June 30, 2026.

Pending Recommendation - Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2018 – June 30, 2023.

Pending Recommendation – Tribal Education Department representative for the Shoshone-Paiute Tribes.

Bureau of Indian Education Representatives

Tina Strong is the Bureau of Indian Education school representative. Term: July 1, 2021 – June 30, 2026.

Hank McArthur is the Bureau of Indian Education school representative. Term: July 1, 2018 – June 30, 2023.

ATTACHMENT 1

State Board of Education Ex-Officio Representative

Dr. Linda Clark is the Ex-Officio State Board of Education member of the Indian Education Committee.

Institutions of Higher Education Representatives

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho. Term: July 1, 2017 – June 30, 2022.

Pending Recommendation - Vice President for Student Affairs and Enrollment Management at Boise State University. Term: immediately – June 30, 2023.

Dr. Rex Force is the Senior Vice Provost and Vice President for Health Sciences at Idaho State University. Term: July 1, 2021 – June 30, 2026.

Bob Sobotta, Jr. is the Director for Native American, Minority, and Veteran's Services at Lewis-Clark State College. Term: July 1, 2021 – June 30, 2026.

Jason Ostrowski is the Dean of Students at the College of Southern Idaho. Term: July 1, 2018 - June 30, 2023.

Jaime Barajas-Zepeda is the Assistant Director of Admissions and Recruitment at the College of Western Idaho. Term: immediately - June 30, 2024.

Effie Hernandez is the Multicultural Coordinator at College of Eastern Idaho. Term: immediately – June 30, 2022.

Dr. Graydon Stanley is the Vice President for Student Services at North Idaho College. Term: July 1, 2017 – June 30, 2022.

Nez Perce

TRIBAL EXECUTIVE COMMITTEE
P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

June 8, 2021

Bob Sobotta, Chair
Idaho Indian Education Committee
Idaho State Board of Education
650 West State Street 3rd Floor
Boise, ID 83702

re: Nez Perce Tribe Designated Representative for the Idaho Indian Education Committee

Dear Mr. Sobotta:

On June 8, 2021, the Nez Perce Tribal Executive Committee appointed Secretary Shirley J. Allman as the Nez Perce Tribe's designated representative on the Idaho Indian Education Committee.

The Nez Perce Tribe appreciated Rev. Dr. Mary Jane Miles' representation on the Idaho Indian Education Committee and believes Secretary Allman is the best person to continue this important work as Dr. Miles steps down from her role on the Nez Perce Tribal Executive Committee.

Secretary Allman may be reached by phone at 208-621-3698 or by email at SAllman@nezperce.org. Thank you.

Sincerely,

Samuel N. Penney

Samuel N. Penney
Chairman

NP 21-278

RESOLUTION

WHEREAS, the Nez Perce Tribal Executive Committee has been empowered to act for and on behalf of the Nez Perce Tribe, pursuant to the Revised Constitution and By-Laws, adopted by the General Council of the Nez Perce Tribe, on May 6, 1961 and approved by the Acting Commissioner of Indian Affairs on June 27, 1961; and

WHEREAS, the Nez Perce Tribal Executive Committee (NPTEC) met in Special Session on May 10, 2021; and

WHEREAS, the authorization was delegated to form the NPTEC Subcommittees membership, meeting dates, times, Chairmen and Liaisons; and

WHEREAS, the NPTEC Chairman and Vice-Chairman are designated as standing members to all Subcommittees.

NOW, THEREFORE, BE IT RESOLVED, that the NPTEC approves the following Subcommittee meeting dates and times:

HUMAN RESOURCES (1st and 3rd Monday- 8:30 a.m. to 12:00 p.m.)

Rachel P. Edwards, Chairman, Ryan Oatman, Vice-Chairman, Liz Arthur-Attao, Arthur Broncheau, Quintin Ellenwood, Shirley J. Allman

Liaisons:

Family Services -	Ryan Oatman, Shirley J. Allman
Housing -	Liz Arthur-Attao, Rachel P. Edwards
Senior Citizens -	Liz Arthur-Attao, Quintin Ellenwood Arthur Broncheau
Veterans -	Quintin Ellenwood, Ryan Oatman
Education -	Ryan Oatman, Shirley J. Allman
Youth -	Quintin Ellenwood, Ryan Oatman
Boys & Girls Club -	Ryan Oatman, Delegate

NP 21-278

Shirley J. Allman, Alternate

Northwest Portland Area Indian Health Board - Rachel P. Edwards, Delegate
Ryan Oatman, Alternate

Healing Lodge - Liz Arthur-Attao, Delegate
Ryan Oatman, Alternate

Nimiipuu Health Liaisons - Rachel P. Edwards, Ryan Oatman

LAW & ORDER /INTERGOVERNMENTAL AFFAIRS (1st & 3rd Monday-2:00-4:30 p.m.)
Shirley J. Allman, Chairman, Arthur Broncheau, Vice-Chairman
Rachel P. Edwards, Liz Arthur-Attao, Ryan Oatman, Quintin Ellenwood

Liaisons:
Idaho Council of Indian Affairs - Samuel N. Penney, Shannon F. Wheeler

TERO - Quintin Ellenwood, Arthur Broncheau, Ryan Oatman

Law Enforcement - Ryan Oatman, Rachel P. Edwards

Prosecutor/Judicial Services - Arthur Broncheau, Ryan Oatman

Gaming Commission - Liz Arthur-Attao, Shirley J. Allman

Idaho Juvenile Justice Commission - Ryan Oatman, Delegate
Liz Arthur-Attao, Alternate

HERT - Ryan Oatman

NP 21-278

NATURAL RESOURCES (1st & 3rd Tuesday-8:30 a.m. to 12:00 p.m.)

Quintin Ellenwood, Chairman, Casey Mitchell, Vice-Chairman
Shannon F. Wheeler, Rachel P. Edwards, Arthur Broncheau, Shirley J. Allman, Ryan Oatman

Liaisons:

Cultural Resources - Quintin Ellenwood, Ryan Oatman, Casey Mitchell

Utility Board - Rachel P. Edwards, Shannon F. Wheeler

InterAgency Bison Management Plan - Quintin Ellenwood, Delegate
Casey Mitchell, Alternate

InterTribal Timber Council - Shannon F. Wheeler, Delegate
Casey Mitchell, Alternate

Emergency Response Team - Shannon F. Wheeler, Ryan Oatman

CRITFC:

CRITFC Officer - Quintin Ellenwood

In-Lieu/Treaty Fishing Access Committee - Arthur Broncheau, Delegate
Casey Mitchell, Alternate

Fish Co., LLC - Shannon F. Wheeler

Enforcement Committee - Arthur Broncheau, Delegate
Shannon F. Wheeler, Alternate

Pacific Salmon Commission Advisory- Quintin Ellenwood, Delegate
Casey Mitchell, Alternate

Lamprey Task Force - Casey Mitchell

Fish Management & Science - Casey Mitchell, Delegate
Quintin Ellenwood, Alternate

Housing - Arthur Broncheau, Delegate
Shannon F. Wheeler, Alternate

Columbia River Treaty Advisory Board- Shannon F. Wheeler, Delegate
Arthur Broncheau, Alternate

US v Oregon Management - Casey Mitchell, Delegate
Quintin Ellenwood, Alternate

Alternate: Fish & Wildlife Commission will be the alternate on all CRITFC Subcommittees only in the absence of NPTEC Members

LAND ENTERPRISE COMMISSION (1st & 3rd Tuesday-2:00 - 4:30 p.m.)

Shannon F. Wheeler, Chairman, Rachel P. Edwards, Vice-Chairman
Liz Arthur-Attao, Ryan Oatman, Quintin Ellenwood, Shirley J. Allman

Liaisons:

Horse Program - Shirley J. Allman, Quintin Ellenwood

InterTribal Agriculture Council - Ryan Oatman, Delegate
Liz Arthur-Attao, Alternate

Indian Land Working Group - Rachel P. Edwards, Liz Arthur-Attao, Quintin Ellenwood

BUDGET & FINANCE/CREDIT (1st & 3rd Wednesday - 8:30 a.m. - 12:00 p.m.)

Casey Mitchell, Chairman Liz Arthur-Attao, Vice-Chairman
Rachel P. Edwards, Quintin Ellenwood, Shirley J. Allman, Shannon Wheeler

Enterprise Board - Casey Mitchell, Liz Arthur-Attao

CDFI - Casey Mitchell, Liz Arthur-Attao

NP 21-278

CLIMATE CHANGE/ENERGY (3rd Wednesday - 2:00 p.m. - 4:00 p. m.)
Shannon F. Wheeler, Chairman, Casey Mitchell, Vice-Chairman
Arthur Broncheau, Ryan Oatman, Shirley J. Allman

BE IT FINALLY RESOLVED, that the above Subcommittees and reorganization do not preclude any NPTEC member from attending and participating in any Subcommittee meetings.

CERTIFICATION

The foregoing resolution was duly adopted by the Nez Perce Tribal Executive Committee meeting in Special Session, May 10, 2021 in the Richard A. Halfmoon Council Chambers, Lapwai, Idaho, a quorum of its Members being present and voting.

BY: _____
Shirley J. Allman, Secretary

ATTEST:

Samuel N. Penney
Samuel N. Penney, Chairman

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership (Council) Membership

REFERENCE

April 2018	Board appointed two current members to the Council and one new member.
June 2018	Board appointed two members to the Council.
August 2018	Board appointed one new member and re-appointed a former member to the Council.
June 2019	Board appointed three new members to the Council.
August 2019	Board appointed one new member to the Council.
October 2019	Board appointed one new member to the Council.
April 2020	Board appointed one new member and re-appointed two members to the Council.
June 2020	Board appointed four new members and re-appointed one member to the Council.
October 2020	Board appointed two new members to the Council.
June 2021	Board appointed one new member and re-appointed four members to the Council

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.G.
Idaho Code § 33-2202
Idaho Code § 33-2303
Code of Federal Regulations 34 CFR § 361

BACKGROUND/DISCUSSION

Code of Federal Regulations (34 CFR § 361.17) sets out the requirements for the State Rehabilitation Council, including the appointment and composition of State Rehabilitation Councils. The regulations require members of state councils to be appointed by the Governor or, in the case of a state that under State law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Idaho Code § 33-2303 designates the State Board for Career Technical Education as that entity. Idaho Code § 33-2202 designates the State Board of Education as the State Board for Career Technical Education "for the purpose of carrying into effect any acts by Congress "affecting vocational rehabilitation."

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

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

Additionally, Federal Regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR § 361.5(b)(28) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has two (2) appointments for Board consideration. The

Council is nominating Tim Blonsky as a representative of the Disability Groups and Stephanie Taylor-Silva as a representative of Former Applicant or Recipient of Vocational Rehabilitation Services.

IMPACT

The two (2) appointments will bring the Council membership to 18.

ATTACHMENTS

Attachment 1 – Current Council Membership
Attachment 2 – Tim Blonsky Nomination with Resume
Attachment 3 – Stephanie Taylor-Silva Nomination with Resume

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointment meets the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable Federal regulations.

Staff recommends approval

BOARD ACTION

I move appoint Tim Blonsky as a representative of the Disability Groups and Stephanie Taylor-Silva as a representative of Former Applicants or Recipient of Vocational Rehabilitation Services for three-year terms, effective immediately through June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

SRC Membership Composition

Members Shall Represent	Representation Required	Name	Region	Term	Term Ends	Voting Member	#
Former Applicant or Recipient of VR services	Minimum 1	Danielle Reff	Treasure Valley	1st	08/31/2023	Yes	1
Parent Training & Information Center	Minimum 1	Sarah Tueller	Treasure Valley	2nd	6/30/2024	Yes	2
Client Assistant Program	Minimum 1	Christine Meeuwsen	Treasure Valley	1st	Effective 7/12/2019 No term limit	Yes	3
Vocational Rehabilitation Counselor	Minimum 1	David White	Treasure Valley	1st	06/30/2024	**No**	4
Community Rehabilitation Program	Minimum 1	Pam Harris	Couer d'Alene	1st	06/30/2024	Yes	5
Business, Industry and Labor	Minimum 4	Vacant					6
		Darin Lindig	Treasure Valley	2nd	05/31/2024	Yes	7
		Ron Oberleitner	Treasure Valley	2nd	08/31/2023	Yes	8
		Paul Tierney	Treasure Valley	1st	08/31/2023	Yes	9
Disability Groups	No minimum or maximum	Janice Carson	Moscow	2nd	05/31/2023	**No**	10
		Vacant		2nd	02/28/2021	Yes	11
		Dave Maxwell	Treasure Valley	1st	06/30/2022	Yes	12
		Nathan Ogden	Treasure Valley	1st	08/31/2023	Yes	13
State Independent Living Council	Minimum 1	Mel Leviton	Treasure Valley	2nd	09/30/2021	Yes	14
Department of Education	Minimum 1	Randi Cole	Treasure Valley	1st (2nd term of Kendrick)	08/31/2023	**No**	15
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	Treasure Valley	No end date		**No**	16
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	Blackfoot	No end date		Yes	17
Workforce Development Council	Minimum 1	James Pegram	Treasure Valley	1st	06/30/2024	Yes	18

STATE REHABILITATION COUNCIL NOMINATION FORM

Nominee's Name: Timothy Blonsky

Mailing Address: [redacted]

Home/Cell Phone: [redacted]

E-Mail: [redacted]

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

I have been asked to join as I can bring several things to the table. In my previous work in the state of Connecticut, I worked directly with Voc. Rehab as a community rehabilitation provider (CRP) in helping individuals with disabilities find and sustain employment. I worked with individuals across all demographics, including Deaf and Hard of Hearing as I am fluent in ASL. I came to Idaho to take on a position in which I am driving a federally funded Youth Apprenticeship Program through Idaho Business for Education. Our collaboration with Idaho's Voc Rehab system is a key to our efforts. I hope that I can contribute to the larger mission in being part of this council though my previous experiences, and through my current position with IBE.

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

Name: Town of Marlborough CT Economic Term Date: 2016-2018

Name: Town of Marlborough CT Economic Dev. Vice Chair Term Date: 2018-2020

Name: _____ Term Date: _____

Name: _____ Term Date: _____

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

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

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

Disability

☒ Yes ☐ No

RETURN TO:

IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

[redacted]

Motivated, results-driven and collaborative leader with extensive experience in relationship development and account management. Proven track record of using cross-functional leadership, creativity, and entrepreneurial initiative to achieve results in dynamic environments.

Professional Experience:

Business Development/Program Manager, IBE, Boise, Idaho *September 2020 – Present*

- Oversight of Treasure and Magic Valley's Youth Apprenticeship Program
    - Responsible for developing business relationships from scratch in presenting Apprenticeship as a mean to develop a skilled workforce.
    - Helping IBE navigate Workforce System, WIOA, and One-Stop System and get a new program off the ground in its first fiscal year and Idaho's first foray in this Federally funded Apprenticeship Program.
    - Help team establish best practices in new CRM and Apprenticeship Data base in accordance with Federal PIRL guidelines.
- Built relationships with all ICTE's Schools to establish framework for facilitating and tracking apprenticeships set up during school (STRAP) or upon graduation.
- Joined Chamber and Professional Networking Groups in the Boise area.

Business Service Coordinator – Aerospace/Manufacturing, CWP, Hartford, CT *Feb 2016-September 2020*

- Responsible for oversight of the grant funded Manufacturing Sector Initiative
    - Developed and maintained strong relationships with over 150 Connecticut based manufacturing companies in the greater Hartford area
    - Successfully placed 500+ manufacturing job applicants
    - Facilitated over $1 Million in workforce incentives for employers in the Hartford region
- Tasked with building awareness of career opportunities in Connecticut's aerospace industry
    - Consistently present to the Chamber of Commerce, local high schools, and adult education centers
    - Developed a successful social media strategy across a variety of channels (Facebook, Instagram, Twitter, and LinkedIn) to raise awareness of the value of Workforce Development
- Published multiple articles for CWP's website, and publications like the Hartford Business Journal and AdvancedManufacturing.org. Established several media contacts and relationships with staff members of local and national politicians
- Proficient in CNC, Lathes, Bridgeport's, and Lean Manufacturing.

Career Coach, Mental Health Connecticut, West Hartford, CT *Feb 2015-Feb 2016*

- Charged with developing MHC's West Hartford Employment division while co-managing the Waterbury division
    - Successfully placed 25+ Deaf/Hard of Hearing/Autistic clients in sustainable employment
    - Responsible for developing and implementing an onboarding curriculum to ensure policy and procedural requirements were met
- Tasked with raising awareness of the value in hiring individuals with disabilities and disabled veterans
    - Increased awareness through networking events, social media, and meeting with local businesses

Connecticut Division Supervisor, New England Business Associates, Manchester, CT *Apr 2011-Feb 2015*

- Responsible for launching a division of NEBA dedicated to securing employment for people with disabilities and veterans, specializing in individuals on the Autism Spectrum.
    - Oversaw team (four direct reports) dedicated to client service and process management.
    - Annual budget ($150k) development and management
    - Built relationships with Vocational Rehabilitation and Developmental Disability Services.
- Tasked with relationship development across a variety of businesses within the state.
    - Secured placement for over 250 employment candidates at 150+ businesses
    - Provided ongoing support to employee and employer once candidate was placed.

- Successfully implemented business ideas into comprehensive business plans in accordance to SCORE standards

Employment Coordinator, Community Options of Connecticut, Farmington, CT *Oct 2010-Apr 2011*

- Developed a startup employment program for people with disabilities by matching candidates with full and part-time employment opportunities
- Provided leadership to and oversight of six direct reports
- Tasked with accelerating community engagement including networking at Chamber of Commerce events, social media outreach, and meeting with local businesses

Residential Manager, MARCH Inc. of Manchester, Manchester, CT *Jan 2009-Oct 2010*

- Responsible for following and adhering to strict compliance of State regulations to maintain licensing of the home in good standing
- Implemented and successfully managed a budget of $200,000
- Responsible for the development and direct supervision of twelve staff members

Education:

Springfield College *Springfield, MA*

- BA in Human Services

Volunteer Experience:

City of Hartford School System *Jul 2011-Jul 2013*

- ASL Instruction

Town of Marlborough CT

- Economic Development Commission Vice Chair (two appointed terms) *June 2016-September 2021*

Certificates:

CWDP – Certified Workforce Development Professional
CESP – Certified Employment Support Professional – expired 1/2019

Skills:

- Fluent in American Sign Language and lip reading
- Proficient in MS Word, Excel, Power Point and Access, online database systems.

Idaho Division of Vocational Rehabilitation

STATE REHABILITATION COUNCIL NOMINATION FORM

Nominee's Name: Stephanie Taylor-Silva

Mailing Address: [redacted]

Home/Cell Phone: [redacted] Work Phone: [redacted]

E-Mail: [redacted]

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

I am passionate about Vocational Rehabilitation. I am a former customer that was helped immensely by Voc. Rehab. Without the support of Voc. Rehab and my counselor John Case, I wouldn't be where I am today. I am passionate about advocacy and support for people with disabilities. I am a strong advocate in my community and state and feel that I could be a very valuable member to this committee. I am committed to serving others to the best I can.

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

Name: Region 7 Behavioral Health Board Term Date: 2023

Name: Behavioral Health Crisis Center Board Term Date: 2023

Name: Center for Hope Board Term Date: 2023

Name: Community Suicide Prevention Term Date: 2023

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

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

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

Disability

☒ Yes ☐ No

RETURN TO:
IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

Stephanie Taylor-Silva

[redacted] | [redacted]
[redacted]

PROFESSIONAL PROFILE

Social Work and Criminology professional with a proven track record of successfully solving complex social issues with extensive experience speaking publicly on social issues. Heavily invested in mental health and substance abuse programs and treatment methods including sitting on various boards throughout Idaho. A demonstrated history of working with federal and state dignitaries and creating successful reentry transitions for returning citizens in Idaho. Brings a unique, first-hand perspective to mental health, substance abuse, criminal justice, and re-entry management.

Core Skills: Crisis Intervention • Criminal Justice • Community Outreach • Advocacy • Mental Health Suicide Prevention • Public Speaking • Government • Community Housing • Community Development Economic Development • Ex-Offender Reentry • Community Organization • Fundraising/Grant Writing Social Services • Interpersonal Communication

Awarded the National Excellence in AmeriCorps Award *for most exemplary service to the USA*
Awarded by the Federal Corporation for National and Community Services in Washington, D.C.

PROFESSIONAL EXPERIENCE

Stewards of Recovery; Idaho Falls, ID ***2021 - Present***
Clinical Mental Health and Addiction Intern

- Performs individual counseling, crisis intervention, substance abuse, and dual diagnosis consultation

Idaho Department of Correction (IDOC); Idaho Falls, ID ***2019 - Present***
Reentry Specialist

Acts as the liaison between 50+ agencies and organizations to supply clients with the resources to succeed, including the Idaho Department of Labor, Idaho Department of Health and Welfare, Vocational Rehab, US Department of Veterans Affairs, Bureau of Indian Affairs, US Citizenship and Immigration Services, State and Federal Courts, and SSA. Identifies and analyzes community trends and needs and formulates reentry plans. Interviews, assesses, and interacts with clients within a correctional and community setting.

- Supervises AmeriCorps VISTA Site Coordinator, 3 interns with IDOC District 7 Probation and Parole and assists in managing the district AmeriCorps VISTA program
- Developed 170+ re-entry plans and goals and explains them to staff, returning citizens, families, and community stakeholders
- Interviews and gathers information from returning citizens for LSI assessment scoring
- Develops and maintains relationships with 50+ organizations, elected officials including the Idaho State Lt. Governor, State Senators and Legislators, probation and parole officers, mental health professionals, substance abuse counselors, and judicial and legal professionals
- Develops resources to assist in clients' re-entry into the community and coordinates instructors to facilitate training
- Provides verbal and written direction to returning citizens on a one-to-one basis or group setting
- Apply for grants through community resources for the district and assist in oversight of district reentry grant through the Center for Hope

AmeriCorps VISTA – contracted by IDOC; Idaho Falls, ID *2017 - 2019*

Free2Succeed Community Mentor-site Coordinator

Assisted with regional development and implementation of Free2Succeed Community Mentoring program. Recruited, trained, developed, and supported mentors from the local community. Created program structure to develop a sustainable long-term program including policies and procedures within the probation and parole district.

- Partnered with 25+ organizations, thereby obtaining employment, healthcare, treatment, and legal aid for returning citizens returning to society
- Accelerated re-entry for 700+ returning citizens empowering them with community resources, relationship support, and housing
- Proved the program is reducing homelessness and poverty by analyzing housing, poverty, and recidivism data
- Fundraised more than $4,000 annually which was utilized for the annual Recover Out Loud event, which promoted offender diversity and inclusiveness in local communities
- Expanded mentor recruitment for a total of 82 mentors, with a consistent growth of 2 mentors/month
- Grew offender's support network by 3 people and 2 organizations month-over-month

Idaho Department of Correction; Idaho Falls, ID *2016*

Criminology Intern

Grew the Free2Succeed Mentorship Program, with leadership which provides resources, mentorship, and a support network to returning citizens returning to society. Empowered returning citizens with the skills and knowledge to navigate the criminal justice system.

- Broke down the stigma associated with criminal history through education, advocacy, and community collaboration
- Bridged the gap between community members and the Idaho Department of Correction, ultimately creating a long-term sustainable support system for 1000's of returning citizens returning to society
- Grew mentor recruitment by 35 people, and expanded returning citizens' support networks by 2 people and 1 organization per month

Human Dynamics and Diagnostics; Idaho Falls, ID *2017 - 2019*

Peer Support Specialist

- Generated Wellness Recovery Plans for 50 individuals suffering from mental illness and addictions, thereby healing and alleviating suffering to themselves and family members
- Educated individuals to better navigate the criminal justice system, probation and parole, and social services

Family Support Partner

- Coached 5 families on juvenile case plan implementation, ensuring family members understood their role in the child's Wellness Plan, including the Juvenile Criminal Justice System and education plans through school districts
- Coordinated with CPS, Idaho Juvenile Department of Corrections, Idaho Foster Care System, and PATH Idaho Treatment Program

Recovery Coach

- Empowered 50 people to utilize community resources and build rapport with their parole officers to implement successful recovery plans
- Conducted drug tests and provided results to parole officers, courts, and agency treatment team

Tueller Counseling; Idaho Falls, ID *2015 - 2017*

Peer Support Specialist

- Generated Wellness Recovery Plans for 50 individuals suffering from mental illness and addictions, thereby healing and alleviating suffering to themselves and family members
- Educated individuals to better navigate the criminal justice system, probation and parole, and social services

Family Support Partner

- Coached 5 families on juvenile case plan implementation, ensuring family members understood their role in the child's Wellness Plan, including the Juvenile Criminal Justice System and education plans through school districts
- Coordinated with CPS, Idaho Juvenile Department of Corrections, Idaho Foster Care System, and PATH Idaho Treatment Program

Recovery Coach

- Empowered 50 people to utilize community resources and build rapport with their parole officers to implement successful recovery plans

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BOARD AND COMMITTEE MEMBERSHIP

Region 7 Behavioral Health Board (R7BHB) - IDHW DBH
Elected Board Member - Substance Use Health Advocate 2019 - Present

Behavioral Health Crisis Center
Appointed Board Member - Mental Health Advocate 2018 - Present

- Appointed by Bonneville County Commissioner

Center for Hope 2019 - Present
Elected Board Member - IDOC

- Strengthened re-entry programs with IDOC and assisted in developing a Peer Reentry Coach position

Community Suicide Prevention | Formally SPAN Idaho
Elected Board Member | Volunteer 2019 - Present

- Provides outreach and support to families that have lost a loved one to suicide, and suicide prevention training

Idaho Falls Police Department
Strategic Five-Year Plan Committee 2019

- Appointed by the Idaho Falls Mayor

EDUCATION

Northwest Nazarene University
Master of Social Work (In-progress)

- Dual Concentration: Clinical Mental Health and Addictions; Integrated Clinical and Community Practice

Idaho State University
B.A. General Studies: Sociology Concentration

- President of National Honor Society Mortar Board

A.A. Criminology

AWARDS

Excellence in AmeriCorps Award | *Federal Corporation for National and Community Services, Washington D.C.*

- Awarded for most exemplary service to the United States of America

Idaho Hometown Hero Award | *JRM Foundation for Humanity*
- Signed by Governor Brad Little

2019 Changing Life Award | *Eastern Idaho Community Action Partnerships*
- Selfless service to community and state positively changing lives

Mission Ambassador Award | *Idaho Meth Project*
- Relentless volunteer service educating Idahoans about Meth addiction and prevention

Regional Behavioral Health Advocate Award | *Region 7 Behavioral Health Board*
- Advocacy for mental illness awareness and recovery

Nominated Idaho Brightest Star | *Idaho Department of Labor*
- Volunteer service to the state of Idaho through numerous capacities

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CERTIFICATIONS

- 7th District Citizen's Law Academy Graduate
- Mental Health Crisis Intervention
- Recovery Coach
- Certified Peer Support Specialist
- Certified Family Support Partner
- Motivational Interviewing
- Drug Testing
- Suicide Intervention
- Wellness Recovery Action Plan (W.R.A.P.)
- First Aid
- C.P.R.

PROJECTS

Criminal Justice Reform Group 2020 - Present
Group Member
- Developing criminal record rules and legislation in collaboration with state senators, representatives, judges, and the courts

Recover Out Loud 2018 - Present
Speaker | Event Director

Community Information Resource Fair 2017 - 2020
Community Event Coordinator

Community Conversation on Re-entry 2017 - 2019
Speaker | Event Coordinator

TED Talks – TEDx Idaho Falls 2018
Speaker

SUBJECT

2021 Curricular Materials Adoption

REFERENCE

August 2017	Board approved the adoption of curricular materials and related instructional materials for K-12 Arts and Humanities, 9-12 Computer Applications, K-12 Health and Wellness, K-12 Physical Education, K-12 Social Studies, and 6-12 Mathematics Open Educational Resources as recommended by the Curricular Materials Selection Committee.
October 2018	Board approved the adoption of curricular materials and related instructional materials for K-12 English Language Arts & Literacy, K-6 Handwriting, K- 12 English Learner, K-12 Computer Applications, K-12 Computer Science, and 9-12 Mathematics Open Educational Resources as recommended by the Curricular Materials Selection Committee.
August 2019	Board approved the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 Science, K-12 Computer Applications, and K-12 Computer Science.
August 2020	Board approved the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 Science, K-12 Computer Applications, K-12 Computer Science, and career technical education (CTE).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8. Section 33-118, Idaho Code – Courses of study – Curricular materials
Section 33-118A, Idaho Code – Curricular materials – Adoption procedures
IDAPA 08.02.03.128 – Rules Governing Thoroughness, Curricular Materials Selection and Online Course Approval

BACKGROUND/DISCUSSION

The curricular materials review and adoption process is established in Sections 33-118 and 33-118A, Idaho Code, and is further defined in IDAPA 08.02.03.128, Rules Governing Thoroughness. Curricular materials are defined as textbooks and instructional media including software, audio/visual material, and internet based instructional material (Section 33-118A, Idaho Code). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies.

The adoption process provides for the continuous review and evaluation of new

curricular materials. This process ensures that all Idaho school districts and charter schools have quality products available to purchase at a guaranteed low contract price. This process maintains local control in the choice of instructional materials by providing multiple lists of approved materials. While school districts and charter schools can choose materials from the list of vetted and approved materials, this is not a requirement.

In accordance with IDAPA 08.02.03.128, Idaho adopts materials in the areas of reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career technical education and counseling, science, health, physical education, handwriting, literature, driver education, and limited English proficiency. In addition, computer science and computer applications are adopted annually.

The Curricular Materials Selection Committee (Committee), the members of which are appointed by the State Board of Education (Board) for a five (5)-year term, has the responsibility of overseeing the adoption process for the state. The Executive Secretary of this Committee is an employee of the State Department of Education (Department) and a voting member of the committee.

The Committee consists of not less than ten (10) total members from the following stakeholder groups:

- certified Idaho classroom teachers
- Idaho public school administrators
- Idaho higher education officials
- parents
- trustees
- local board of education members
- Division of Career Technical Education
- State Department of Education personnel

The Committee, assisted by content specialists from throughout the state, meets for approximately one week in June to review and evaluate all materials against Idaho Content Standards and specific course requirements. The Committee votes to recommend materials to the Board, and these recommendations are forwarded to the Board for adoption. All meetings of the Committee are open to the public.

If the Board accepts the recommendation of the Committee and adopts the materials, the Department executes contracts with the publishing companies, and the listing of newly adopted materials is published in the Department's Curricular Materials Adoption Guide. In accordance with IDAPA 08.02.03.128, a state curriculum depository is maintained at Caxton Printers, Ltd., in Caldwell, Idaho. Curriculum libraries are also maintained at seven (7) regional centers.

The 2021 curricular materials review included K-12 computer science, K-12 English language learner, and driver's education. The review was held June 7-9, 2021, digitally via Zoom. Twenty-two (22) content area specialists assisted twelve (12) Committee members in the evaluation of curricular materials and related instructional materials. Recommended curricular materials and related instructional materials are catalogued in Attachment 1.

IMPACT

The curricular review and adoption process help to ensure that all Idaho school districts and charter schools, regardless of size, can purchase quality materials at a guaranteed low price for the length of the adoption cycle while maintaining local control in the choice of instruction materials.

ATTACHMENTS

Attachment 1 – Recommended curricular materials and related instructional materials
Attachment 2 – Curricular Materials Selection Committee Roster
Attachment 3 – Regional Center locations

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 118A, Idaho Code, school districts and charter schools may establish their own local curricular materials committees, these local committees may evaluate and select curriculum that is not on the Board approved list as long as the curriculum is aligned to the applicable subject area content standards.

Curricular materials are approved on a rotating calendar for a period of six (6) years or following changes to the subject area content standards.

BOARD ACTION

I move to approve the curricular materials and related instructional materials for K-12 computer science, K-12 English language learner, and driver's education, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No _____

2021 CURRICULAR MATERIALS REVIEW

Content Area	Publisher	Title	Grade Level	Recommendation
Driver's Education	AAA	How to Drive	9-12	Basic
Driver's Education	PassDriversEd	30 Hour Teen Driver Education Course	9-12	Not Recommended
Driver's Education	Savvas	Drive Right	9-12	Basic
Computer Science	Codelicious	Computer Science Fundamentals (formerly Programming 101)	6-8	Basic
ELL	Cengage	Reach Higher 1A & 1B	1	Comprehensive
ELL	Cengage	Reach Higher 2A & 2B	2	Comprehensive
ELL	Cengage	Reach Higher 3A & 3B	3	Comprehensive
ELL	Cengage	Reach Higher 4A & 4B	4	Comprehensive
ELL	Cengage	Reach Higher 5A & 5B	5	Comprehensive
ELL	Cengage	Reach Higher 6A & 6B	6	Comprehensive
ELL	Cengage	Time Zones Level Starter	6-8	Comprehensive
ELL	Cengage	Time Zones Level 1	6-8	Comprehensive
ELL	Cengage	Time Zones Level 2	6-8	Comprehensive
ELL	Cengage	Time Zones Level 3	6-8	Comprehensive
ELL	Cengage	Time Zones Level 4	6-8	Comprehensive
ELL	Cengage	Life Level 1	9-12	Comprehensive
ELL	Cengage	Life Level 2	9-12	Comprehensive
ELL	Cengage	Life Level 3	9-12	Comprehensive
ELL	Cengage	Life Level 4	9-12	Comprehensive
ELL	Cengage	Life Level 5	9-12	Comprehensive
ELL	Cengage	Life Level 6	9-12	Comprehensive
ELL	Lexia	Rosetta Stone English - English As a Second Language K-12	K-6	Component
ELL	Lexia	Rosetta Stone English - English As a Second Language K-12 Support	K-6	Component

ELL	Savvas	iLitELL	4-12	Comprehensive
ELL	Vista Higher Learning	Get Ready!	6-8	Comprehensive
ELL	Vista Higher Learning	Get Ready!	9-12	Comprehensive

*LEGEND
COMPREHENSIVE: A recommended program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or no need for supplemental material.
BASIC: A recommended program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards with some need for supplemental material.
COMPONENT: A program designed and intended to be used to supplement a comprehensive or basic program. A component program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program.
NOT RECOMMENDED: A program that does not meet the focus, coherence, depth, and rigor of the Idaho Content Standards.

Selection Committee

Curricular Materials

COMMITTEE LISTING

Committee Member	Stakeholder Group
Chrystal Allen	Executive Secretary, Idaho State Department of Education
Kristi Enger Term Expires: April 30, 2024	Idaho Career & Technical Education
Dana Johnson Term Expires: April 30, 2024	Idaho Higher Education Official
Taylor Raney Term Expires: April 30, 2024	Idaho Higher Education Official
M. Michelle Southwick Term Expires: February 28, 2026	Idaho Public School Administrators Madison School District #321
Kelli Schroeder Term Expires: February 28, 2026	Idaho Public School Administrators Filer School District #413
Nathan Tracy Term Expires: February 28, 2026	Parent & Idaho Public School Administrators Jerome School District #261
Laree Jansen Term Expires: June 30, 2021	Parent
Ethan Sims Term Expires May 30, 2026	Parent
Stacey Jensen Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25

Committee Member	Stakeholder Group
John Stegmaier Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Boise School District #1
Robyn Hill Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Nampa School District #131
Shannon Kelly Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Payette School District #371
Lisa Olsen Term Expires: April 30, 2024	Certified Idaho Classroom Teacher Bonneville Joint School District #93
Darlene Dyer Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Blaine County School District #61
Aaron McKinnon Term Expires: April 30, 2024	State Department of Education Personnel

For Questions Contact

Content & Curriculum – Curricular Materials
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov

Regional Centers

Curricular Materials

The Regional Centers serve as public depositories for curricular materials currently under adoption in the state of Idaho. Publishing companies are required to provide samples of approved materials for public viewing.

REGIONAL CENTER LISTING

Location	Contact
Boise State University Albertson Library 1910 University Blvd Boise, ID 83725-1430	Kelsey Keyes Reference Librarian, Liaison to College of Ed 208-426-1139 kelseykeyes@boisestate.edu Deliveries Contact: Marlena Hooyboer marlenahooyboer@boisestate.edu
Brigham Young University–Idaho David O McKay Library, MCK 306 525 South Center Street (0405) Rexburg, ID 83460-0405	Holly Green 208-496-9539 greenh@byui.edu
College of Idaho Cruzen-Murray Library 2112 Cleveland Blvd Caldwell, ID 83605	Lance McGrath 208-459-5003 lmcgrath@collegeofidaho.edu

Location	Contact
Idaho State University Instructional Materials Center College of Education 638 E. Dunn Street Pocatello, ID 83209-8059	Dr. Shu-Yuan Lin, Ed.D. 208-282-3185 linshu@isu.edu
Lewis Clark State College Curriculum Library 500 8th Avenue Lewiston, ID 83501	Shannon Casteel 208-792-2229 scasteel@lcsc.edu
Northwest Nazarene University John Riley Library 623 S. University Boulevard Nampa, ID 83686-5897	Carol Poe 208-467-8616 cjpoe@nnu.edu
University of Idaho Gary Strong Curriculum Center College of Education, Health, and Human Sciences University of Idaho 875 Perimeter Dr. Moscow, ID 83844-3089	Marco Seiferle-Valencia 208-885-2504 marcosv@uidaho.edu curriculumcenter@uidaho.edu **Request shipment boxes to be less than 50 lbs each

For Questions Contact

Content & Curriculum – Curricular Materials
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Adoption of Praxis II Tests and Qualifying Scores for Content, Pedagogy, and Performance Assessments

REFERENCE

August 2018	Board approved Content, Pedagogy and Performance Assessments rubric and updated content area assessments and cut scores.
February 2020	Board approved Praxis II assessments and Idaho cut scores and amended the Content, Pedagogy and Performance Assessments rubric.
February 2021	Board accepted the Professional Standards Commission recommendation to approve amended Praxis II assessments and Idaho cut scores.
June 2021	Board accepted the Professional Standards Commission recommendation to approve amended Praxis II assessments and Idaho cut scores.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate
IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

BACKGROUND/DISCUSSION

One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board) approved content area assessment. Praxis II – Subject Assessments have been selected as one of the Board-approved content area assessments. In accordance with IDAPA 08.02.02.017.01, the Professional Standards Commission (PSC) recommends these assessments and qualifying scores to the Board for approval.

The Standards Committee of the PSC reviewed proposed amendments to the list of Board-approved Praxis II assessments and qualifying scores on June 17, 2021. Proposed amendments include:

- All Teacher Leader Endorsements
  - Performance Assessment for Teacher Leaders (PATL)
- Teacher Leader – Literacy (K-12)
  - 5206 Teaching Reading
  - 5302 Reading Specialist
- Teacher Leader – Mathematics
  - 5164 Middle School Mathematics

- 5165 Mathematics

Additionally, the Standards Committee discussed and considered the addition of National Board for Professional Teaching Standards (NBPTS) certification for addition to the list of approved content, pedagogy, and performance assessments.

On June 18, 2021, the full PSC voted to recommend the Praxis II assessments and cut scores (Attachment 1) and the amended Content, Pedagogy, and Performance Assessments List (Attachment 2) to the State Board of Education for approval.

IMPACT

The adoption of the Performance Assessment for the Teacher Leader (PATL) assessment for the Teacher Leader endorsements will ensure program completers are adequately prepared to provide the leadership essential to helping other teachers and meeting the needs of students, schools, and the teaching profession.

Adding NBPTS certification to the list of approved content, pedagogy, and performance assessments acknowledges the effort necessary to receive NBPTS certification.

Approval of assessments and qualify scores ensures compliance with Idaho Administrative Code.

ATTACHMENTS

Attachment 1 – Praxis II Assessments and Cut Scores
Attachment 2 – Board Approved Content, Pedagogy, and Performance Assessments List

BOARD STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.02.015 and 017 requires individuals seeking a standard instructional certificate and interim certification and IDAPA 08.02.02.021 as one of the alternate paths for adding endorsements to receive a qualifying score on a state approved content, pedagogy, or performance assessment. The PRAXIS II is a content area assessment approved by the Board in early 2000. Qualifying scores were set by the Board based on recommendations from the PSC at the December 2003 Board meeting, effective September 1, 2004. A few updates to the qualifying scores in individual subject areas were made at the June 2005, April 2006, June 2006, October 2006 and February 2018 Board meetings. Starting in 2019, updates have come to the Board more regularly. Consideration of the attached qualifying scores is part of the ongoing process to maintain updated qualifying scores on Board approved content, pedagogy or performance assessments.

BOARD ACTION

I move to approve the Praxis II assessments and qualifying scores as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve National Board for Professional Teaching Standards certification as an approved content, pedagogy, and performance assessment as provided in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
			Elementary Education: 5003 Mathematics Subtest	157	157
			Elementary Education: 5004 Social Studies Subtest	155	155
			Elementary Education: 5005 Science Subtest	159	159
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	CKT Elementary Education: 7812 Reading and Language Arts Subtest	161	161
			CKT Elementary Education: 7813 Mathematics Subtest	150	150
			CKT Elementary Education: 7814 Science Subtest	154	154
			CKT Elementary Education: 7815 Social Studies Subtest	161	161
8222	American Government/Political Science	(5-9)	5089 Middle School Social Studies	149	-
7222		(6-12)	5931 Government/Political Science	149	149
7770	American Indian Language	(K-12)	-	-	-
7038	Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
8421	Biological Science	(5-9)	5442 Middle School Science	152	152
7421		(6-12)	5235 Biology: Content Knowledge	139	-
7083	Blended Early Childhood Education/Early Childhood Special Education	(Birth-Grade 3)	5025 Early Childhood Education **OR** Elementary Subtests (See All Subjects 5001 or 7811)	156	156
			5691 Special Education: Preschool/Early Childhood	159	159
7014	Blended Elementary Education/Elementary Special Education	(Grade 4-6)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
8440	Chemistry	(5-9)	5442 Middle School Science	152	152
7440		(6-12)	5245 Chemistry: Content Knowledge	139	-
8144	Communication	(5-9)	5221 Speech Communication: Content Knowledge	143	-
7144		(6-12)			
8400	Computer Science	(5-9)	5652 Computer Science	149	149
7400		(6-12)			
9921	CTE - Agriculture Science & Technology	(6-12)	5701 Agriculture	147	147
9093	CTE - Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154
9400	CTE - Computer Science	(6-12)	5652 Computer Science	149	149
9401	CTE - Engineering	(6-12)	5051 Technology Education	154	159
9970	CTE - Family and Consumer Sciences	(6-12)	5122 Family and Consumer Sciences	153	153
9092	CTE - Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
9981	CTE - Technology Education	(6-12)	5051 Technology Education	154	159
7030	Deaf/Hard of Hearing	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
7019	Early Childhood Special Education	(Pre-K-3)	5025 Early Childhood Education OR Elementary Multiple Subtests (See All Subjects 5001 or 7811)	156	156
			5691 Special Education: Preschool/Early Childhood	159	159
8451	Earth and Space Science	(5-9)	5442 Middle School Science	152	152
7451		(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
8228	Economics	(5-9)	5089 Middle School Social Studies	149	-
7228		(6-12)	5911 Economics	150	150

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
8990	Engineering	(5-9)	5051 Technology Education	154	159
7990		(6-12)			
8120	English	(5-9)	5047 Middle School English Language Arts	164	164
7120		(6-12)	5038 English Language Arts: Content Knowledge	167	167
7126	English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
7036	Exceptional Child Generalist	(K-8)	5543 Special Education: Core Knowledge and Mild to Moderate Applications	153	158
7037		(6-12)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
7029		(K-12)			
8226	Geography	(5-9)	5089 Middle School Social Studies	149	-
7226		(6-12)	5921 Geography	153	-
8452	Geology	(5-9)	5442 Middle School Science	152	152
7452		(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
7028	Gifted and Talented	(K-12)	5358 Gifted Education	157	157
8520	Health	(5-9)	5551 Health Education	155	-
7520		(6-12)			
7521		(K-12)			
8221	History	(5-9)	5089 Middle School Social Studies	149	-
7221		(6-12)	5941 World and U.S. History: Content Knowledge	141	-
8133	Humanities	(5-9)	-	-	-
7133		(6-12)			
8134	Journalism	(5-9)	5224 Journalism	153	153
7134		(6-12)			
7080	Junior ROTC	(6-12)	-		
7139	Literacy	(K-12)	5206 Teaching Reading	156	156
8320	Mathematics - Middle Level	(5-9)	5164 Middle School Mathematics	157	157
7300	Mathematics	(6-12)	5165 Mathematics	159	159
8820	Music	(5-9)	5113 Music: Content Knowledge	148	161
7820		(6-12)			
7810		(K-12)			
8420	Natural Science	(5-9)	5442 Middle School Science	152	152
7420		(6-12)	5435 General Science: Content Knowledge	149	-
7989	Online-Teacher	(Pre-K-12)	-	-	-
8510	Physical Education (PE)	(5-9)	5091 Physical Education: Content Knowledge	143	-
7512		(6-12)			
7511		(K-12)			
8430	Physical Science	(5-9)	5442 Middle School Science	152	152
7430		(6-12)	5485 Physical Science	157	157
8450	Physics	(5-9)	5442 Middle School Science	152	152
7450		(6-12)	5265 Physics: Content Knowledge	129	-
8231	Psychology	(5-9)	5391 Psychology	154	154
7231		(6-12)			
8453	Science - Middle Level	(5-9)	5442 Middle School Science	152	152
7200	Social Studies	(6-12)	5081 Social Studies: Content Knowledge	150	-
8220	Social Studies - Middle Level	(5-9)	5089 Middle School Social Studies	149	-

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
8229	Sociology	(5-9)	5952 Sociology	154	154
7229		(6-12)			
8236	Sociology/Anthropology	(5-9)	5952 Sociology	154	154
7236		(6-12)			
7297	Teacher Leader - Instructional Specialist (K-12)	-	Performance Assessment for Teacher Leaders (PATL)	42	-
7298	Teacher Leader - Literacy (K-12)	-	Performance Assessment for Teacher Leaders (PATL) + one of the following:	42	-
			5206 Teaching Reading (OR)	156	156
			5302 Reading Specialist	165	165
7299	Teacher Leader - Mathematics	-	Performance Assessment for Teacher Leaders (PATL) + one of the following:	42	-
			5164 Middle School Mathematics (OR)	157	157
			5165 Mathematics	159	159
7045	Teacher Leader - Special Education	-	Performance Assessment for Teacher Leaders (PATL)	42	-
7020	Teacher Librarian	(K-12)	5311 Library Media Specialist	151	-
8137	Theater Arts	(5-9)	5641 Theatre	148	-
7137		(6-12)			
8852	Visual Arts	(5-9)	5134 Art: Content Knowledge	151	158
7852		(6-12)			
7851		(K-12)			
7035	Visual Impairment	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5282 Special Education: Teaching Students with Visual Impairments	163	163
8700	World Language (All other languages not listed below)	(5-9)	5841 World Language Pedagogy	151	158
7700		(6-12)			
7710		(K-12)			
8702	World Language - American Sign Language	(5-9)	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a 160 scale score)	160
7702		(6-12)			
7701		(K-12)			
8796	World Language - Chinese	(5-9)	5665 Chinese (Mandarin): World Language	164	164
7796		(6-12)			
7715		(K-12)			
8830	World Language - French	(5-9)	5174 French: World Language	156	162
7730		(6-12)			
7712		(K-12)			
8740	World Language - German	(5-9)	5183 German: World Language	157	163
7740		(6-12)			
7713		(K-12)			
7750	World Language - Latin	(K-12)	5601 Latin	152	-
8720	World Language - Spanish	(5-9)	5195 Spanish: World Language	163	168
7720		(6-12)			
7711		(K-12)			

Content, Pedagogy, and Performance Assessments

IDAPA 08.02.02.017 CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

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

<table>
<tr><th>Content</th><th>Pedagogy</th><th>Performance</th></tr>
<tr><td>• ETS Praxis II Subject Assessments</td><td rowspan="5">• Idaho Standards for Model Pre-Service Student Teaching Experience – State Specific Requirement</td><td rowspan="5">• Common Summative Assessment
○ Based on the Statewide Teacher Evaluation Framework
○ Overall rating of basic or higher
○ No components rated as unsatisfactory
○ Individualized Professional Learning Plan (IPLP)</td></tr>
<tr><td>• ETS Praxis Content Knowledge for Teaching (CKT) Assessments as they become available</td></tr>
<tr><td>• American Board Subject Area Exam (ABCTE)</td></tr>
<tr><td>• Out-of-state approved content area assessments</td></tr>
<tr><td>• Baccalaureate degree or higher from a regionally accredited institution in the specific content area in which the candidate is seeking an endorsement</td></tr>
<tr><td colspan="3">National Board for Professional Teaching Standards (NPBTS)</td></tr>
</table>

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates Recommendations

REFERENCE

August 2020	Board approved one (1) provisional certificates for the 2020-21 school year.
December 2020	Board reviewed fifteen (15) provisional certificates for the 2020-21 school year. Fourteen (14) applications were approved and one (1) application was not approved.
February 2021	Board approved fifty-two (52) provisional certificates for the 2020-21 school year.
April 2021	Board approved thirteen (13) provisional certificates for the 2020-221 school year.
June 2021	Board reviewed six (6) provisional certificates for the 2020-21 school year. Five (5) applications were approved and one (1) application was not approved.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201 and 33-1203

BACKGROUND/DISCUSSION

Two (2) emergency provisional applications were received by the State Department of Education by May 27, 2021 from the school districts listed below. These applications, for the 2021-22 school year, were reviewed by the Professional Standards Commission Authorizations Committee on June 17, 2021. Due to timelines for State Board of Education agenda items to be submitted to the Office of the State Board of Education, the earliest regularly scheduled Board Meeting for consideration is the August 2021 meeting. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/ credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district. Historical Provisional status has been added to candidates that have received provisional approvals in prior years, as there is nothing in rule that prohibits multiple provisionals.

Cassia County School District #151
Applicant Name: Nicholas Davis
Content & Grade Range: School Psychologist
Degree: BS Psychology

Declared Emergency: June 17, 2021 Cassia County School Board of Trustees declared an emergency exists for the 2021-22 school year. Mr. Davis was hired April 28, 2021.
Summary of Recruitment Efforts: There were six applicants and five interviews. Mr. Davis was the most qualified candidate. None of the other applicants had a credential. He is seeking a program through ISU. He was the best fit.
PSC Review: The Professional Standards Commission Authorizations Committee met June 17, 2021. The committee recommends Cassia County School District's request for Nicholas Davis without reservation.

Cassia County School District #151
Applicant Name: Sally Hall
Content & Grade Range: School Counselor
Degree: MA, Psychology, 6/2021
Declared Emergency: May 20, 2021 Cassia School District Board of Trustees declared an emergency exists for the 2021-22 school year. According to the application, Ms. Hall was hired April 19, 2021.
Summary of Recruitment Efforts: Ms. Hall was the best fit for the position. She is enrolling in NNU and has a Master's Degree, but is unable to get into the cohort until Fall 2022.
PSC Review: The Professional Standards Commission Authorizations Committee met June 17, 2021. The committee recommends Cassia County School District's request for Sally Hall without reservation.

IMPACT

If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position as required by Idaho Code § 33-1201 and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education…." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years accredited college training, except in "the limited fields of trades and industries, and specialists certificates of school librarians and school nurses." In the case of emergencies, which must be declared, "the state board may authorize the issuance of provisional certificates based on not less than two (2) years of college training."

Section 33-512(15), Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator…." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term

substitute prior to requesting provisional certification for the individual. In some cases, the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Salary Based Apportionment is calculated based on school district employee certification. A school district or charter school receives a lesser apportionment for non-certificated/classified staff than it receives for certificated staff. Substitute teachers are calculated at the lesser-classified staff rate.

A process for approving provisional certificates was approved by the Board at the April 2019 Regular Board meeting to limit the timeline for emergency provisional certificates to come to the Board. The approved provisions required requests, for the current school year, to come to the Board at no later than the April Regular Board meeting. The process was amended at the August 2019 Regular Board meeting to provide an extension of this timeframe "subject to extenuating circumstances" such as when an LEA loses a staff member after the January Commission meeting deadline. In order to meet the April Board meeting agenda material deadline in March of each year the certification request is required to be submitted in January to make it through the Commission/Department process. Based on the information provided, these requests do not meet the standard for approval after the April Regular Board meeting.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Nicholas Davis and Sally Hall to teach the content area and grade ranges at the specified school districts as provided herein for the 2021-22 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Appointments to the Professional Standards Commission

REFFERENCE

April 2017	Board approved one (1) appointment and three (3) reappointments to the Professional Standards Commission.
August 2017	Board approved one (1) appointment to the Professional Standards Commission.
April 2018	Board approved seven (7) appointments/reappointments to the Professional Standards Commission.
June 2018	Board approved one appointment to the Professional Standards Commission.
April 2019	Board approved seven (7) appointments to the Professional Standards Commission.
April 2020	Board approved four appointments to the Professional Standards Commission.
June 2020	Board approved one (1) appointment to the Professional Standards Commission.
April 2021	Board approved four (4) appointments to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education (Department) and one (1) from the Division of Career Technical Education (Division). The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services. The Idaho School Superintendents' Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the Idaho School Boards Association, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

The Idaho School Boards Association position on the PSC is available effective July 1, 2021. The Idaho School Boards Association has submitted three (3) nominees to fill this open position and recommends the reappointment of Karen Pyron to the position. Resumes for interested individuals are attached.

The Department and Division positions on the PSC are also available effective July 1, 2021. Pursuant to Section 33-1252(2), Idaho Code, three (3) nominations are not required for the appointment of Department and Division positions. The Department recommends the reappointment of Peter McPherson, and Division recommends the reappointment of Kristi Enger.

IMPACT

Board action allows for appointment of members to the Professional Standards Commission, solidifying membership for the 2021-2022 meeting year.

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members
Attachment 2 – Resume for Karen Pyron
Attachment 3 – Resume for Anne Ritter
Attachment 4 – Resume for Quinn Perry
Attachment 5 – Email of endorsement for Kristi Enger

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1252(2), Idaho Code, "Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho Association of School Superintendents may submit nominees for one (1) position, the Idaho Association of Secondary School Principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho School Boards Association may submit nominees for one (1) position; the Idaho Association of Special Education Administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position."

Additionally, Section 33-1252, Idaho Code, requires not less than seven (7) members be certificated classroom teachers in the public schools system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to

identify whether a teacher serving on the commission is an elementary or secondary school teacher to assure a balance in the representation on the Commission.

At the June 2016 Regular Board meeting, the Board requested the Department to amend its practices when requesting nominations to the Professional Standards Commission. The new practice would be for the Department to reach out not only to the statutorily identified stakeholder groups, but to also reach out to other education community groups to allow individuals who are not connected to the standard communications process the opportunity to apply or submit nominations for open positions. Specifically, it was discussed that there was a need for educators who work with underserved populations to have the opportunity to serve on the committee. The Board's Indian Education Committee expressed an interest in nominating individual educators to the Commission if notified in advance of openings. The Indian Education Committee received notice of the opening on the commission, however, they had no additional nominations for individuals that met the required representative groups.

Original appointments are made for a term of three years. Appointments to fill vacant positions are made for the remainder of the term they are filling. This process helps to limit the number of new appointments that have to be made in a single year and helps to assure some continuity of membership on the Commission.

BOARD ACTION

I move to reappoint Karen Pyron as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing Idaho school boards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Peter McPherson as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing the State Department of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Kristi Enger as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing the Division of Career Technical Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2020-2021 Member Roster

Chair, Kathy Davis
Classroom Teacher
St. Maries Joint School District #041

Iris Chimburas, Classroom Teacher
Lapwai School District #341

Steve Copmann, Secondary Principal
Cassia County School District #151

Kristi Enger
Idaho Career Technical Education

Mark Gorton, Classroom Teacher
Lakeland Joint School District # 272

Mark Haynal, Public Teacher Education
Lewis-Clark State College

Paula Kellerer, School Superintendent
Nampa School District #131

Ramona Lee, Special Education Administrator
West Ada School District #002

Peter McPherson
State Department of Education

Vice Chair, Mike Wilkinson
Pupil Service Staff
Twin Falls School District #411

Terah Moore, Private Teacher Education
College of Idaho

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University

Karen Pyron, School Board Member
Butte County School District #111

Elisa Saffle, Elementary Principal
Bonneville Joint School District #093

Marianne Sletteland, Exceptional Child Teacher
Potlatch School District #285

Charmaine VanBuskirk, Classroom Teacher
Lakeland Joint School District #272

Topher Wallaert, Classroom Teacher
Mountain Home School District #193

Emma Wood, Public Teacher Education
Idaho State University

Karen M. Pyron

Improving Performance • Enhancing Programs • Inspiring Systemic Change

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(208) 527-3066 (h) (208) 589-5879 (c)
pyrokare@gmail.com

EXPERIENCED EDUCATOR

…dedicated to assisting schools & universities meet today's educational challenges while inspiring a passion for school and classroom success and student growth and achievement

I am a visionary, progressive, & enthusiastic leader who embraces change and who creates optimal conditions for learning and growing. A certified educator with a Master's Degree, EdS, principal K-12 and superintendent endorsements, coupled with 37 years of experience instructing secondary education students, serving as elementary principal, directing federal programs and district superintendent. Background includes service on Idaho's Professional Standards Commission, Idaho teacher evaluation task force, and Idaho's 2007 National Distinguished Principal. **Currently**, I serve on the Butte County School Board, am an active member with ISBA and serve on the executive board; serve as a university supervisor of student teachers for ISU, and am on a sub-committee for Governor Little's task force, *Our Kids, Idaho's Future*.

SUMMARY OF QUALIFICATIONS

- An **enthusiastic, creative, and passionate educator** and administrator who believes that all schools can and must provide a learning environment that is stimulating, comforting and appropriate for all children to learn and schools to succeed
- **Specializations & Instructional Leadership includes**: 17 years administrative experience, including district superintendent; capability to collaborate and build relationships; state teacher evaluation task force; immersion training for National Principal Mentor program; leading teachers in professional development, including the Danielson model, Idaho Core / Instructional Coaches; Idaho Leads, ISEE support and teacher resources. Previous work with TIA, RTI, Danielson teacher evaluation model, SWPBS, Supplemental Educational Services, Title I. State RTI 2010-11 training; state training Danielson training for administrators. Training and implementation of SWPBS model
- **Administrative Engagement / Leadership:** Knowledge of and experience with the Danielson model and teacher improvement plans; builder of positive collaborative relationships; conflict management & resolution; district policies; budgets; legislative testimony; new career ladder / teacher licensure proposed changes; change agent and professional development coordinator
- **Leverage Resources / Strategic Collaborations** – Work closely with district and state leaders and community partners to encourage professional and community alliances and parental involvement. Knowing and networking people- - local, regional, state. Work with ISBA and testimony with state legislature; led school board in district policy development, budget and personnel issues
- Utilize a **visionary approach with consistency** to help teachers move students past the threshold of *not-knowing* to *knowing* and develop skills to their fullest extent; brought school from a "Year 2 Needs Improvement" to meeting AYP goals two successive years (out of school improvement); sustaining and building upon 4 & 5 star status
- **Current or recent affiliations** include membership on Idaho's Professional Standards Commission and Idaho's Teacher Evaluation Task Force; member Idaho Association of School Administrators, Idaho Association of Elementary School Principals; ISBA; past member of IAESP board
- **Participated on state program review team: BYU-I teacher education program**
- Attended 2011 **National Association of State Directors of Teacher Education and Certification** annual conference: Educator Boundaries & Social Media
- **National Principals Mentor Training and Certification Program**, March 2012
- **State Administrator training** for Danielson evaluation model, March – June 2012
- Attended **NAESP national conference 2012** featuring Charlotte Danielson, Rick Stiggins, Doug Reeves, Richard & Rebecca DuFour
- Attended Charlotte Danielson training held May 2014 @ ISU + follow-up trainings to current

HIGHLIGHTED PROFESSIONAL TEACHING AND ADMINISTRATIVE EXPERIENCES

MACKAY SCHOOL DISTRICT, MACKAY, IDAHO **JULY 2012 – JULY 2014**
SUPERINTENDENT

ARCO ELEMENTARY SCHOOL, ARCO, IDAHO **APRIL 1998 – AUGUST 31, 2011**
Elementary Principal

- Building Administrator, grades pre-school – 5, average 180 students.
- Visionary instructional leader of 15 certified teachers and 6-8 paraprofessionals
- Director of Title I, IIA, Supplemental Services
- Coordinated professional development and paraprofessional program

Highlighted Achievements

- Contributed to a significant increase in student performances on standardized testing, making AYP last two years and moving out of "school improvement" status (proficiency and above in reading and math averaged 96%)
- Provide instructional and administration leadership in a small school / district setting
- As superintendent, lead district in 4 & 5 star status and developing professional development opportunities for teachers; lead school board in policy development
- Served on state's Teacher Evaluation Task Force
- Active member, committees, and region president Idaho Association of Elementary School Principals; active with ISBA
- Enforced the "No Child Left Behind" Act through supplemental educational services.
- Named Idaho's 2007 elementary National Distinguished Principal. 2007
- Received ISBA Legislative Liaison Award 2013

BUTTE COUNTY SCHOOL DISTRICT, ARCO, IDAHO **August 1975 – April 1998**
Classroom Teacher

- Speech, English, Reading, and Debate Grades 6 - 12
- State and National speech and debate competitions
- Taught speech and reading via distance learning
- School-to-Work coordinator

COMMUNITY SERVICE

Board of Directors, Butte County Incubation Center
Foundation President, Lost Rivers Medical Center Foundation Board
Butte County Pretty City Committee Chair
Preceptor Alpha Tau, various leadership positions
Baptist Community Church, Council President
Arco Lady Lions, various leadership positions
Horizons
"Voice of the Pirates", announce starting line-ups, high school sports

EDUCATION

ED S., Educational Leadership, Idaho State University – 2003
M Ed, K-12 Administration (endorsement), Idaho State University - 1998
M Ed, Curriculum and Supervision, Idaho State University - 1981
B.S., Speech, **Secondary Education** Washington State University – 1974

ASSOCIATIONS & CERTIFICATIONS

Idaho Superintendent Endorsement
Idaho Principal Endorsement, K-12
Secondary Teacher Certification Speech, English, Reading, and Psychology
Idaho School Boards Association
Idaho Association of School Administrators
Idaho Association of Elementary School Principals (past regional president)
National Association of Elementary School Principals
American Association of Curriculum and Supervision
Idaho Education Association, 1975 – 2009
Board of Control, Idaho High School Activities Association, 1985 – 1995

ANNE RITTER
1270 West Beacon Light Road
Eagle, ID 83616

WORK EXPERIENCE:

September 1983- April 1992
Attorney at Law
Civil Litigation

September 1984-December 1991 (Part time)
Professor: Ventura and Santa Barbara Colleges of Law
Taught pretrial litigation techniques, fundamentals of legal research, remedies, agency and partnership, employment discrimination, case analysis and fundamentals of legal analysis

March-May 1983 (Part time)
Clerk for Los Angeles County Superior Court, Law and Motion

1976-1983
Teacher/ Test Coordinator
ABC Unified School District, Cerritos California
Taught reading, math, language and writing in a continuation high school.
Coordinated all state mandated proficiency tests, conferences and records.

1974-1976
Los Angeles County Superintendent of Schools
Juvenile Diversion Counselor

EDUCATION:

Western State University College of Law, Fullerton, California
Juris Doctor Cum Laude, December 1982
Class Standing 4/115
American Jurisprudence Awards: Criminal Law, Family Law, Wills, Corporations, Uniform Commercial Code
Law Review
Who's Who in American Colleges and Universities, 1982-83

University of Southern California
MSEd, Counseling August 1974

University of Redlands
BA, History, May 1973

COMMUNITY SERVICE:

Meridian Medical Arts Charter School
Board Member June 2015-present
Vice Chairman present

National School Boards Association
Pacific Regional Director April 2014-April 2016

West Ada Joint School District Number 2
Trustee, Zone 4 July 2002-present
Committee memberships: Graduation Standards, Alternative Graduation Standards, Gifted and Talented Education, Instructional Improvement, Internet Usage, Title 1 Parent Involvement, Continuous Improvement, Crisis Management Team
Vice Chairman July 2006-June 2015

Idaho School Boards Association
Region 3 Chairman 2005-2007, 2010
Region 3 Vice Chairman 2007-2009
President 2012-2013

Friends of the Eagle Library
Treasurer 1998-present
Book Sale Chairman 2000-present

QUINN PERRY

Providing political advocacy & resources for Idaho's public school and charter districts.

199 N Capitol Blvd Ste 503
Boise ID 83702
(208) 407-8644
quinn@idsba.org

EXPERIENCE

Idaho School Boards Association, Boise — *Policy & Government Affairs Director*

NOVEMBER 2017 - PRESENT

Oversee and research issues facing traditional and charter school districts; serves as a liaison for ISBA to the legislature, SDE, SBOE, & more; makes necessary updates to school policy manual; updates school districts on legislative issues that will impact them; public spea

Idaho Trial Lawyers Association, Boise— *Director of Communication*

APRIL 2012 - NOVEMBER 2017

Established the ITLA Street Law Clinic; graphic design and illustration services; political advocacy on consumer affairs issues; oversaw strategic planning; liaison to the 4th District Pro Bono Committee;

Dave Liddle & Associates, Boise— *Program Manager*

AUGUST 2008 - APRIL 2012

Implemented website content and design; Taught Cognitive Self Change and Substance Abuse Education courses; Handled all internal and external document requests;

EDUCATION

Boise State University — *BA Mass Communication & Journalism, Certificate of Public Relations*

AUGUST 2006 - DECEMBER 2012

VOLUNTEERISM

Winter Wildlands Alliance— *Event Volunteer*

NOVEMBER 2013 - PRESENT

Idaho Botanical Garden — *Garden Guild Volunteer*

AUGUST 2011 - DECEMBER 2015

SKILLS

Strategic Planning

Internal Communication

Membership & Relationship Management

Social Perceptiveness

Campaign & Project Development

Process Improvement

Legislative Advocacy

Public Speaking

AWARDS

Tommy Townsend Memorial Scholarship Recipient

Innovator of the Year 2017
National Association of Trial Lawyer Executives

Innovator of the Year 2015
Idaho Women Lawyers

From: Clay Long
To: Helen Henderson
Cc: Kristi Enger
Subject: RE: PSC Reappointment - please respond by 7/8, if possible
Date: Wednesday, July 7, 2021 10:35:45 AM
Attachments: image001.png
image002.png
image003.png
image004.png
image005.png

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Yes, please!

Clay

Clay Long
State Administrator
208-429-5530

IDAHO Divison of Career Technical Education

We prepare Idaho's youth and adults for high-skill, in-demand careers.

From: Helen Henderson <hhenderson@sde.idaho.gov>
Sent: Wednesday, July 7, 2021 9:58 AM
To: Clay Long <clay.long@cte.idaho.gov>
Cc: Kristi Enger <kristi.enger@cte.idaho.gov>
Subject: PSC Reappointment - please respond by 7/8, if possible
Importance: High

Hello, Clay-
The CTE representative position on the Professional Standards Commission is up for reappointment, and we plan to submit the appointment to the Board for consideration at their August meeting. Are you amenable to the reappointment of Kristi Enger to the PSC?
Kind regards-

Helen Henderson
Coordinator, Professional Standards Commission
Idaho State Department of Education
208.332.6879
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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

University of Idaho – Idaho State Program Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

REFERENCE

February 2014	Board accepted the University of Idaho Full Unit Review State Team Report
June 2017	Board accepted the University of Idaho Focused Visit State Team Report

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission (Commission) is tasked by the Board with conducting a full unit review of all Board-approved teacher preparation programs in Idaho on a seven (7) year cycle. The Commission convened a State Review Team of content experts from the fields of higher education and K-12 education and conducted a full unit review of University of Idaho's (UI) approved educator preparation programs on November 8 – 10, 2021. The State Team Review occurred concurrently with the accreditation review of UI's educator preparation programs by the Council for Accreditation of Educator Preparation (CAEP).

The State Review Team had expressed concerns with Career Technical Education Foundation Standards, which resulted in a recommendation of "Not Approved" for all career technical education preparation programs in the State Team Report (Attachment 1). UI responded to the recommendation in their rejoinder dated January 21, 2021 (Attachment 2), and, after additional review and consideration of their Career Technical programs, provided additional documentation dated June 3, 2021 (Attachment 3), to indicate UI is actively addressing the concerns raised in the State Team Review.

At its meeting on June 17, 2021, the Commission's Standards Committee reviewed the final report submitted by the State Review Team and voted to recommend the Board approve the State Team Report as written. University of Idaho submitted additional documentation for consideration by the Standards Committee at its June 17 meeting, which indicated University of Idaho has addressed concerns with the Career Technical Foundation Standards which the State Review Team had voted to not approve, which resulted in a rating of "Not Approved" for all degree-based career technical education programs. The Standards Committee determined the documentation brought forth by University

of Idaho provided sufficient evidence to merit a recommendation of "Conditionally Approved" for Career Technical Education Foundation Standards.

The recommendation of "Conditionally Approved" Career Technical Education Foundation Standards will result in ratings of "Conditionally Approved" for all degree-based career technical education programs. Programs Conditionally Approved are currently required to have a subsequent focused visit three years following the conditional approval.

IMPACT

The recommendations in this report will enable University of Idaho to continue to prepare teachers in degree-based career technical education programs while ensuring state teacher preparation standards are appropriately embedded in the programs.

ATTACHMENTS

Attachment 1 – University of Idaho Final State Review Team Report
Attachment 2 – University of Idaho Rejoinder to State Team Report
Attachment 3 – University of Idaho Additional Information regarding State Team Report, dated June 3, 2021

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Commission. Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

The current Board-approved accrediting body for teacher preparation programs is CAEP. On-site teacher preparation program full program reviews are conducted every seven (7) years in partnership with CAEP. During a concurrent visit, the CAEP team and the state team collaborate to conduct the review, with the team generating a report for the Board's consideration.

Pursuant to IDAPA 08.02.02.100.04, educator preparation programs are evaluated based on the certification standards every seven years. Focused reviews of state-specific, core teaching requirements are conducted in the interim, in a schedule not to exceed every third year following the full program review. These interim reviews are referenced as mid-cycle reviews. New complete programs and new endorsement area programs are reviewed at the time of application for consideration. Current practice is for the Commission to

review new programs and make recommendations to the Board regarding program approval through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved educator preparation standards for the applicable program and endorsement area. Educator preparation programs consist of two major parts, the core educator preparation required for all administrators, instructional staff, or pupil service staff and program/area specific preparation that is tied to the area of endorsement. Full program reviews evaluate the full program (core and endorsements areas) as a whole against the Board's core standards and the program specific standards. New program reviews for programs that have already been approved are generally specific to an endorsement area and evaluate against the standards for that specific endorsement area.

The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to adopt the State Review Team Report for University of Idaho as submitted in Attachment 1 and to grant approval for the University of Idaho's non-career technical education degree based programs for educator certification purposes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to accept the documentation submitted by University of Idaho and to grant conditional approval all degree-based Career Technical Education programs for certification purposes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT-FULL PROGRAM REVIEW
UNIVERSITY OF IDAHO
NOVEMBER 8-10, 2020

Micah Lauer, Team Chair
Stacey Jensen, Co-Chair
Dr. Heidi Curtis
Dr. Sherry Dismuke
Kristi Enger
Esther Henry
Dr. Michael Humphrey
Dr. Brenda Jacobsen
Rick Jordan
Dr. Jonathan Lord
Emalee Merrell
Dr. Terah Moore
Dr. Jackie Nygaard
Lisa Olsen
Dr. Sherawn Reberry
Holly Ripley
Dr. Keegan Schmidt
Marianne Sletteland
Gregory Taylor
Dr. Heather Van Mullem

Lisa Colón Durham, State Facilitator
Helen Henderson, State Facilitator

Professional Standards Commission

Idaho State Board of Education

Idaho State Department of Education

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INTRODUCTION

The University of Idaho was founded in 1889 by an act of the 15th and last territorial legislature. As the state's land-grant research university, the University of Idaho's reach extends throughout the state beyond its main campus in Moscow. The university serves over 11,000 students with educational centers in Boise, Coeur d'Alene and Idaho Falls; nine Research and Extension centers; and Extension offices in 42 counties. The University of Idaho Teacher Education Program is offered through the College of Education, Health and Human Sciences.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at the University of Idaho meet state standards for initial certification. The review was conducted by a twenty-member state program approval team, accompanied by two state observers. The standards used to validate the Institutional Report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards as well as individual program foundation and enhancement standards were reviewed.

Team members looked for applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: individual course syllabi and assignments, class assignments and reports, program course lists and requirements, videos of candidates teaching lessons, candidate evaluations, additional evaluations both formal and informal, and Praxis II test results. In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, university faculty, PreK-12 principals and cooperating teachers. The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Idaho Core Teaching Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Idaho Comprehensive Literacy Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Pre-Service Technology Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Institutional Recommendations	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for (ENL) English as New Language	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Career-technical Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	
Idaho Standards for Agricultural Science and Technology Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Business Technology Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Family and Consumer Sciences Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Marketing Technology Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*

Standards/Program	Recommendation	Notes
Idaho Standards for Technology Education Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Elementary Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for English Language Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Exceptional Child Generalists	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Health Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Literacy Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Mathematics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Physical Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Biology Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Chemistry Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Earth and Space Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Physics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards for Social Studies Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Economics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Geography Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for American Government/Political Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for History Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Teacher Librarians	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Visual and Performing Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Music Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Visual Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for World Languages Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for School Principals	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Superintendents	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

Standards/Program	Recommendation	Notes
Idaho Standards for Special Education Directors	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

STATE PROGRAM APPROVAL RUBRICS

The *Idaho Standards for Initial Certification of Professional School Personnel* provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (e.g., Elementary, Special Education, English, Science–Biology).

The rubrics describe three levels of performance, unacceptable, acceptable, and exemplary for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
• The program provides evidence that candidates meet fewer than 75% of the indicators.	• The program provides evidence that candidates meet 75%-100% of the indicators • The program provides evidence candidates use assessment results in guiding student instruction (when applicable).	• The program provides evidence that candidates meet 100% of the indicators. • The program provides evidence of the use of data in program improvement decisions. • The program provides evidence of at least three (3) cycles of data of which must be sequential.

IDAHO CORE TEACHING STANDARDS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(b) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(c) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(d) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 1. Evidence includes the Candidate Performance by InTASC Domain data set, case study rubrics, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 310 case study rubrics
- EDSP 300 candidate work sample

Performance

1(e) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 1. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and intern and completer interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDSP 300 candidate work sample (lesson plan, specifically)
- Intern and completer interviews

Disposition

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.3 Disposition		X	

1.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(b) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(c) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(d) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(e) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 2. Evidence includes the Candidate Performance by InTASC Domain data set, intern interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews
- EDSP 300 candidate work sample
- EDCI 302 candidate work sample

Performance

2(f) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(g) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(h) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(j) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 2. Evidence includes the Diversity Performance Report, the Candidate Performance by InTASC Domain data set, and candidate work samples.*

Sources of Evidence

- Diversity Performance Report (UI data warehouse)
- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDSP 300 candidate work sample
- EDCI 463 candidate work sample

Disposition

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.3 Disposition		X	

2.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(b) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(c) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		**X**	

3.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 3. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and candidate, completer, and mentor interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 463 candidate work sample
- EDCI 302 candidate work sample
- Candidate, completer, and mentor interviews

Performance

3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(g) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(h) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(i) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(k) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *The EPP provides sufficient evidence for indicators f, h, i, j, k, l, and m. Evidence included the Candidate Performance by InTASC Domain data set and candidate, completer, and mentor interviews. Evidence is insufficient for indicator g.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Candidate, completer, and mentor interviews

Disposition

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard 3 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
3.3 Disposition		X	

3.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(d) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 4. Evidence includes candidate PRAXIS data, the Candidate Performance by InTASC Domain data set, and intern interviews.*

Sources of Evidence

- Candidate PRAXIS data (UI data warehouse)
- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews

Performance

4(f) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(g) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(k) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.

4(l) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(m) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(n) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 4. Evidence includes the Candidate Performance by InTASC Domain data set, candidate lesson and unit plans, candidate reflections, and candidate interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Candidate lesson/unit plans

- Candidate reflections
- Candidate interviews

Disposition

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.3 Disposition		X	

4.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(c) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(f) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(h) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge	X		

5.1 Analysis – *The EPP provides sufficient evidence for indicators c, d, e, f, and h. Evidence included the Candidate Performance by InTASC Domain data set, candidate lesson plans, candidate work samples, candidate autobiographical essay, an assignment rubric, a course syllabus, and a candidate teaching video. Evidence is insufficient for indicators a, b, and g.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Lesson plans
- EDCI 410 candidate work sample
- EDCI 201 autobiographical essay
- EDCI 524 mini-review of literature evaluation rubric
- EDCI 410 course syllabus
- Burke candidate teaching video

Performance

5(i) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(j) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(k) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(l) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(m) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(n) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(o) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(p) The teacher develops and implements supports for learner literacy development across content areas.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance	X		

5.2 Analysis – *The EPP provides sufficient evidence for k, l, m, o, and p. Evidence included the Candidate Performance by InTASC Domain data set, the Digital Collaboration Performance Task assignment and reflection, and a candidate teaching video. Evidence is insufficient for indicators i, j, and n.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDUC 410 Digital Collaboration Performance Task and reflection
- Burke candidate teaching video

Disposition

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.3 Disposition		X	

5.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(b) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(c) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(d) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(f) The teacher knows when and how to evaluate and report learner progress against standards.

6(g) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.1 Knowledge		X	

6.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 6. Evidence includes the Candidate Performance by InTASC Domain data set, intern interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews
- EDCI 410 candidate work sample

Performance

6(h) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(i) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(j) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(k) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(l) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(m) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(n) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(o) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(p) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		X	

6.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 6. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and TPA examples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)

- EDCI 410 candidate work sample
- EDCI 401 UITPA

Disposition

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.3 Disposition		X	

6.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands content and content standards and how these are organized in the curriculum.

7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(e) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(g) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations) community organizations, community members).

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 7. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and intern interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 463 candidate work sample
- Intern interviews

Performance

7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(i) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(l) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists,

librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(m) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 7. Evidence includes the Candidate Performance by InTASC Domain data set and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 410 candidate work sample
- EDCI 302 candidate work sample (Curriculum mapping)

Disposition

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.3 Disposition		X	

7.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSA's)

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(b) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(c) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(f) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		**X**	

8.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 8. Evidence includes the Candidate Performance by InTASC Domain data set, intern interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews
- EDSP 300 candidate work sample

Performance

8(g) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(h) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(i) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(j) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(k) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(l) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(m) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(n) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(o) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		**X**	

8.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 8. Evidence includes the Candidate Performance by InTASC Domain data set, intern and completer interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern and completer interviews
- EDSP 300 candidate work sample
- EDCI 463 candidate work sample
- EDCI 410 candidate work sample

Disposition

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.3 Disposition		X	

8.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(c) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(d) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(e) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Standard 9 Professional Learning and Ethical Practices	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis – *The EPP provides sufficient indicators for a, b, d, and e. Evidence included the Candidate Performance by InTASC Domain data set, program completer interviews, candidate reflections, candidate lesson plans, intern interviews, and a course syllabus. Evidence is insufficient for indicator c.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Program completer Interviews
- Candidate reflections
- Candidate lesson plans
- Intern interviews
- EDCI 410 course syllabus

Performance

9(f) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(g) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(h) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(i) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(j) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(k) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance		X	

9.2 Analysis – *The EPP provides sufficient evidence for indicators f, g, h, i, and k. Evidence included the Candidate Performance by InTASC Domain data set, completer and mentor interviews, and the Google Map Creation Performance Task assignment and reflection. Evidence is insufficient for indicator j.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Completer and mentor interviews
- EDCI 410 Google Map Creation Performance Task and reflection

Disposition

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 9 Professional Learning and Ethical Practices	*Unacceptable*	*Acceptable*	*Exemplary*
9.3 Disposition		X	

9.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(b) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(c) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		X	

10.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 10. Evidence includes the Candidate Performance by InTASC Domain data set, field mentor interviews, and the weekly topics artifact.*

Sources of Evidence

- Candidate performance by InTASC Domain data set (UI data warehouse)
- Field mentor interviews
- EDCI weekly topics artifact

Performance

10(e) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(f) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(g) The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(h) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(i) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

10(j) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(k) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(l) The teacher uses and generates meaningful research on education issues and policies.

10(m) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(o) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		**X**	

10.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 10. Evidence includes the Candidate Performance by InTASC Domain data set and field mentor and principal interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Field mentor interviews
- Principal interviews

Disposition

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.3 Disposition		X	

10.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	1	9	
Performance	10	1	9	
Disposition	10		10	

Recommended Action on Idaho Core Teaching Standards

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

Areas for Consideration

- The EPP could consider identifying and collecting artifacts based on interdisciplinary approaches, creative thinking, critical thinking, and problem solving related to authentic local and global issues.
- The EPP could consider identifying and collecting artifacts that highlight learning experiences that engage learners in collaborative and self-directed learning.
- The EPP could consider identifying and collecting artifacts that highlight purposeful candidate engagement in identification and reflection of personal biases and their impact on learners and the learning environment.

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

Standard I: Foundational Literacy Concepts. The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction.

Knowledge

1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.

1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.

1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Standard 1 Foundational Literacy Concepts	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *The EPP provides sufficient evidence of meeting Standard 1. Through the 320 syllabus and Reading Portfolio that candidates demonstrated knowledge of phonological and phonetic awareness. We were able to find evidence that candidates understand emergent literacy and concepts of print through the EDCI 466 signature assignment. The EPP provided sufficient evidence through the 320 syllabus and lesson plans that candidates receive instruction in phonics and word analysis and that they can apply that understanding in the 466-signature assignment in the section. The 320 syllabus and 466 case study that candidates receive instruction in fluency and comprehension. They provide evidence that they understand the concepts in the 466-signature assignment in the section.*

Sources of Evidence

- Syllabus 320
- EDCI 466 signature assignment
- Reading portfolio
- EDCI 466 case study
- Lesson plans
- ICLA scores
- PRAXIS Elementary Reading pass rates

Performance

1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.

1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.

1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard 1 Foundational Literacy Concepts	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		**X**	

1.2 Analysis – *The EPP provides evidence in the 320 syllabi, reading portfolio, and lesson plans that candidates plan instruction in phonics or phonemic awareness. That evidence is strengthened by the addition of the EDCI 466 signature assignment. The EDCI case study and EDCI signature assignment provided evidence that candidates that take these courses can plan instruction that supports literacy progression for individual students based on student data on a range of reading skills. Additionally, The EDCI 466 case study and EDCI 466 signature assignment provided evidence that candidates can modify instruction for individual students.*

Sources of Evidence

- Reading portfolio
- EDCI 466 signature assignment
- EDCI case study
- Lesson plans

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

Knowledge

2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.

2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.

2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.

2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.

2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

Standard 2 Fluency, Vocabulary, Development, and Comprehension	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		**X**	

2.1 Analysis – *Syllabi from EDCI 463 and 321 provide evidence of learning activities that demonstrate teacher candidates are familiar with a variety of genres in children and YA literature. Multiple sources of evidence were provided that both elementary and secondary candidates were able to create text sets or use texts to enhance students' knowledge of content.*

A variety of lesson plans demonstrate candidates' knowledge of strategies that promote critical thinking and both syllabi and lesson plans demonstrate candidates' knowledge of strategies that promote vocabulary development. Specific vocabulary skills were listed for language learners. strategies. The 466-signature assignment and the 466 case study highlighted elementary candidates' ability to understand the connection between fluency and comprehension; there was some evidence for secondary candidates in the 463 syllabus and lesson planning, but it was not as explicit.

While there was evidence That the elementary candidates did know how to look up and use Lexile Numbers to determine reading levels, there was no evidence that students knew how to determine text complexity or language demands for text types that students would engage with.

Sources of Evidence

- Syllabus (321 & 463)
- Lesson plans 463
- SQ lesson plans
- Writing blogs
- SQ Bookifies
- 466 signature assignment

Performance

2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.

2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.

2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.

2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.

2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

Standard 2 Fluency, Vocabulary, Development, and Comprehension	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis *– The 466-case study and 448 differentiated Lesson Plans made a strong case for candidates' ability to plan instruction that used high quality literature to develop content knowledge and featured lesson strategies that promote critical thinking, comprehension skills and vocabulary development for everyone. Lesson plans and case studies did show differentiation plans for language learners with scaffolds to access the content through other means.*

The evidence was insufficient to determine whether candidates know how to determine text complexity or language demands in order to match readers to text or develop specific learning targets and scaffolds for language learners in order to develop their ability to read text with high language demands and text complexity.

Sources of Evidence

- 466 case study
- SQ lesson plans
- Whitfield strategy presentation
- 448 differentiated lesson plan

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the

teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

Knowledge

3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.

3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.

3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.

3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.

3(e) The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.

3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Standard 3 Literacy Assessment Concepts	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – *There is strong evidence that elementary candidates understand the vocabulary of literacy assessment and analysis. Course topics and assignments along with the ICLA test for Standard 3 indicate candidates understand a variety of literacy assessments and can match assessment types with the assessment purpose and use results to determine the needs of individual learners. The signature assignment from 466 and the case study show that candidates can measure a student's reading levels and use this to select appropriate texts. We did not see evidence that candidates understand state specific literacy assessments and proficiency levels.*

Sources of Evidence

- Literacy dictionary
- Syllabi 320, 322, 466
- EDCI 466 signature assignment
- ED CI 466 case study

Performance

3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.

3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.

3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.

3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard 3 Literacy Assessment Concepts	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *There is strong evidence that elementary candidates can administer and interpret results of a variety of literacy assessments. In the 466 signature assignment and case study candidates used assessment results to make instructional decisions regarding instruction and intervention. Candidates also used a student's reading level to select appropriate texts. There is not evidence that candidates understand state specific literacy assessments and proficiency levels. The interviews with mentors and principals indicated the importance of students participating in the whole RTI process for a student. This involved literacy intervention.*

Sources of Evidence

- 466 signature assignment
- 466 case study
- EDCI 408 RTI
- EDCI 321 journal

Standard IV: Writing Process. The teacher incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre- writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats. *(Applies to all endorsements that can be added to a Standard Instructional Certificate)*

Knowledge

4(a) The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.

4(b) The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.

4(c) The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.

4(d) The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.

4(e) The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.

4(f) The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.

4(g) The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

4(h) The teacher understands the impact of motivation and choice on writing production.

Standard 4 Writing Process	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Recognizing that Standard 4 is a newer standard, it is evident the EPP has made significant efforts toward meeting the standard. The EPP is commended for adding a standalone required writing course for the elementary programs. This is unique across the nation. Overall, elementary candidates demonstrate knowledge of Standard 4.*

The secondary candidates had one week of writing instruction in their 463-course. Also commendable, the secondary candidates are required to take one advanced composition course. However, there is not evidence that these courses cover all the standard or indicators. In addition, neither elementary or secondary candidates take the Standard 4 ICLA test, so knowledge could not be determined through this test. Overall, lesson plans provided evidence that both sets of candidates are able to demonstrate knowledge of planning for writing instruction.

Sources of Evidence

- Syllabus 322 & 463
- Lesson plans for elementary and secondary
- Secondary requirement for an advanced comprehension course

Performance

4(i) The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.

4(j) The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.

4(k) The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.

4(l) The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).

4(m) The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.

4(n) The teacher scaffolds instruction for a range of student writers.

4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

4(p) The teacher utilizes choice to motivate writing production.

Standard 4 Writing Process	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Overall, elementary candidates demonstrated the ability to plan and assess writing across genres and teaching the writing process and traits of writing. Secondary candidate's lesson plans were narrowly focused on particular genres related to the discipline. This is closure to the type of writing instruction we would expect to see in secondary classrooms. However, they did not demonstrate competencies across genres, teaching process writing, or the ability to conduct writer's workshops. There is just enough evidence overall to give an acceptable rating.*

Sources of Evidence

- 322 lesson plan
- Oregon Trail lesson plan
- 463 lesson plan
- EDCI 466 signature assignment

Summary

Type of Standard	**Total Number of Standards**	**Unacceptable**	**Acceptable**	**Exemplary**
Knowledge	4		4	
Performance	4		4	

Areas for Consideration

- The evidence provided suggests a need for instruction and application in determining text complexity and language demands for both elementary and secondary candidates.
- The evidence provided suggest that elementary candidates may benefit from additional instruction in understanding and analyzing Idaho state specific literacy assessments and proficiency levels.
- The evidence suggests that the EPP should consider engaging candidates in the standard 4 ICLA
- The evidence suggests that the required course work for secondary candidates is narrowly focused on only one genre. This may limit candidate opportunity to understand the writing processes, multiple genres, text types, and assessment for writing.

Recommended Action on Idaho Comprehensive Literacy Standards

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

PRE-SERVICE TECHNOLOGY STANDARDS

ISTE STANDARDS FOR TEACHERS

Effective teachers model and apply the ISTE Standards for Students (Standards) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

ISTE Standards • Teachers

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1. ***Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.***
   a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
   c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
   d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Standard 1	*Unacceptable*	*Acceptable*	*Exemplary*
Facilitate and Inspire Student Learning and Creativity		X	

Standard1 Analysis – *The EPP provides sufficient evidence through the EDCI 410 Syllabus and assignments that candidates meet Standard 1. The syllabi reiterate teacher dispositions that will carry these candidates through their career. Evidence demonstrates that students are learning to be reflective learners not only for their craft as a teacher, but also on the impact of student learning. Throughout the EDCI 401 syllabus and aligned artifacts the candidates receive instruction that advances their learning of digital tools in both face-to-face and virtual learning.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Teaching with Tech rubric
- 410 Teaching with Tech assignment
- Interview

2. ***Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating***

contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Standard 2	***Unacceptable***	***Acceptable***	***Exemplary***
Design and develop digital age learning experiences and assessments		**X**	

Standard 2 Analysis – *Artifacts show that the EPP provides learning experiences for candidates to design and develop digital age learning experiences and assessments throughout different courses. The assignments shared provide evidence that candidates can design, develop, and evaluate authentic learning experiences. The assessment pieces show that the candidates are learning different modalities for assessing their students, other than paper-pencil. The artifacts shared were from a variety of courses, and included assessments that were technological based, as well as other modalities. Interviews with completers provided evidence that candidates are expected and encouraged to think through different types of assessments. The candidates understand that there are different types of assessments. The candidates mentioned formative assessments, summative assessments, performance assessments and informal assessments. Candidates are taught to think-out-of-the-box, continue to learn and always implement the technologies/assessments that create equality for all students. The interviews also shared that the candidates/completers understand that diversity encompasses many different areas. The interviewees indicated that each course emphasized diversity in all senses -- thinking about cognitive levels, but also about race and culture.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Digital Collaboration rubric
- 410 Digital Collaboration assignment
- 410 Digital Assessment rubric
- 410 Digital Assessment assignment
- 410 Digital Assessment reflection

- EDCI 408 lesson example (digital assignment/assessment)
- Interviews

3. ***Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.***

   a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

   b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

   c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

   d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Standard 3	***Unacceptable***	***Acceptable***	***Exemplary***
Model digital age work and learning		X	

Standard 3 Analysis – *Provided evidence supports that candidates meet standard 3. Evidence was shown through the EDCI 410 rubric and associated assignments. Candidates are taught the fluency of technology systems and how to transfer that knowledge to new technologies. Collaboration tools were evident throughout the assignments, as well as candidates learning to be reflective practitioners. The 401 syllabus outlines multiple ways to model digital age work and learning. Interviews with initial completers explained the implementation of clinical experiences. The completers indicated that they were engaged every day with the application of designing, developing and implementing different lessons, after which they would be required to reflect upon the lesson. When asked specifically about technology, the completers indicated that technology is an important aspect of their program. They understood that not every lesson would lend itself to technology; however, they would work together to think through the alignment to existing technologies. Completers indicated that they are encouraged to think about technology and how that would create equity for their students.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Google Map rubric
- 410 Google Map assignment/reflection
- Interviews

4. ***Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.***

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Standard 4	*Unacceptable*	*Acceptable*	*Exemplary*
Promote and model digital citizenship and responsibility		**X**	

Standard 4 Analysis – *The EPP submitted evidence aligned with Standard 4 and the individual indicators. Candidates are able to demonstrate their knowledge of promoting digital etiquette and responsible social interactions. This is evident throughout with the mention of digital citizenship and its importance to education. After reviewing Screencast evidence, it was evident that the candidates understand how to model the use of technology, while teaching the students a skill/task. The assignment also showed that the candidates understand the Danielson Framework from the reflections written which align to the different components. Each rubric provided clearly indicates the expectations of students and the relationship between the standards, learning and expectations of the candidates. The interviews also shared that the candidates/completers understand that diversity encompasses many different areas. The interviewees indicated that each course emphasized diversity in all senses -- thinking about cognitive levels, but also about race and culture.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Teaching with Tech rubric
- 410 Teaching with Tech assignment
- 410 Website example rubric
- 410 Website example assignment
- 410 Screencast rubric
- 410 Screencast assignment
- Interviews

5. ***Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.***

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

Standard 5	***Unacceptable***	***Acceptable***	***Exemplary***
Engage in professional growth and leadership		**X**	

Standard 5 Analysis – *Evidence provided demonstrates the EPP's alignment to this standard. The syllabi show that candidates are being provided a concrete introduction to the most commonly used technologies for engaging students. The EPP is clear to candidates that there are technologies developed frequently that will require additional learning and research on their part. The technologies taught are engaging for the candidates and model how they can effectively utilize the different tools for their own students as they transition to the classroom. It was noted that even though resources are discussed throughout the program, many times those candidates placed in smaller rural districts do not have access to the resources discussed. It was a discussion point throughout the interviews that the completers would like the instructors to have more knowledge about the current tools and trends being utilized within the school districts and understand that not all of the tools are affordable for school districts. Overall, candidates and completers feel prepared to complete research for resources and knowledgeable about how to integrate what they have with their students. The candidate interviews were all positive regarding their experiences with the EPP. They indicated that they each felt they were treated as an individual, but completed the requirements as a whole, learning together and becoming reflective practitioners. The portfolios shared exhibited the learnings of candidates and will provide a basis to showcase their work as they become completers.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Teaching with Tech rubric
- 410 Teaching with Tech assignment
- 410 Website rubric
- 410 Website assignment
- 410 Google Map rubric
- 410 Google Map assignment
- Portfolio
- Interview

Summary: *The evidence provided shows the extent to which candidates are taught different components and modalities of technology. Through the interview process evidence was provided that candidates/completers were prepared to understand the different tools, resources, and applications for all areas from assessment to assignments to transitioning students between tasks. There was a camaraderie shared amongst the candidates/completers that indicated an in-depth understanding of moving from the standard expectation to the implementation of the standards. This also speaks to the cohort model of educating students; they understand how to be professional amongst colleagues through the program. The interviewees indicated that they felt prepared for anything that might come their way. This year of COVID changed everything for these candidates/completers, however, they felt prepared to shift as needed.*

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Standard	5		5	

Areas for Consideration

- Some evidence suggests that candidates have limited exposure to technology components expected of teachers entering the profession. Additional evidence provided suggests that opportunities to learn types of Learning Management Systems and Student Information Systems may be a benefit to candidates.
- Through the interviews the candidates/completers indicated that it was challenging to change their demonstration items to align to the different expectations in Blackboard and Taskstream.

Recommended Action on Pre-Service Technology Standards

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.

1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.

1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.

1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.

1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.

1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

Standard 1	*Unacceptable*	*Acceptable*	*Exemplary*
Mentor Teacher		**X**	

Standard 1 Analysis – *The EPP provided evidence that candidates meet the standard. The Fall 2020 placement list documented that most mentor teachers are certified in the same area the candidate is seeking endorsement in. Given the rural area around the EPP, this percentage match is fairly high. All mentors on this list had more than three years of experience. Mentor teachers were recommended by the principal or recruited by the EPP and received favorable reviews by teacher candidates. There was no evidence provided that supervisors review the mentors. Mentor teachers signed an agreement to participate, but this did not explicitly state they agreed to co-teach or co-plan. However, these activities were clearly articulated in the handbook, and in interviews several mentors mentioned that the EPP switched to a co-teaching model and that it was a benefit. Interviews also highlighted that professional development was available online for mentor teachers, but that they were not encouraged or required to take it.*

Sources of Evidence

- Fall 2020 placement list
- Handbook
- Agreement letter
- Mentor & principal interviews

Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.

2(a) The EPP supervisor has P-12 education certified field experience.

2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.

2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.

2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 2	***Unacceptable***	***Acceptable***	***Exemplary***
Educator Preparation Program (EPP) Supervisor		X	

Standard 2 Analysis –*The EPP provided evidence to demonstrate that candidates meet the standard. The EPP provided one letter inviting supervisors to a calibration session. The Director of Teacher Education reported that these meetings happen once a month. This EPP does not require supervisors to be Danielson certified or to attend Danielson training; instead they have chosen to engage their supervisors in their own training on the instrument. There was no evidence provided that the supervisors have P-12 certified field experience. Supervisors received favorable evaluations from their candidates on candidate evaluations. The role of supervisor was described in the handbook, but there was no evidence they demonstrated these dispositions, nor was there evidence of any additional supervisor professional development, support, or training from the EPP.*

Sources of Evidence

- Candidate evaluations of supervisors
- Handbook
- Letter of invitation to a calibration session

Standard 3: Partnership.

3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.

3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

Standard 3	*Unacceptable*	*Acceptable*	*Exemplary*
Partnership		X	

Standard 3 Analysis – *It was clear through the evidence provided that the EPP supports the cooperating teacher in their mentorship with candidates. Interviews indicated that the completers were prepared. They understand how to form relationships and understand how to read data, impacting the cooperating teacher to set the experience for the cooperative teacher. Additionally, the EPP has prepared both the cooperating teacher and the candidate with communication skills. It was mentioned during the interview that the candidates were able to share with the cooperating teacher aspects of using technology for data collection and communication. The Evaluation of Mentors indicates that there are successful mentors but also room for improvement. The insights provided from the candidates show/indicate where the program might encourage growth amongst the mentors. Interviews indicated that this is a cooperative situation and collaborative between the parties. Learning is happening on both sides throughout the partnership opportunities.*

Sources of Evidence

- Handbook for Cooperating Teachers/Internship
- Mentor Teacher Agreement
- Interviews

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

4(a) Passed background check

4(b) Competency in prior field experience

4(c) Passed all required Praxis tests

4(d) Completion of all relevant coursework

4(e) Possesses dispositions of a professional educator

Standard 4	*Unacceptable*	*Acceptable*	*Exemplary*
Student Teacher		X	

Standard 4 Analysis – *Through the evidence provided and interviews the EPP meets the criteria for student teachers. The evidence shows the process for background checks and the interns that submit applications. The interviews indicated that students come with the necessary background. It was stated that 1 in 10 students need intervention. The candidates come to the school district knowing how to form relationships and are prepared in understanding how to read data. Additionally, the candidates are able to communicate with parents and staff. It was stated during the interview process that the district partners appreciate the knowledge of completers and they are able to contribute to the learning of students.*

Sources of Evidence

- Background check file
- Sample completer file
- Interviews

Standard 5: Student Teaching Experience

5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework

5(b) At least three formative assessments by the mentor teacher

5(c) One common summative assessment based on state teacher evaluation framework

5(d) Performance assessment including influence on P-12 student growth

5(e) Recommended minimum 14 weeks student teaching

5(f) Development of an Individualized Professional Learning Plan (IPLP)

5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*

5(h) Relevant preparatory experience for an Idaho teacher's certificate

Standard 5	***Unacceptable***	***Acceptable***	***Exemplary***
Student Teaching Experience		X	

Standard 5 Analysis – *The EPP sets up candidates for a positive experience as identified through Interviews and other evidence. The sample completer file that was shared explores each area as it relates to meeting the requirements. From the interviews, the candidates, soon to be completers, or completers emphasized that the EPP worked to engage them, as well as their EPP supervisors and mentors throughout the process. Evidence is provided throughout that the completers have met the standards for Idaho initial certification. The completers have been taught the necessary components to begin teaching Idaho students.*

Sources of Evidence

- Interviews
- Sample completer file
- IPLP from completer
- Institutional recommendations

Summary: *Interviews with completers indicated that they felt supported, while being considered an individual. They were open and honest that their experience was personalized, but also aligned to the expectations of the EPP. The completers were complimentary of the program.*

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5		5	

Areas for Consideration

- Candidates indicated that they would benefit from opportunities to meet other candidates throughout the program. Additionally, candidates indicated that they would benefit from meet and greets for those individuals that they would be interacting with throughout the program.
- Completers indicated that the EPP faculty have a wealth of knowledge; however, they made a suggestion that the EPP faculty should be apprised of current technology and research that is occurring in the school districts. There was discussion that programs should be updated to include information on how to adjust for the unexpected; create real-world experiences and application.
- Principals and mentor teachers indicated a desire for partnerships that had mutually beneficial results such as University methods & pedagogy that better aligned with the needs of the schools and their students.

Recommended Action on Model Preservice Student Teaching Experience Standards

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate's institutional recommendation.

Standard 1	*Unacceptable*	*Acceptable*	*Exemplary*
State Board Approved Program		X	

Standard 1 Analysis – *Audited institutional recommendations provide evidence that 36 out of 37 candidates for initial certification received endorsement(s) for a State Board approved program(s) from the EPP.*

Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.

Standard 2	*Unacceptable*	*Acceptable*	*Exemplary*
Content Knowledge Assessment		X	

Standard 2 Analysis –*Praxis II score reports provide evidence that the EPP takes a systematic approach to assure each candidate receives a passing score on a State Board approved content area assessment for each recommended area of endorsement.*

Standard 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.

Standard 3	*Unacceptable*	*Acceptable*	*Exemplary*
Pedagogy		X	

Standard 3 Analysis – *Audited completer transcripts and course lists provide evidence the EPP takes a systematic approach to assure each candidate demonstrates competency in pedagogy for each recommended area of endorsement.*

Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

Standard 4	*Unacceptable*	*Acceptable*	*Exemplary*
Performance Assessment		X	

Standard 4 Analysis – *Summative assessment documents provide evidence the EPP takes a systematic approach to assure each recommended candidate receives a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.*

Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.

Standard 5	*Unacceptable*	*Acceptable*	*Exemplary*
Clinical Experience		X	

Standard 5 Analysis – *The Combined Practicum Experiences spreadsheet provides evidence that each recommended candidate is assigned to a school building(s) for clinical experience(s) that likely includes each recommended area of endorsement and grade range. Some candidate observation and evaluation documents and reflection documents provide evidence of clinical experience in each recommended area of endorsement and grade range. Taken in whole, it appears the EPP takes a systematic approach to ensure recommended candidates complete clinical experience in each recommended area of endorsement and grade range.*

Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.

Standard 6	*Unacceptable*	*Acceptable*	*Exemplary*
Student Achievement		X	

Standard 6 Analysis – *Examples of UITPA portfolios and the UITPA summary assessment report provide evidence the EPP ensures candidates have demonstrated the ability to produce measurable student achievement or student success and create student learning objectives. UITPA portfolios were much stronger than CTE candidate portfolios.*

Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).

Standard 7	*Unacceptable*	*Acceptable*	*Exemplary*
Individualized Professional Learning Plan		X	

Standard 7 Analysis – *Institutional recommendations and candidate IPLPs provide evidence the EPP has a system in place to ensure each recommended candidate has an individualized professional learning plan (IPLP).*

Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.

Standard 8	*Unacceptable*	*Acceptable*	*Exemplary*
Adding Endorsement Only		X	

Standard 8 Analysis – *Institutional recommendations provide evidence the EPP takes a systematic approach to provide an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate for each area of endorsement.*

Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation.

Standard 9	*Unacceptable*	*Acceptable*	*Exemplary*
Administrator Certificates Only		X	

Standard 9 Analysis – *Administrator transcripts and EDAD 595 syllabus provide evidence the EPP ensures each recommended candidate for an administrator certificate has demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation.*

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Institutional Recommendations	9		9	

Areas for Improvement

- Recommendation from last focused review and evidence tied to Standard 5 – Clinical Experience demonstrates the need for evidence that captures grade and subject area of each clinical experience.

Recommended Action on Institutional Recommendations

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR BILINGUAL EDUCATION AND ENL (ENGLISH AS A NEW LANGUAGE) TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1(a) The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.

1(b) The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.

1(c) The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.

1(d) (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).

1(e) (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

1(f) (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.

1(g) (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *The EPP provided sufficient evidence to demonstrate that candidates meet standard 1.1. Teacher candidate interviews, lesson plans, and course syllabi provide evidence that candidates demonstrate performance of Knowledge 1a; 1b; 1c; 1d; 1e; 1f; and 1g. It should also be noted that the EPP goes over and beyond and includes evidence to support those standards that are uniquely classified as "bilingual" standards, even though the focus is ENL. Appropriate evidence indicates that the EPP values more than is expected for this component. Further evidence suggests that those completing the Praxis exams for the ESOL outperform national averages and score exceedingly high in foundations of linguistics; further recognition should include the quality*

of instruction in content area, noted from the depth and level of syllabi particularly for 448 ENL intro course.

Sources of Evidence

- Course syllabi, course projects
- Candidate lesson plans, candidate work samples, candidate performance on testing, UI modified lessons
- Interviews: EPP cultural diversity faculty and candidates

Performance

1(h) (Bilingual only) The teacher articulates key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.

1(i) (ENL only) The teacher articulates linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.

1(j) The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.

1(k) The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

1(l) The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *The EPP provided sufficient evidence to demonstrate that candidates meet standard 1.2. Candidate interviews, course assignments, and lesson plans provide evidence that teacher candidates demonstrate performance of 1h, 1i, 1j, 1k, and 1l. Concerning indicator 1j, there was significant and relevant output evidence that was well documented with performance data.*

Sources of Evidence

- Applicable course syllabi matched to student performance artifacts
- Candidate generated lesson plans, candidate work samples, candidate performance on testing, student case studies
- Interviews: candidates

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

2(a) The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.

2(b) The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

Standard 2 Knowledge of Human Development and Learning	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *The EPP provided sufficient evidence that candidates meet standard 2.1. Course syllabi, including required coursework and interviews with the EPP faculty who support diversity and multiculturalism, are the primary indicators for meeting 2a and 2b.*

Sources of Evidence

- Syllabi and course assignments in the area of the second language acquisition
- ESOL Praxis output generated evidence
- EPP interview with diversity and multicultural faculty

Performance

2(c) The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2(d) The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.

2(e) The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

2(f) The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

Standard 2 Knowledge of Human Development and Learning	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *The EPP has provided sufficient evidence that candidates meet standard 2.2 in the area of performance. Evidence here is primarily demonstrated through candidate generated final*

lesson plans, teacher candidate interview, and ESOL testing score reports. These plans include a reflective element and summative component that addresses 2c, 2d, 2e, and 2f and encompass the WIDA standards and "I can" indicators that support ENL preparation. Lessons demonstrate an acceptable inclusion content instruction appropriate to the students' stages of language acquisition coupled with use in a mainstream classroom.

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Output evidence ESOL praxis testing scores particularly in the area: Culture, page 7

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs

Knowledge

3(a) The teacher understands the nuances of culture in structuring academic experiences.

3(b) The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).

3(c) The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

3(d) The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Standard 3 Modifying Instruction for Individual Needs	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – *The EPP provides sufficient evidence for indicators for 3a, 3b, 3c, and 3d to demonstrate that the program is designed to meet standard 3.1. Evidence includes candidate coursework, including lesson plan and reflective case studies, as well as interviews with teacher candidates.*

Sources of Evidence

- Final modified lesson plans and cases study
- Course syllabi
- Candidate interviews

Performance

3(e) The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

3(f) The teacher utilizes strategies that advance accuracy in students' language production and socio- culturally appropriate usage with an understanding of how these are influenced by the first language.

3(g) The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.

3(h) The teacher provides appropriate accommodations that allow students to access academic content.

Standard 3 Modifying Instruction for Individual Needs	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		**X**	

3.2 Analysis – *The EPP provides sufficient evidence for indicators for performance in 3e, 3f, 3g, and 3h to demonstrate that the program is designed to meet standard 3.2. Specific data included testing scores ESOL praxis that provide evidence that teacher candidates are capable in performance indicators.*

Sources of Evidence

- ESOL Praxis testing scores particularly in the area: Foundations of Language Learning, page 5
- Course syllabi
- Course assignments

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

4(a) The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

4(b) The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 4 Multiple Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *The EPP provided sufficient evidence to meet 4.1 through course syllabi and sample assignments for Intro to ESL, Methods to ENL, content methods, and language courses that offer*

specific evidence for indicators 4a and 4b. Evidence provides context that teacher candidates have opportunity to demonstrate an adequate understanding of how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

Sources of Evidence

- Course syllabi and course assignments: case study, lesson planning, book trailer, and language culminating activity
- Candidate final differentiated lesson plans
- ESOL praxis testing scores particularly in the area: Planning and Implementing Instruction, page 6

Performance

4(c) The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

4(d) The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 4 Multiple Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis *– The EPP provided sufficient evidence through candidate interviews, coupled with course syllabus, course assignments, and the culminating final UI modified lesson plans, that provide evidence that candidates demonstrate performance of indicators 4c and 4d. Performance evidence demonstrates the candidates possess a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills to help support the process of language development. This evidence supports that candidates implement appropriate instructional techniques applied to language learners and meets 4.2.*

Sources of Evidence

- Candidate interviews
- Final modified lesson plans, some case studies
- Course syllabus

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

5(a) The teacher understands the influence of culture on student motivation and classroom management.

Standard 5	***Unacceptable***	***Acceptable***	***Exemplary***

Classroom Motivation and Management Skills			
5.1 Knowledge		X	

5.1 Analysis – *The EPP provided sufficient evidence through faculty interviews, course syllabus, and course assignments that candidates demonstrate performance of 5a that indicates the teacher understands the influence of culture on student motivation and classroom management and meets the spirit of standard 5.1.*

Sources of Evidence

- The culturally inclusive classroom management plan assignment
- Course syllabi for 302: Teaching in a Diverse Society
- EPP interview with diversity and multicultural faculty

Performance

5(b) The teacher demonstrates a culturally responsive approach to classroom management.

Standard 5 Classroom Motivation and Management Skills	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – *The EPP provided sufficient evidence that candidates meet standard 5.2 through EPP faculty interviews, course syllabus, and course assignments Evidence shows that candidates demonstrate performance of 5a that indicates the teacher demonstrates the influence of culture on student motivation and classroom management.*

Sources of Evidence

- The culturally inclusive classroom management plan assignment
- Course syllabi for 302: Teaching in a Diverse Society
- EPP interview with diversity and multicultural faculty
- Candidate interviews

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

6(a) The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

6(b) The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

6(c) The teacher understands the extent of time and effort required for language acquisition.

Standard 6 Communication Skills	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – *The EPP provided sufficient evidence for standard 6.1 through course language syllabi for Intro to ESL; Methods to ENL, content methods, candidate lesson plans, and the ESOL Praxis reports category III that offer specific evidence for 6a, 6b, and 6c. The evidence provides context that candidates use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*

Sources of Evidence

- Language syllabi
- Targeted language lesson plans: with WIDA differentiation
- ESOL Praxis scores: Planning and Implementing Instruction

Performance

6(d) The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

6(e) The teacher uses active and interactive activities that promote proficiency in the four domains of language.

6(f) The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

Standard 6 Communication Skills	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – *The EPP provided sufficient evidence to document acceptable performance through candidate generated lesson plans, interviews with candidates certifying in ENL and language, and specific evidence for 6a, 6b, and 6c. The evidence sources offer ample support of standard 6.2, that the teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Case study reflections from 437/447 (practicum)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

7(a) The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *The EPP provided sufficient evidence through intentional teaching of strategies and planning in Teaching in a Diverse Society, coupled with partnerships within the community, supported by interviews with faculty who teach signature courses, further supported by interview with teacher candidates to provide evidence for 7a. It was clear that teacher candidates had current and relevant frameworks with the program about how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the ELD Standards.*

Sources of Evidence

- Syllabi for Teaching in a Diverse society
- Candidate learning activities from Teaching in a Diverse Society
- Interviews: EPP diversity faculty and ENL candidates
- Community partnerships: CAMP, Diversity Dialogue, signature courses

Performance

7(b) The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis – *The EPP provided sufficient evidence to document acceptable performance through candidate generated lesson plans, interviews with candidates certifying in ENL, and course assignments in the form reflective case study reflections for 7a. Lesson plans identified how ENL candidates planned and incorporated students' diverse cultural backgrounds and language proficiency levels into instructional planning. Interviews with candidates revealed those lesson planning strategies that candidates most used and applied when teaching students of diverse*

backgrounds. Case study reflections addressed how candidates approached and thought about planning for diverse populations of learners, including using the ELD framework.

Sources of Evidence

- Modified UI teacher candidate generated lesson plans
- Candidate interviews
- Candidate case study reflections

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

8(a) The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

8(b) (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.

8(c) (ENL only) The teacher understands how to measure the level of English language proficiency.

8(d) The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.

8(e) The teacher is familiar with the state English language proficiency assessment.

8(f) The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

8(g) The teacher understands appropriate accommodations for language learners being tested in the content areas.

8(h) The teacher understands how to use data to make informed decisions about program effectiveness.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *The EPP provided sufficient evidence to meet this standard. Syllabi from ESL Methods course, the ESOL Praxis scores, required coursework, candidate lesson plans, and candidate interviews provide evidence that candidates demonstrate an adequate understanding of 8a, 8b, 8c, 8d, 8e, 8f, 8g, and 8h. Candidate interviews revealed the those prepared in ENL can articulate examples of ways they have made appropriate accommodations for language learners being, specifically in supports they have learned to*

provide for English learners. Lesson plans indicate appropriate planning and scaffolding that leads to accommodation for learners across ELD levels. The Praxis indicators show that those endorsed in the ENL endorsement fall within the 1st, 2nd, and 3rd quartiles of performance for assessment and evaluation, an acceptable indication.

Sources of Evidence

- ESOL Praxis: assessment and evaluation
- Teacher candidate interview
- ESL methods syllabi
- Candidate generated UI modified lesson plans, assessment plan

Performance

8(h) The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

8(i) The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

8(j) The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

8(k) The teacher uses appropriate accommodations for language learners being tested in the content areas.

8(l) The teacher uses data to make informed decisions about program effectiveness.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – *The EPP provided sufficient evidence of performance through candidate interviews, selected course assignments, and differentiated lesson plans. These sources of evidence provide documentation that candidates demonstrate performance of 8a, 8b, 8c, 8d, and 8e. Each of the listed pieces offer ample support that those prepared in the ENL program have opportunity to practice these assessment indicators. The completed SOLOM evaluation is a notable artifact that offers candidates experience to record and use uses data to make informed decisions about teaching impact.*

Sources of Evidence

- Student Profiles
- Completed SOLOM evaluation
- Candidate interviews
- Candidate assessment plan

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

9(a) The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Standard 9 Professional Commitment and Responsibility	***Unacceptable***	***Acceptable***	***Exemplary***
9.1 Knowledge		X	

9.1 Analysis – *The EPP provided sufficient evidence though syllabi for ESL Methods and Foundation of ENL courses and language syllabi, coupled with content midterms. These sources of evidence document that the program structure provides the framework for each candidate to understand the need to maintain advanced levels of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.*

Sources of Evidence

- Course syllabi for ESL Methods and Foundation of ENL courses
- Language syllabi: French and Spanish
- Candidate language performance midterms

Performance

9(b) The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Standard 9 Professional Commitment and Responsibility	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		X	

9.2 Analysis – *The EPP provided sufficient evidence of performance though syllabi for ESL Methods and Foundation of ENL courses and language syllabi, coupled with content midterms. These sources of evidence document that candidates demonstrate performance of 9b, that the program structure helps the candidate maintain advanced levels of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.*

Sources of Evidence

- Course syllabi for ESL Methods and Foundation of ENL courses
- Language syllabi: French and Spanish
- Candidate language performance midterms

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

10(a) The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

10(b) The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Standard 10 Partnerships	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		X	

10.1 Analysis – *The EPP provided sufficient evidence through the course syllabus for the ENL Methods, through the course assignment: Family and Community Collaboration Plan, and with interviews with the EPP diversity faculty and candidate interviews. These data points provide evidence that candidates demonstrate an adequate understanding of 10a and 10b.*

Sources of Evidence

- Course syllabus ENL Methods
- Course assignment: Family and Community Collaboration Plan
- Interviews: EPP diversity faculty and candidates

Performance

10(c) The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.

10(d) The teacher collaborates with colleagues to promote opportunities for language learners.

10(e) The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

Standard 10 Partnerships	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *The EPP provided sufficient evidence through the candidate generated Family and Community Collaboration Plan Projects, a course essay depicting the candidate's reflection of a community plan, and interviews conducted with candidates certifying in language and or ENL. All the aforementioned points provide evidence that candidates demonstrate performance of 10c, 10d, and 10e.*

Sources of Evidence

- Candidate generated Family and Community Collaboration Plan Projects
- Essay: community plan (teacher reflection)
- Interviews: candidates

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10		10	
Performance	10		10	

Recommended Action on Idaho Standards for Bilingual Education and ENL (English as a New Language) Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR BLENDED EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The early childhood educator knows that family systems are inextricably tied to child development.

1(b) The early childhood educator understands the typical and atypical development of infants' and children's attachments and relationships with primary caregivers.

1(c) The early childhood educator understands how learning occurs and that children's development influences learning and instructional decisions.

1(d) The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

1(e) The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child's mental health.

1(f) The early childhood educator understands the importance of supportive relationships on the child's learning, emotional, and social development.

1(g) The early childhood educator understands the role of adult-child relationships in learning and development.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *EPP provides sufficient evidence for indicators: 1a, 1b, 1c, 1d, 1e, 1f, and 1g to demonstrate that the program is designed to have its candidates understand how learners grow and develop and the variations of individual cognitive, linguistic, social, emotional, and physical areas.*

Sources of Evidence

- Family Systems Theory paper
- Syllabi: 210, 234, 235, 333, 340, 436, 480, 490, 497
- Praxis scores 5691
- Parent Child Philosophy paper

Performance

1(h) The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

1(i) The early childhood educator collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience.

1(j) The early childhood educator establishes and maintains positive interactions and relationships with the child.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		**X**	

1.2 Analysis – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to identify child development and factors, collaborate with parents, and maintain positive relationships with children.*

Sources of Evidence

- Mini take home assignments
- 490 developmental disability rubric
- Mini 7 assignment
- RR 6
- SL work
- Community Resource File
- IEP student work
- IFSP work sample & rubric

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2(b) The early childhood educator understands variations of beliefs, traditions, and values across cultures and the effect of these on the relationships among the child, family, and their environments.

2(c) The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

2(d) The early childhood educator knows how to access information regarding specific children's needs and disability- related issues (e.g., medical, support, service delivery).

2(e) The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *EPP provides sufficient evidence for indicators: 2a, 2b, 2c, 2d, and 2e to demonstrate that the program is designed to have its candidates understand individuals' learning differences and diverse cultures and inclusive learning environments.*

Sources of Evidence

- Syllabi: 210, 234, 300, 340, 350, 480, 481, 490
- IEP student work
- Interviews with candidates and completers

Performance

2(f) The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

2(g) The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to utilize information for students with special health needs and adapt learning, language, and communication strategies.*

Sources of Evidence

- Community Resource File
- IEP student work
- IFSP student work & rubric
- Bb project explanation
- 333 LP sample
- Language Sample rubric

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The early childhood educator understands the importance and use of routines as a teaching strategy.

3(b) The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.

3(c) The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.

3(d) The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.

3(e) The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.

3(f) The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

3(g) The early childhood educator understands that the child's primary teacher is the parent.

3(h) The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – *EPP provides sufficient evidence for indicators: 3a, 3b, 3c, 3d, 3e, 3f, 3g, and 3h to demonstrate that the program is designed to have its candidates understand learning environments that support individual and collaborative learning.*

Sources of Evidence

- Syllabi: 234, 235, 325, 333, 480, 481, 497
- 333 .ppt file
- 497 Field Experience Handbook
- 333 Lesson Plan work sample
- Bb project explanation
- Rhythm & Beat lesson plan explanation

Performance

3(i) The early childhood educator promotes opportunities for all children in natural and inclusive settings.

3(j) The early childhood educator embeds learning objectives within everyday routines and activities.

3(k) The early childhood educator creates an accessible learning environment, including the use of assistive technology.

3(l) The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

3(m) The early childhood educator creates an environment that encourages self-advocacy and increased independence.

3(n) The early childhood educator plans and implements intervention consistent with the needs of children.

3(o) The early childhood educator conducts functional behavior assessments and develops positive behavior supports and creates behavior intervention plans.

3(p) In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to promote opportunities for all children, establish routines, incorporate technology, implement interventions, and create behavior plans.*

There was not a preponderance of evidence demonstrating the preparation of teacher candidates for the training and supervision of para-educators, aides or volunteers (3i).

Sources of Evidence

- Activity Matrix Student Sample

- Community Resource File
- IEP student work
- IFSP work sample and rubrics
- Bb Project explanation
- ELO student work sample
- 490 evaluation on a student
- CM student work sample
- 333 lesson plan sample
- EBP student sample
- 333 lab preparation sample
- Lab schedule AM preschool
- 325 signature assignments
- Individual guidance plan
- Carlos case study
- CFIS student sample
- 481 FBA and BIP samples

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement).

4(b) The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) Preparation Standards.

4(c) The early childhood educator understands the process of self-regulation that assists children to identify and cope with emotions.

4(d) The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

4(e) The early childhood educator understands the elements of play and how play assists children in learning.

4(f) The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

4(g) The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

4(h) The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).

4(i) The early childhood educator understands the comprehensive nature of children's wellbeing in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

4(j) The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence for indicators: 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, and 4j to demonstrate that the program is designed to have its candidates understand the central concepts of inquiry and creates meaningful experiences for their learners.*

Sources of Evidence

- Syllabi: 210, 234, 235, 321, 333, 350, 435, 480, 481, 490, 497
- 490 evaluation on a student
- Mentor teacher evaluation

Performance

4(k) The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.

4(l) The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.

4(m) The early childhood educator differentiates practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to apply educational models and developmentally appropriate practices and differentiates practices for acquiring various academic skills.*

Sources of Evidence

- 333 lesson plan student work sample
- Child Analysis of Practice
- EBP student sample
- Mini take home assignments
- Obstacle Course lesson plan
- Praxis 5025
- Bb project explanation
- 490 evaluation on a student
- IEP student work
- IFSP work sample
- Individual Guidance Plan
- Rhythm and Beat lesson plan

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.

5(b) The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.

5(c) The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.

5(d) The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g., impulse control, problem solving, exploration).

5(e) The early childhood educator knows the importance of facilitating emergent literacy and numeracy.

5(f) The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *The EPP provides sufficient evidence for indicators: 5a, 5b, 5c, 5d, 5e, and 5f to demonstrate that the program is designed to have its candidates understand how to connect concepts and use differing perspectives to engage learners.*

- 333 LP student work sample
- Syllabi: 210, 234, 235, 333
- 333 Social Emotional .ppt
- 333 STEM .ppt
- 333 Play .ppt
- Individual Guidance Plan
- 480 CLD .ppt
- LP AC01
- Fall 2019 Parent Play Night

Performance

5(g) The early childhood educator effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g., routines, materials and equipment, schedules, building relationships, assistive technology).

5(h) The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.

5(i) The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.

5(j) The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g., impulse control, problem solving, exploration).

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to create and maintain environments, build relationships, and utilize play-based curriculums and explicit instructional practices.*

Sources of Evidence

- 333 PL student work sample
- Environmental Rating Scale Rubric
- 333 class report sample
- IEP student work sample
- IFSP student work sample

- AM preschool schedule
- Bb project explanation
- Syllabus: 333?
- Rhythm and Beat lesson plan
- ESI screener
- Individual Guidance Plan
- LP AC02
- Observation documentation

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.

6(b) The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

6(c) The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

6(d) The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.1 Knowledge		X	

6.1 Analysis – *The EPP provides sufficient evidence for indicators: 6a, 6b, 6c, and 6d, to demonstrate that the program is designed to have its candidates understand multiple methods of assessment and engage learners in their own growth.*

Sources of Evidence

- Syllabi: 235, 325, 333, 480, 481, 490, 497
- Individual Guidance Plan
- Praxis 5691
- Assessment Report student sample
- Resource file scoring sheet

- 210 Chapter 11 .ppt
- 480 CLD .ppt

Performance

6(e) The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).

6(f) The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.

6(g) The early childhood educator collaborates with families and professionals involved in the assessment process of children.

6(h) The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

6(i) The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g., observation, checklists, norm-referenced).

6(j) The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		X	

6.2 Analysis – *Assignments, work samples, evaluations, syllabi, assessment scores, and rubrics provide evidence that candidates demonstrate the ability to assess developmental domains, ensure procedural safeguard rights, collaborate with stakeholders, and demonstrate culturally and linguistically diverse assessment practices.*

Sources of Evidence

- Assessment Report student sample
- Child Study Work
- Developmental Summary work sample
- Syllabi: 234, 333, 435,
- Student Sample Checklist
- 490 Evaluation of a student
- 480 IFSP .ppt
- 480 CLD .ppt
- IFSP work sample
- Mentor teacher evaluation
- Praxis 5691

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The early childhood educator understands theory and research that reflect currently recommended professional practice for engaging with families and children (from birth through age 2, ages 3-5, and grades K-3).

7(b) The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		**X**	

7.1 Analysis – *The EPP provides sufficient evidence for indicators: 7a and 7b to demonstrate that the program is designed to have its candidates understand how to support every student with various curricula, skills, and knowledge of the learner's community context.*

Sources of Evidence

- Syllabi: 210, 235, 333, 436, 480, 481, 497
- 333 lesson plan student sample & rubric
- Candidate and completer interviews

Performance

7(c) The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.

7(d) The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) Individualized Education Programs (IEP).

7(e) The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).

7(f) The early childhood educator analyzes activities and tasks and uses procedures for monitoring children's skill levels and progress.

7(g) The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Assignments, work samples, evaluations, syllabi, assessment scores, and rubrics provide evidence that candidates demonstrate the ability to assist families in identifying resources, facilitating transition for children and their families, monitoring progress, and evaluating children's skill development.*

Sources of Evidence

- 333d lesson plan student sample
- Bb project explanation
- Syllabi 481, 490 (2015)
- Rhythm and Beat lesson plan
- Praxis 5025, 5691
- IEP student work
- 480 IFSP .ppt
- IFSP student work sample
- 490 evaluation on a student
- Developmental summary student work sample
- 333 lesson plan student sample
- Observation documentation
- ESI screener

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).

8(b) The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.1 Knowledge		X	

8.1 Analysis – *The EPP provides sufficient evidence for indicators: 8a and 8b to demonstrate that the program is designed to have its candidates understand how to use a variety of instructional strategies various content areas.*

Sources of Evidence

- Environmental Rating Scale
- Syllabi: 234, 333, 481, 490 (2015)
- Praxis 5025, 5691
- IEP student work

Performance

8(c) The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open- ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).

8(d) The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – *Assignments, work samples, evaluations, syllabus, assessment scores, and rubrics provide evidence that candidates demonstrate the ability to use developmentally appropriate methods, solve problems, make decisions, and utilize evidence-based practices.*

Sources of Evidence

- 333 lesson plan student work sample
- Bb project explanation
- Syllabus 333
- Rhythm and Beat lesson plan
- EBP student sample
- 490 evaluation on a student
- IEP student work sample and rubric
- Mentor teacher evaluation

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The early childhood educator understands the NAEYC Standards for Early Childhood Professional Preparation and the CEC/DEC Initial Preparation Standards.

9(b) The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.

9(c) The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g., digital citizenship and ethical practice).

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.1 Knowledge		X	

9.1 Analysis – *The EPP provides sufficient evidence for indicators: 9a, 9b, and 9c to demonstrate that the program is designed to have its candidates understand professional, ethical practices, and reflect on their practice.*

Sources of Evidence

- Ethics and professionalism signature
- Syllabi: 235, 410, 480, 490 (2015)
- Professional Portfolio NAEYC Standards .ppt

Performance

9(d) The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.

9(e) The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		X	

9.2 Analysis – *Assignments, work samples, evaluations, and rubrics provide evidence that candidates demonstrate the ability to comport themselves congruently with NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.*

Sources of Evidence

- DEC recommended practices assessment
- Ethics and professionalism signature

- 490 evaluation on a student
- Mentor teacher evaluation
- 410 Google Map assignment sample and rubric
- 410 Teach assignment sample and rubric
- 410 website assignment sample and rubric

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC.

10(b) The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

10(c) The early childhood educator knows community, state, and national resources available for children and their families.

10(d) The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.

10(e) The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

10(f) The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.

10(g) The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		X	

10.1 Analysis – *The EPP provides sufficient evidence for indicators: 10a, 10b, 10c, 10d, 10e, 10f, and 10g to demonstrate that the program is designed to have its candidates understand how to accept leadership roles and take responsibility for student learning and collaborate with community partners, families, and other school professionals.*

Sources of Evidence

- Ethics and professionalism signature

- Syllabi: 210, 235, 333, 340, 436, 480, 481, 490, 497
- Professional portfolio NAEYC standards .ppt
- EHS evaluation
- Praxis 5691
- Community Resource File
- 490 EI evaluation
- IFSP student sample
- CH 14 assessment
- IEP student work sample
- Fa 2019 conference report
- Parent teacher conference AC01

Performance

10(h) The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.

10(i) The early childhood educator identifies and accesses community, state, and national resources for children and families.

10(j) The early childhood educator advocates for children and their families.

10(k) The early childhood educator creates a manageable system to maintain all program and legal records for children.

10(l) The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

10(m) The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *Assignments, work samples, evaluations, and rubrics provide evidence that candidates demonstrate the ability to partner with families and community partners, advocate for families, and assist families to become active participants in the educational team.*

Sources of Evidence

- EHS Evaluation--Internship
- IEP student work
- Mentor teacher evaluation

- NAEYC ethics student signature
- Praxis 5691
- Community resource file
- 490 evaluation of a student
- IFSP student work sample
- 333 Communication assignment
- Mini take home assignments
- Newsletter AC01
- Parent teacher Conference AC01
- Fall 2019 conference report
- SL student work sample
- Child study student work

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10		10	
Performance	10		10	

Recommended Action on Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR CAREER-TECHNICAL TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

1(b) The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

1(c) The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

1(d) The teacher understands industry trends and labor market needs.

1(e) The teacher understands workplace leadership models.

1(f) The teacher understands the philosophical principles and the practices of professional-technical education.

1(g) The teacher understands the importance of student leadership qualities in technical program areas.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples provide evidence for indicators (a), (b), (c), (d), and (f) and demonstrate that candidates have an adequate understanding of the basic technological principles and processes, the integration of basic academic skills and advanced technology, industry logistics and processes, industry trends and labor market needs, and the philosophy and practices of professional-technical education.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

1(h) The teacher maintains current technical skills and seeks continual improvement.

1(i) The teacher demonstrates specific occupational skills necessary for employment.

1(j) The teacher uses current terminology, industry logistics, and procedures for the occupational area.

1(k) The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).

1(l) The teacher writes and evaluates occupational objectives and competencies.

1(m) The teacher uses a variety of technical instructional resources.

1(n) The teacher assesses the occupational needs of the community.

1(o) The teacher facilitates experiences designed to develop skills for successful employment.

1(p) The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance	X		

1.2 Analysis – *Candidate interviews, candidate work samples, and faculty lesson plans evidence that candidates demonstrate performance of Indicators (j), (n), and (o) in terms of an adequate understanding of industry terminology and logistics, the need to assess the occupational needs of the community, and the inclusion of experiences designed to develop skills for successful employment. The remaining indicators are not evidenced by the candidate work samples provided because those samples represent postsecondary-level assignments or InSpIRE to Educate training for LOS instructors.*

Sources of Evidence

- CTE 410 Technology & Society candidate work sample

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

4(a) The teacher understands the entry-level skills in the occupation.

4(b) The teacher understands workplace culture and ethics.

4(c) The teacher understands how to provide students with realistic occupational and/or work experiences.

4(d) The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.

4(e) The teacher understands how occupational trends and issues affect the workplace.

4(f) The teacher understands how to integrate academic skills into technical content areas.

4(g) The teacher understands the role of innovation and entrepreneurship in the workplace.

4(h) The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Standard 4 Multiple Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Syllabi, candidate interviews, and candidate work samples provide evidence that candidates demonstrate an adequate understanding of a variety of instructional strategies to develop student learning in terms of entry-level skills in the occupation, workplace culture and ethics, realistic occupational experiences, incorporating trade professionals, occupational trends, and leadership training and community involvement.*

Sources of Evidence

- Syllabi and assignment rubrics
- CTE 410 Case Study candidate work sample
- CTE 430 Leadership in CTSOs candidate work sample
- Interviews with Agricultural Science & Technology initial program candidates

Performance

4(i) The teacher models appropriate workplace practices and ethics.

4(j) The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

4(k) The teacher integrates academic skills appropriate for each occupational area.

4(l) The teacher uses simulated and/or authentic occupational applications of course content.

4(m) The teacher uses experts from business, industry, and government as appropriate for the content area.

4(n) The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.

4(o) The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

4(p) The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

Standard 4 Multiple Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance	X		

4.2 Analysis – *Relevant candidate work samples appear to be associated with requirements of InSpIRE to Educate Occupational Specialist training and/or a postsecondary program rather than a secondary degree-based program. Evidence did not support that candidates demonstrate performance of a variety of instructional strategies to develop student learning.*

Sources of Evidence

- No applicable evidence was provided

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

7(a) The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.

7(b) The teacher knows how to identify community and industry expectations and access resources.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *Syllabi and assignment rubrics provide evidence that candidates are expected to demonstrate an adequate understanding of planning and preparing instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

Sources of Evidence

- Syllabi and assignment rubrics
- Interviews with Agricultural Science & Technology initial program candidates

Performance

7(c) The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.

7(d) The teacher designs instruction to meet community and industry expectations.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance	X		

7.2 Analysis – *The candidate work sample to demonstrate that candidates plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals is for a postsecondary-level program. Therefore, itis not applicable. No additional evidence provided applies to this standard.*

Sources of Evidence

- No applicable evidence was provided

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

8(a) The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

8(b) The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

8(c) The teacher understands how evaluation connects to instruction.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *Syllabi, an assignment rubric, and candidate work samples provide evidence that candidates demonstrate an adequate understanding of formal and informal assessment*

strategies to evaluate and advance student performance and to determine program effectiveness.

Sources of Evidence

- Syllabi
- CTE 413 lesson plan rubric
- CTE 420 Assessment Portfolio candidate work sample

Performance

8(d) The teacher writes and evaluates occupational goals, objectives, and competencies.

8(e) The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.

8(f) The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance	X		

8.2 Analysis – *Candidate lesson plans addressed Indicators (d) and (e), to some degree, that candidates plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Another candidate work sample provided was for a postsecondary-level program, therefore not applicable. There was insufficient evidence to support this standard.*

Sources of Evidence

- Candidate lesson plans

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge

9(a) The teacher understands the value and impact of having a professional development plan.

9(b) The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

Standard 9 Professional Commitment and Responsibility	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge	X		

9.1 Analysis – *Interviews with Agricultural Science & Technology initial candidates provide evidence that candidates understand the need for a professional development plan and how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry. The other evidence was a candidate work sample or a postsecondary-level program, therefore not applicable. The standard is not adequately supported by the evidence provided.*

Sources of Evidence

- Interviews with Agricultural Science & Technology initial program candidates

Performance

9(c) The teacher collaborates with an administrator to create a professional development plan.

9(d) The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

Standard 9 Professional Commitment and Responsibility	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance	X		

9.2 Analysis – *Interviews with Agricultural Science & Technology initial candidates demonstrate an adequate understanding for an ongoing professional development plan and reference to how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry. The candidate work sample evidence provided to demonstrate the knowledge element of this standard is for a postsecondary-level program, therefore not applicable. The standard is not adequately supported by the evidence provided.*

Sources of Evidence

- Interviews with Agricultural Science & Technology initial program candidates

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

10(a) The teacher knows the contributions of advisory committees.

10(b) The teacher understands the importance of using the employment community to validate occupational skills.

10(c) The teacher understands how to effect change in professional-technical education and in the occupational area taught.

10(d) The teacher knows about professional organizations within the occupational area.

10(e) The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.

10(f) The teacher understands the structure of state-approved PTSOs.

10(g) The teacher understands the ideas, opinions, and perceptions of business and industry.

Standard 10 Partnerships	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge	X		

10.1 Analysis – *Assignment rubrics and candidate lesson plans are limited in demonstrating that candidates have an adequate understanding of Indicators (a), (b), and (f) as related to advisory committees, the validation of occupational skills, and understanding the contributions of business and industry. The majority of indicators are not supported by evidence.*

Sources of Evidence

- Assignment rubrics
- Candidate lesson plans

Performance

10(h) The teacher establishes and uses advisory committees for program development and improvement.

10(i) The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.

10(j) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

10(k) The teacher participates in appropriate professional organizations.

10(l) The teacher cooperatively constructs articulation agreements.

10(m) The teacher incorporates an active state-approved PTSO in his or her program.

10(n) The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Standard 10 Partnerships	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance	X		

10.2 Analysis – *Candidate interviews indicate that Agricultural Science & Technology initial candidates actively demonstrate Indicators (m) and (n). The candidate work sample to demonstrate the performance element of this standard is for a postsecondary-level program. Therefore, it is not applicable. The Technical Advisory Meeting minute samples predominantly addressed Occupational Specialist certificated areas and were limited in their consideration. The standard is not adequately supported by the evidence provided.*

Sources of Evidence

- Interviews with Agricultural Science & Technology initial candidates

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

11(a) The teacher understands how to dispose of waste materials.

11(b) The teacher understands how to care for, inventory, and maintain materials and equipment.

11(c) The teacher understands safety contracts and operation procedures.

11(d) The teacher understands legal safety issues related to the program area.

11(e) The teacher understands safety requirements necessary to conduct laboratory and field activities.

11(f) The teacher understands time and organizational skills in laboratory management.

11(g) The teacher is aware of safety regulations at school and work sites.

11(h) The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Standard 11 Learning Environment	*Unacceptable*	*Acceptable*	*Exemplary*
11.1 Knowledge		X	

11.1 Analysis – *Syllabi and assignment rubrics provide evidence that candidates are expected to understand how to create and manage a safe and productive classroom and lab learning environment. The candidate work sample to demonstrate the performance element of this standard is for a postsecondary-level program, therefore not applicable.*

Sources of Evidence

- CTE 492 Philosophy of Teaching Business rubric
- CTE 472 Teaching and Learning in Organizations course syllabi

Performance

11(i) The teacher ensures that facilities, materials, and equipment are safe to use.

11(j) The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

11(k) The teacher demonstrates effective management skills in the classroom and laboratory environments.

11(l) The teacher models and reinforces effective work and safety habits.

11(m) The teacher incorporates PTSOs as intra-curricular learning experiences.

Standard 11 Learning Environment	***Unacceptable***	***Acceptable***	***Exemplary***
11.2 Performance	X		

11.2 Analysis – *The single candidate work sample to support this standard is for a postsecondary-level program, therefore not applicable. A lack of evidence contributes to this standard resulting in an unacceptable rating.*

Sources of Evidence

- No applicable evidence was provided

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Knowledge

12(a) The teacher understands workplace employability skills and related issues.

12(b) The teacher understands the issues of balancing work and personal responsibilities.

12(c) The teacher understands how to promote career awareness.

Standard 12 Workplace Preparation	***Unacceptable***	***Acceptable***	***Exemplary***
12.1 Knowledge		X	

12.1 Analysis – *Assignment rubrics, candidate work samples, and candidate lesson plans provide evidence that candidates are expected to understand workplace employability skills, work-life balance, and the promotion of career awareness.*

Sources of Evidence

- Assignment rubrics
- Candidate work samples
- Candidate lesson plans

Performance

12(d) The teacher designs instruction that addresses employability skills and related workplace issues.

12(e) The teacher discusses how to balance demands between work and personal responsibilities.

12(f) The teacher provides opportunities for career awareness and exploration.

Standard 12 Workplace Preparation	***Unacceptable***	***Acceptable***	***Exemplary***
12.2 Performance	X		

12.2 Analysis – *Candidate lesson plans address Indicators (d) and (f) to a limited degree, demonstrating that candidates address and employ workplace employability skills, and/or provide opportunities for career awareness and exploration as defined by the indicators. The standard is not adequately supported by the evidence provided.*

Sources of Evidence

- Candidate lesson plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8	2	6	
Performance	8	8	0	

Areas for Improvement

- The evidence was unclear as to how the standards and related indicators purposefully align to the evidence.
- Evidence included work samples that were not applicable to the foundation standards for Career Technical Education programs, mainly through evidence associated with the InSpIRE to Educate program specific to onboarding Limited Occupational Specialist (LOS) instructors. This review, however, is specifically focused on Degree Based Career Technical prepared educators, who are held to more robust expectations. Therefore, the InSpIRE-specific evidence is not applicable. Additionally, some of the evidence offered in support throughout the Foundational Standards represents postsecondary-level

programs, not the secondary-level programs to which the Degree Based Career Technical candidate is specific.

Recommended Action on Idaho Foundation Standards for Career Technical Teachers

☐ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

IDAHO STANDARDS FOR AGRICULTURAL SCIENCE AND TECHNOLOGY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

1(b) The teacher knows about production agriculture.

1(c) The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

1(d) The teacher understands and has experience in one or more of the following specialized occupational areas:

a. Agricultural production and marketing
b. Agricultural equipment and supplies
c. Agriculture product processing
d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
e. Agricultural business planning and analysis
f. Natural resource management
g. Environmental science
h. Forestry
i. Small animal production and care

1(e) The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

1(f) The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

1(g) The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Standard 1 Knowledge of Subject Matter	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		**X**	

1.1 Analysis – *Degree program depth in science and agricultural content, candidate instructional units, other candidate work samples, and candidate interviews provide evidence that candidates understand specialized agriculture areas, life science content, production agriculture, animal science, agriculture business management, agriculture mechanics, technology and computers in agriculture, FFA, SAE, and related administrative duties associated with being an agriculture education instructor.*

Sources of Evidence

- Degree program requirements and related syllabi
- Candidate instructional units and work samples
- Interviews with Agricultural Science & Technology initial candidates

Performance

1(h) The teacher applies natural and physical science principles to practical solutions.

1(i) The teacher discusses production agriculture.

1(j) The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

1(k) The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

1(l) The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.

1(m) The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Standard 1 Knowledge of Subject Matter	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		**X**	

1.2 Analysis – *Degree program depth in science and agricultural content, candidate instructional units, other candidate work samples, and candidate interviews provide evidence that candidates demonstrate introductory-mastery performance in specialized agriculture areas, life science content, production agriculture, animal science, agriculture business management, agriculture mechanics, technology and computers in agriculture, FFA, SAE, and related administrative duties associated with being an agriculture education instructor.*

Sources of Evidence

- Degree program requirements and related syllabi
- Candidate instructional units and work samples
- Interviews with Agricultural Science & Technology initial candidates

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Recommended Action on Idaho Standards for Agricultural Science and Technology Teachers

☐ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

As the CTE Foundational Standards were not approved, the Agricultural Science and Technology Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR BUSINESS TECHNOLOGY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.

1(b) The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.

1(c) The teacher possesses knowledge of appropriate technology.

1(d) The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples provide evidence that candidates have an adequate understanding of the central concepts, tools of inquiry, and structures of the content area(s) taught, and create learning experiences that make these aspects of subject matter meaningful for learners.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - CTE 464 Career Guidance and Transition to Work
  - CTE 495 Office Procedures
  - CTE 492 Business & Marketing Ed Methods
  - CTE 430 Leadership and CTSO

Performance

1(e) The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.

1(f) The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.

1(g) The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

1(h) The teacher integrates BPA through intracurricular approaches in the business program of study.

Standard 1 Knowledge of Subject Matter	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance	X		

1.2 Analysis –*Candidate work samples and faculty lesson plans demonstrate limited performance of indicators. Evidence is limited due to lack of recent completers.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - CTE 495 Office Procedures
  - CTE 492 Business & Marketing Ed Methods
  - CTE 430 Leadership and CTSO

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Recommended Action on Idaho Standards for Business Technology Teachers

☐ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

As the CTE Foundational Standards were not approved, the Business Technology Education Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

1(b) Teacher understands the impact of families' multiple roles within the home, workplace and community.

1(c) The teacher knows of community agencies and organizations that provide assistance to individuals and families.

1(d) The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

1(e) The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

1(f) The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

1(g) The teacher understands the design, selection, and care of textiles and apparel products.

1(h) The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

1(i) The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

1(j) The teacher understands resource conservation and environmental issues in relation to family and community health.

1(k) The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

1(l) The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

1(m) The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

Standard 1 Knowledge of Subject Matter	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		**X**	

1.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples for Indicators (a) through (m)demonstrate that candidates have an adequate understanding of the central concepts, tools of inquiry, and structures of the content area(s) taught, and create learning experiences that make these aspects of subject matter meaningful for learners.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - FCS 251 Survey of FCS
  - FCS 340 Parent-Child Relationships
- Candidate work samples

Performance

1(n) The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

1(o) The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

1(p) The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

1(q) The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.

1(r) The teacher knows of community agencies and organizations that provide assistance to individuals and families.

1(s) The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

1(t) The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

1(u) The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

1(v) The teacher demonstrates the design, selection, and care of textiles and apparel products.

1(w) The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

1(x) The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

1(y) The teacher integrates resource conservation and environmental issues in relation to family and community health.

1(z) The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

1(aa) The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance	X		

1.2 Analysis –*Candidate work samples and faculty lesson plans provide limited evidence that candidates demonstrate performance of Indicators (n) through indicator (aa). Evidence is limited due to lack of recent completers.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

2(a) The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Standard 2 Knowledge of Human Development and Learning	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples evidence Indicator (a) as demonstration that candidates have an adequate understanding of how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

2(b) The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

Standard 2 Knowledge of Human Development and Learning	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance	X		

2.2 Analysis –*Candidate work samples and faculty lesson plans provide limited evidence that candidates demonstrate performance of Indicator (b). Evidence is limited due to lack of recent completers.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

5(a) The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 5 Classroom Motivation and Management Skills	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *Assignment rubrics, and candidate work samples aligned with indicator (a) demonstrate that candidates have an adequate understanding of individual and group motivation and behavior, a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Assignment rubrics
- Candidate work samples

Performance

5(b) The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 5 Classroom Motivation and Management Skills	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance	X		

5.2 Analysis –*Candidate work samples provide limited evidence that teacher candidates demonstrate performance of indicator (b). Some evidence submitted is inapplicable as it comes from LOS or InSpIRE to Educate programs. Overall evidence is limited due to lack of recent completers.*

Sources of Evidence

- Candidate work samples

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

7(a) The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.

7(b) The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Standard 7 Instructional Planning Skills	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge		X	

7.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples for indicators (a) and (b)demonstrate that candidates have an adequate understanding planning and preparing instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

7(c) The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

Standard 7 Instructional Planning Skills	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance	X		

7.2 Analysis –*Two candidate work samples provide limited evidence that candidates demonstrate performance of indicator (c). Some evidence submitted is not applicable as it comes from LOS or InSpIRE to Educate programs. Overall evidence is limited due to a lack of completers.*

Sources of Evidence

- Candidate work samples

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

8(a) The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 8 Assessment of Student Learning	*Unacceptable*	*Acceptable*	*Exemplary*
8.1 Knowledge		X	

8.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples for indicator (a) demonstrate that candidates understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

8(b) The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 8 Assessment of Student Learning	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance	X		

8.2 Analysis – *Candidate work samples provide limited evidence that candidates demonstrate performance of indicator (b). Overall evidence is limited due to a lack of completers.*

Sources of Evidence

- Candidate work samples

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge

9(a) The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Standard 9 Professional Commitment and Responsibility	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge	X		

9.1 Analysis – *The evidence submitted in support of indicator (a) does not demonstrate that candidates have an adequate understanding of how a teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.*

Sources of Evidence

- No applicable evidence was provided

Performance

9(b) The teacher participates in continual relevant professional development in order to stay current in content areas.

Standard 9 Professional Commitment and Responsibility	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance	X		

9.2 Analysis – *Candidate work samples provide limited evidence that candidates demonstrate performance of indicator (b). Evidence is limited in part due to a lack of completers.*

Sources of Evidence

- No applicable evidence was provided

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	1	5	
Performance	6	6	0	

Recommended Action on Idaho Standards for Family and Consumer Sciences Teachers

☐ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

As the CTE Foundational Standards were not approved, the Family and Consumer Sciences Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR MARKETING TECHNOLOGY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.

1(b) The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.

1(c) The teacher possesses knowledge of appropriate technology.

1(d) The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intra-curricular role in marketing education.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples demonstrate that candidates have an adequate understanding of the central concepts, tools of inquiry, and structures of the content area(s) taught, and create learning experiences that make these aspects of subject matter meaningful for learners.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - CTE 430 Introduction to Retailing for Marketing Ed
  - CTE 413 Introduction to Marketing
  - CTE 495 Admin Management & Procedures
  - CTE 430 Leadership and CTSO

Performance

1(e) The teacher demonstrates industry-standard skill levels required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.

1(f) The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.

1(g) The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

1(h) The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance	X		

1.2 Analysis – *Metrics for the recent five years indicate a low number of completers. Candidate work samples and faculty lesson plans provide limited evidence that candidates demonstrate performance of the indicators. Limited evidence is in part due to lack of recent completers.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - CTE 430 Introduction to Retailing for Marketing Ed
  - CTE 413 Introduction to Marketing

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Recommended Action on Idaho Standards for Marketing Technology Education Teachers

☐ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

As the CTE Foundational Standards were not approved, the Marketing Technology Education Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR TECHNOLOGY EDUCATION TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

1(b) The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.

1(c) The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

1(d) The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

1(e) The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

1(f) The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		**X**	

1.1 Analysis – *Syllabi, assignment rubrics, candidate instructional plans, and candidate work samples provide evidence that candidates demonstrate an adequate understanding of the technologies associated with technology education, computer-aided design and manufacturing systems, structural systems, technology industries, and project management teams.*

Sources of Evidence

- Syllabi and project rubrics
- CTE 410 Technology and Society candidate work sample

Performance

1(g) The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

1(h) The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

1(i) The teacher demonstrates architectural and mechanical drafting and developmental skills.

1(j) The teacher demonstrates the various phases of the engineering design process.

1(k) The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance	X		

1.2 Analysis –*Candidate work samples provide limited evidence that candidates demonstrate performance of the technologies associated with technology education, maintaining computer are related technologies, engineering design systems, and project management teams. Evidence is limited in part due to lack of recent completers.*

Sources of Evidence

- Candidate work samples

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Recommended Action on Idaho Standards for Technology Education Teachers

☐ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

As the CTE Foundational Standards were not approved, the Technology Education Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.

1(b) The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.

1(c) The teacher recognizes the role of inquiry and exploration in learning and development.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Required course syllabi for elementary education candidates, required course assignments, as well as candidate interviews provide sufficient evidence that candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.

2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – *Required course syllabi, classroom management plans/rubrics, required course assignments, and interviews indicate that there is sufficient evidence that candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Lesson plan evidence was extremely helpful.*

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Performance

2(c) The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.

2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – *Candidate interviews, case study assignments, and rubrics provide sufficient evidence that candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Candidate interviewees were able to easily recall several incidences each where they were able to understand individual differences and provide inclusive learning environments not only in internships but also in various practicum assignments.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate interviews

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – *Required course syllabi, course assignments, and classroom management plans provide sufficient evidence that candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Performance

3(b) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.

3(c) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.

3(d) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *Specific course assignments, classroom management plans, and candidate interviews provide sufficient evidence that candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Minimal evidence was found regarding creating environments that encourage positive social interactions and self-motivation within the evidence; however, teacher candidates were able to speak to these during interviews.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate interviews

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

4(b) The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

4(c) The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).

4(d) The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.

4(e) The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.

4(f) The teacher understands the structure of mathematics and the connections and relationships within learning progressions.

4(g) The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

4(h) The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

4(i) The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

4(j) The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *Required course syllabi, provided Praxis scores, required course assignments, and candidate interviews provide evidence that candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Candidates spoke very positively about various methods coursework they were required to teach and had found useful. It was mentioned that some wished they had received more robust instruction in STEM areas. Minimal evidence was provided to demonstrate purposeful STEM integration within the curriculum areas.*

Sources of Evidence

- Praxis scores for reading, social studies, science and math
- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Performance

4(k) The teacher models appropriate and accurate use of written and spoken language.

4(l) The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.

4(m) The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – *Required course work assignments and candidate interviews, provide evidence that candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Required coursework provided evidence that candidates assessed their students' level of mastery of the content; however, it was limited in follow-up information demonstrating how candidates would assure mastery of the content.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate interviews

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *Required course syllabi and candidate lesson plans provide sufficient evidence that candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Sample lesson plans, unit plans, case studies, and interviews provide sufficient evidence that teacher candidates plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate interviews

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

8(a) The teacher engages all learners in developing higher order thinking skills.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance		X	

8.2 Analysis – *Sample lesson plans, unit plans, and candidate interviews provide sufficient evidence that candidates understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Candidate interviews provided great insight into how many different instructional strategies candidates had been able to use in practicums, internships, and role playing within required courses. Candidates also spoke highly of different strategies that were modeled by their instructors at the EPP.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate interviews

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the significance of engaging in collaborative data-driven decision making.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		**X**	

10.1 Analysis – *Required course syllabi, interviews, course assignments, and sample lesson plans provide sufficient evidence that candidates seek appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession. Candidate interviews were very beneficial for providing evidence for this standard.*

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6		6	
Performance	5		5	

Recommended Action on Idaho Standards for Elementary Education Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1(a) Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.

1(b) Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).

1(c) Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		**X**	

1.2 Analysis – *Course syllabi, course catalog requirements, unit plans, and lesson plans provide evidence that candidates demonstrate performance of knowledge of developmental levels in reading, writing, listening, speaking, and viewing (1a); understand how adolescents read poetry, informational text, and literature (1b); and know how to have adolescents compose texts in a wide range of genres and formats (1c).*

Sources of Evidence

- Course syllabi
- Course catalog requirements
- Candidate unit plans
- Candidate lesson plans

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

2(a) Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

2(b) Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 2 Learning Difference	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *Course syllabi, candidate work samples, and unit plans provide evidence that candidates demonstrate performance of Standard 2a, the knowledge of different theories and research needed to plan instruction, and Standard 2b, the design and implementation of instruction that includes students' linguistic and cultural backgrounds.*

Sources of Evidence

- Syllabi
- Candidate work samples
- Unit plans

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

3(a) Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g., workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *Course syllabi, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance of Standard 3(a) through using data to determine connections from literature to the students, by engaging their students through small and large group discussions, and by using some project based learning strategies.*

Sources of Evidence

- Course syllabi
- Candidate unit plans
- Candidate lesson plans

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

4(a) Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

4(b) Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.

4(c) Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g., planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.

4(d) Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *Candidate unit plans, course syllabi, Praxis scores, and lesson plans provide evidence that candidates demonstrate performance of being able to teach from a variety of texts (4a); model the use of standard English conventions—grammar, usage, mechanics (4b); utilize a range of formal and informal texts, including concrete poems (4c); and use strategies to help students acquire and apply vocabulary of general academic and domain specific words (4d).*

Sources of Evidence

- Candidate unit plans
- Course syllabi

- Lesson plans
- Praxis scores

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

5(a) Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

5(b) Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

5(c) Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

5(d) Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – *Course syllabi, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance designing and implementing instruction of language conventions (5a), critical engagement with complex issues (5b), various types of texts and media for depth and breadth (5c), and speaking and listening to become critical and active collaborators (5d).*

Sources of Evidence

- Course syllabi
- Candidate unit plans
- Lesson plans

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

6(a) Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

6(b) Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

6(c) Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.

6(d) Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		X	

6.2 Analysis – *Candidate interviews, mentor teacher interviews, unit plans, and lesson plans provide evidence that candidates demonstrate performance of designing a range of authentic assessments (6a), select appropriate reading assessments based on student interests (6b), design assessments that promote student development as writers (6c), and differentiate instruction based on multiple kinds of assessments (6d).*

Sources of Evidence

- Candidate interviews
- Mentor teacher interviews
- Unit plans
- Lesson plans

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

7(b) Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

7(c) Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

7(d) Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis – *Praxis scores, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance of curriculum integration (7a), creating standards based curriculum utilizing current theory and research (7b), generating collaborative approaches and contemporary technologies (7c), and utilize a range of different texts (7d).*

Sources of Evidence

- Praxis scores
- Candidate unit plans
- Lesson plans

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

8(a) Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media, and knowledge about students' linguistic and cultural backgrounds.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance		X	

8.2 Analysis – *Candidate interviews, unit plans, and lesson plans provide evidence that candidates demonstrate performance of planning and implementing instruction based on ELA curricular requirements and community contexts (8a).*

Sources of Evidence

- Candidate interviews
- Unit plans
- Lesson plans

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

9(a) Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance		X	

9.2 Analysis – *UITPA Reflection, accreditation sample, and lesson plans provide evidence that candidates demonstrate performance of ongoing professional learning, evaluating practice, and adapting practice to meet the various needs of learners (9a).*

Sources of Evidence

- UITPA reflection
- Lesson plans
- Accreditation sample

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

10(a) Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance		X	

10.2 Analysis – *The accreditation sample, UITPA reflection, and lesson plans provide evidence that candidates demonstrate performance of collaboration with colleagues, readiness for leadership, and ongoing professional development (10a).*

Sources of Evidence

- Accreditation sample
- UITPA reflection
- Lesson plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	0			
Performance	10		10	

Recommended Action on Idaho Standards for English Language Arts Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

1(a) The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.

1(b) The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

1(c) The teacher understands how exceptionalities can interact with development and learning.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		**X**	

1.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate understanding of how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. The following indicators had sufficient evidence, including information from candidates: 1a, 1b, and 1c.*

Sources of Evidence

- EDSP 423-Working with Family
- EDSP 448-Teaching Philosophy
- EDSP 520-Observation Paper

Performance

1(d) The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.

1(e) The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – *Candidate assignments provide evidence that candidates can perform adequately with their understanding of how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. The following indicators had sufficient evidence, including information from candidates: 1d, and 1e.*

Sources of Evidence

- ESDP 430-Multiple Means Action and Expression
- EDSP 448-Instructional Modifications
- EDSP 448-Social Skills and Behavior

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

2(a) The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2(b) The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2(c) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2(d) The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).

Standard 2 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of creating safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-*

determination. The following indicators had sufficient evidence, including information from candidates: 2a, 2b, 2c, and 2d.

Sources of Evidence

- EDSP 325-Assignment 2
- EDSP 325-Assignment 3
- EDSP 325-Assignment 4

Performance

2(e) The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

2(f) The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.

2(g) The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

2(h) The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 2 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		**X**	

2.2 Analysis – *Candidate assignments provide evidence that candidates can perform adequately with their knowledge of safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. The following indicators had sufficient evidence, including information from candidates: 2e, 2f, 2g, and 2h.*

Sources of Evidence

- EDSP 448-Planning Instructional Assessment
- EDSP 548-Classroom Organization Plan
- EDSP 540-Competency 7

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

3(a) The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

3(b) The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3(c) The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		**X**	

3.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. The following indicators had sufficient evidence: 3a, 3b, and 3c.*

Sources of Evidence

- EDSP 448-Math Lesson Plan
- EDSP 548-Curriculum Review
- EDSP 548-Instructional Modifications

Performance

3(d) The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.

3(e) The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

3(f) The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		**X**	

3.2 Analysis – *Interviews with program completers and candidates and candidate assignments all provide evidence that candidates can perform adequately in general and specialized curricula to individualize learning for individuals with exceptionalities. The following indicators had sufficient evidence, including information from candidates: 3d, 3e, and 3f.*

Sources of Evidence

- EDSP 597-Intern and Teaching Performance Assessment: Task 1
- EDSP 597-Intern and Teaching Performance Assessment: Task 2
- Candidate interviews

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge

4(a) The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.

4(b) The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4(c) In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4(d) The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

4(e) The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

4(f) The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).

4(g) The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Standard 4 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of multiple methods of assessment*

and data-sources in making educational decisions. The following indicators had sufficient evidence: 4a, 4b, 4c, 4d, 4e, 4f, and 4g.

Sources of Evidence

- EDSP 448-Planning Instruction and Assessment
- EDSP 540-Competency 7
- EDSP 448-Instructional Modifications

Performance

4(h) The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.

4(i) The teacher gathers background information regarding academic, medical, and social history.

4(j) The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

4(k) The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.

4(l) The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 4 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *Interviews with program completers and candidates and candidate assignments all provide evidence that candidates can perform adequately with multiple methods of assessment and data-sources in making educational decisions. The following indicators had sufficient evidence, including information from candidates: 4h, 4i, 4j, 4k, and 4l.*

Sources of Evidence

- EDSP 540-Competency 7
- EDSP 597-Intern and Teaching Performance Assessment-Task 3: Assessment of Student Work
- Candidate interviews

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

5(a) The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5(b) The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5(c) The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5(d) The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5(e) The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

5(f) The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

5(g) The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

5(h) The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Standard 5 Instructional Planning and Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		**X**	

5.1 Analysis – *Signature assignments, course syllabi, and standard course matrix all provide evidence that candidates know how to select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities. The following indicators had sufficient evidence: 5a, 5b, 5c, 5d, 5e, 5f, and 5g.*

Sources of Evidence

- EDSP 448-Instructional Modifications
- EDSP 448-Planning Instruction and Assessment
- EDSP 430-Assistive Technology Plan

Performance

5(i) The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

5(j) The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

5(k) The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.

5(l) The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

5(m) The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

5(n) The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 5 Instructional Planning and Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		**X**	

5.2 Analysis – *Interviews with program completers and candidates and candidate assignments all provide evidence that candidates know how to select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities. The following indicators had sufficient evidence, including information from candidates: 5i, 5j, 5k, 5l, 5m, and 5n.*

Sources of Evidence

- EDSP 540-Competency 7
- EDSP 597-Intern and Teaching Performance Assessment-Task 1: Lesson Plans
- EDSP 597-Intern and Teaching Performance Assessment- Task 2: Instruction
- Candidate interviews

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge

6(a) The teacher understands how foundational knowledge and current issues influence professional practice.

6(b) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6(c) The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.

6(d) The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

6(e) The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Standard 6 Professional Learning and Ethical Practices	***Unacceptable***	***Acceptable***	***Exemplary***
6.1 Knowledge		X	

6.1 Analysis – *Signature assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. The following indicators had sufficient evidence: 6a, 6b, 6c, 6d, and 6e.*

Sources of Evidence

- EDSP 350-Speech/Language Assignment
- EDSP 448-Universal Design for Learning and Danielson
- EDSP 423-Assignment 5, Working with Families

Performance

6(f) The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.

6(g) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

6(h) The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.

6(i) The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 6 Professional Learning and Ethical Practices	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – *Program candidate assignment and candidate interviews show that candidates all perform adequately in Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. The following indicators had sufficient evidence, including information from candidates: 6f, 6h, and 6i. The indicators were mostly met by candidate interviews.*

Sources of Evidence

- EDSP 597-Intern and Teaching Performance Assessment-Task 1: Lesson Plans
- Candidate interviews
- Exceptional Child Praxis scores

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge

7(a) The teacher understands the theory and elements of effective collaboration.

7(b) The teacher understands how to serve as a collaborative resource to colleagues.

7(c) The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

7(d) The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.

7(e) The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

7(f) The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Standard 7 Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge		X	

7.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of collaboration to address the needs of individuals with exceptionalities across a range of learning experiences. The following indicators had sufficient evidence: 7a, 7b, 7c, 7d, 7e, and 7f.*

Sources of Evidence

- EDSP 423-Signature Assignment 1, Fundamentals of Collaboration
- EDSP 423-Signature Assignment 4, Working with Families, Paraeducators, and Communities
- EDSP 548-Classroom Organization Plan

Performance

7(g) The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

7(h) The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

7(i) The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Standard 7 Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis – *Program candidate assignment and candidate interviews show that candidates all candidates perform adequately in collaboration to address the needs of individuals with exceptionalities across a range of learning experiences. The following indicators had sufficient evidence, including information from candidates: 7g, 7h, 7i. The indicators were mostly met by candidate interviews.*

Sources of Evidence

- EDSP 597-Intern and Teaching Performance Assessment, Task 2: Instruction
- Candidate interviews

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7		7	
Performance	7		7	

Areas for Consideration

- Performance standards could be supported with additional information from summative portfolios and/or student teaching evaluations from mentor teachers.
- Performance evidence could be supported with additional evidence related to working with paraeducators, families, and communities.

Recommended Action on Idaho Standards for Exceptional Child Generalists

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR HEALTH TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.

3(b) The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis –*Course syllabi, content rubrics, instructor feedback, and candidate lesson plans provide evidence that candidates demonstrate an adequate understanding of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Course syllabi
- Content rubrics
- Instructor feedback
- Candidate lesson plans

Performance

3(c) The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.

3(d) The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 3 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
3.2 Performance		X	

3.2 Analysis – *Candidate interviews, projects, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Candidate interviews
- Candidate projects
- Work samples
- Lesson plans

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.

4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.

4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.

4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.

4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *Course syllabi, candidate projects, lesson plans, and instructor feedback provide evidence that candidates demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Sources of Evidence

- Course syllabi
- Candidate projects
- Lesson plans
- Instructor feedback

Performance

4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – *Candidate lesson plans, projects, Praxis scores and interviews provide evidence that candidates demonstrate performance of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Sources of Evidence

- Candidate lesson plans
- Candidate projects
- Praxis scores
- Candidate interviews

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.1 Knowledge		**X**	

5.1 Analysis – *Course syllabi, instructor feedback, and candidate work samples provide evidence that candidates demonstrate an adequate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Course syllabi
- Instructor feedback
- Candidate work samples

Performance

5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.

5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		**X**	

5.2 Analysis – *Candidate lesson plans, work samples and interviews provide evidence that candidates demonstrate performance of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Candidate lesson plans
- Candidate work samples
- Candidate interviews

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands how positive evidence based community health values and practices play a role in the planning process.

7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.

7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.

7(d) The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *Course syllabi, assignment rubrics, candidate lesson plans, projects, and interviews provide evidence that candidates demonstrate an adequate understanding of planning instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Sources of Evidence

- Course syllabi
- Assignment rubrics
- Candidate lesson plans
- Candidate projects
- Candidate interviews

Performance

7(e) The teacher modifies instruction to reflect current health-related research and local health policies.

7(f) The teacher accesses valid, appropriate health information and health-promoting products and services.

7(g) The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Candidate lesson plans, projects, presentations, work samples, and interviews provide evidence that candidates demonstrate performance of planning instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Sources of Evidence

- Candidate lesson plans
- Candidate projects
- Candidate presentations
- Candidate work samples
- Candidate interviews

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows the laws and codes specific to health education and health services to minors.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis – *Course syllabi, discussion boards, instructor feedback, and interviews provide evidence that candidates demonstrate an adequate understanding of engaging in ongoing professional learning, use of evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapting practice to meet the needs of each learner.*

Sources of Evidence

- Course syllabi

- Discussion boards
- Instructor feedback
- Candidate interviews

Performance

9(b) The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		X	

9.2 Analysis – *Candidate lesson plans, work samples, and interviews provide evidence that candidates demonstrate performance of engaging in ongoing professional learning, use of evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapting practice to meet the needs of each learner.*

Sources of Evidence

- Candidate lesson plans
- Candidate work samples
- Candidate interviews

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		X	

10.1 Analysis *– Course syllabi, candidate projects, work samples, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Sources of Evidence

- Course syllabi
- Candidate projects
- Candidate work samples
- Candidate interviews

Performance

10(b) The teacher advocates for a positive school culture toward health and health education.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *Candidate work samples, projects, and interviews provide evidence that teacher candidates demonstrate performance of seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Sources of Evidence

- Candidate work samples
- Candidate projects
- Candidate interviews

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6		6	
Performance	6		6	

Recommended Action on Idaho Standards for Health Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR LITERACY TEACHERS

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1(a) Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *Lesson plans, a case study, and journal reflections provide evidence that candidates are taught the developmental progressions for reading and writing and how these progressions interface with assessment and instruction (1a).*

Sources of Evidence

- Lesson plans
- Case study
- Journal reflections

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

2(a) Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

2(b) Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.

2(c) Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

2(d) Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – *Three (3) separate Institutional Recommendation packets provide evidence of signed Code of Behavior attestations for ethical behavior and criminal background checks (2a). ELL student profiles developed in class explain a candidate's understanding of the influences of diversity in a student's life and how that influenced reading and writing development (2b).The book trailer assignment allowed students to connect their community with the school (2c), while having the candidate adapt instructional materials to meet the language proficiency skills of English learners and students (2d).*

Sources of Evidence

- Institutional Recommendation packets
- ELL student profile work
- Book trailer assignment

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

3(a) Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.

3(b) Modify the arrangements to accommodate students' changing needs.

3(c) Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.

3(d) Create supportive environments where English learners are encouraged and given many opportunities to use English.

3(e) Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.

3(f) Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

Standard 3 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
3.2 Performance		X	

3.2 Analysis – *Lesson plan for the book trailer assignment and a case study of a specific child in the classroom setting provided evidence of knowing how to create positive social environments to encourage reading (3a, b, c, d), while the Whitfield strategy facilitation and final lesson plan showed the importance of creating effective routines and maintaining positive learning environments (3e, f).*

Sources of Evidence

- Lesson plan
- Case study
- Whitfield strategy facilitation
- Final lesson plan

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

4(a) Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

4(b) Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).

4(c) Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

4(d) Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

4(e) Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.

4(f) Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.

4(g) Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and

Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Several different course syllabi, student work samples, ELL student profiles, Praxis scores, Whitfield strategy facilitation, writing strategy facilitation, various lesson plans, and reflection journals provide evidence that the EPP has provided adequate content knowledge for the candidates to demonstrate performance standards 4a-g.*

Sources of Evidence

- Course syllabi, student work samples
- ELL student profiles, Praxis scores
- Whitfield strategy facilitation
- Writing strategy facilitation
- Lesson plans, reflection journals

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

5(a) Understands how literacy (reading and writing) occurs across all subject disciplines

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis—*Praxis scores, candidate interviews, course syllabi, and lesson plans provide evidence that candidates demonstrate an adequate understanding of how literacy occurs across grade levels and subject disciplines (5a).*

Sources of Evidence

- Praxis scores
- Lesson plans, course syllabi
- Candidate interviews

Performance

5(b) Plans instruction addressing content area literacy according to local, state, and/or national standards.

5(c) Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

5(d) Incorporates all aspects of literacy across content areas for instructional planning.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – *Candidate lesson plans, interviews, and UDL lesson plans provide evidence that candidates demonstrate performance of content area literacy (5b), uses digital resources appropriately (5c), and incorporates literacy in English Language Arts instructional planning (5d).*

Sources of Evidence

- Candidate interviews
- Lesson plans
- UDL lesson plans

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

6(a) Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

6(b) Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

6(c) Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

6(d) Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

6(e) Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

6(f) Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

6(g) Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

6(h) Demonstrate the ability to communicate results of assessments to teachers and parents.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – *Candidate interviews, course syllabi, lesson plans, case studies, and Praxis scores provide evidence that candidates demonstrate an understanding of the purpose of assessments, use multiple forms of assessment types, and administer, interpret, and communicate the results of assessments for students, colleagues, and parents (6a-h).*

Sources of Evidence

- Candidate interviews, course syllabi
- Lesson plans, case studies
- Praxis scores

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

7(a) Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.

7(b) Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.

7(c) Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.

7(d) Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.

7(e) Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Praxis scores, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance of curriculum integration (7a), creating standards based curriculum utilizing current theory and research (7b), generating collaborative approaches and contemporary technologies (7c), and utilizing a range of different texts (7d).*

Sources of Evidence

- Praxis scores
- Candidate unit plans
- Lesson plans

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

8(a) Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.

8(b) Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

8(c) As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

8(d) Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance		X	

8.2 Analysis – *Praxis scores, numerous lesson plans, candidate interviews, course syllabi, differentiated lesson plans, and the Whitfield strategy facilitation demonstrate that candidates understand and use various instructional and in-depth strategies, and adapt materials while using a variety of grouping practices to build the skills of students who struggle to read and write.*

Sources of Evidence

- Praxis scores, lesson plans
- Candidate interviews, course syllabi
- Differentiated lesson plans
- Whitfield strategy facilitation

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

9(a) Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

9(b) Demonstrate effective use of technology for improving student learning.

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		X	

9.2 Analysis – *Journal reflections, candidate interviews, lesson plans, and literature circles provide evidence of the candidate's ability to model a positive attitude toward reading and writing (9a), while lesson plans, teaching with technology projects and rubrics show how the effective use of technology can improve student learning (9b).*

Sources of Evidence

- Journal reflections, candidate interviews
- Lesson plans, literature circles
- Teaching with technology projects and rubrics

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Performance

10(a) Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.

10(b) Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

10(c) Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *Candidate interviews, reflection journals, course syllabus, and a reading portfolio demonstrate the understanding of policies (10b) that affect literacy instruction and demonstrate the ability to hold effective conversations with others (10a). Case studies and UDL lesson plans demonstrate ways to build strong home-to-school and school-to-home literacy connections (10c).*

Sources of Evidence

- Candidate interviews, reflection journals
- Course syllabus, reading portfolio
- Case studies, UDL lesson plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	1		1	
Performance	9		9	

Recommended Action on Idaho Standards for Literacy Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

1(b) The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, candidate coursework samples, required course assignments, and candidate interviews provide sufficient evidence that candidates have the knowledge necessary to understand how students grow and develop mathematical understanding, the existence of variability among students, and how to design developmentally appropriate and challenging learning experiences.*

Sources of Evidence

- Course syllabi (EDCI 434, Math/Hist 388, Math 175)
- Candidate course work samples
- Required course assignments
- Candidate interviews

Performance

1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.

1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.

1(e) The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – *Candidate lesson plans, candidate reflections, syllabi, candidate work samples, and candidate interviews provide sufficient evidence that candidates are prepared to demonstrate their understanding of how students grow and develop mathematical understanding, the existence of variability among students, and how to design developmentally appropriate and challenging learning experiences.*

Sources of Evidence

- Candidate lesson plans
- Candidate reflections
- Syllabi
- Candidate course work samples

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.

2(b) The teacher knows how to use assessment data and appropriate interventions for students.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – *Candidate lesson plans, course syllabi, candidate reflections, student work samples, and candidate interviews provide sufficient evidence that candidates acquire knowledge of understanding individual differences and how to ensure inclusive learning environments.*

Sources of Evidence

- Candidate lesson plans
- Course syllabi
- Candidate reflections
- Student work samples
- Candidate interviews

Performance

2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – *Required course assignments, candidate reflections, lesson plan template, candidate lesson plans, and candidate interviews provide sufficient evidence that candidates demonstrate through performance their understanding of individual differences and how to ensure inclusive learning environments that enable each learner to meet high standards.*

Sources of Evidence

- Required course assignments
- Candidate reflections
- Lesson plan template
- Candidate lesson plans

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

4(b) The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and infernal) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.

4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.

4(e) The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *Program requirements, required course assignments, course syllabi, candidate course work samples, Praxis exam scores, candidate lesson plans, and candidate exam provide sufficient evidence that candidates understand central concepts, tools of inquiry, and structures of mathematics.*

Sources of Evidence

- Required course assignments
- Program requirements
- Course syllabi
- Candidate course work samples
- Praxis exam scores
- Candidate lesson plans
- Candidate exam

Performance

4(f) The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.

4(g) The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4(h) The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.

4(i) The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – *Candidate course work samples, candidate lesson plans, candidate exam, required course assignments, and candidate interviews provide sufficient evidence that candidates understand central concepts, tools of inquiry, and structures of mathematics and can use that knowledge to create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Sources of Evidence

- Candidate course work samples
- Candidate lesson plans
- Candidate exam
- Required course assignments
- Candidate interviews

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *Course syllabi, Praxis exam scores, candidate course work samples, candidate lesson plans, required course assignments, and candidate interviews provide sufficient evidence that candidates develop the knowledge to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Course syllabi
- Praxis exam scores
- Candidate course work samples
- Candidate lesson plans
- Required course assignments
- Candidate interviews

Performance

5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – *Candidate reflection on assignment, candidate assignment sample, candidate quiz, and candidate interviews provide sufficient evidence that candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Candidate reflection on assignment
- Candidate assignment sample
- Candidate quiz
- Candidate interviews

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

6(a) The teacher knows how to assess students' mathematical reasoning.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – *Syllabi, required coursework, candidate interviews, and candidate lesson plans provide evidence that candidates demonstrate an adequate understanding of knowledge necessary to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Sources of Evidence

- Syllabi
- Required coursework
- Candidate interview
- Candidate lesson plans

Performance

6(b) The teacher assesses students' mathematical reasoning.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis –*Candidate produced rubric, sample student work, candidate reflection, and candidate lesson plans provide evidence that candidates demonstrate an understanding of how to use multiple methods of assessment to engage learners in their own growth, to monitor learner*

progress, and to guide the teacher's and learner's decision making. The performance evidence would be strengthened by sharing evidence from student teaching performance.

Sources of Evidence

- Candidate produced rubric
- Sample student work
- Candidate reflection
- Candidate lesson plans

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.

7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *Course syllabi, course quiz candidate sample, candidate course work sample, and candidate lesson plans provide sufficient evidence that candidates have the knowledge to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.*

Sources of Evidence

- Course syllabi
- Course quiz candidate sample
- Candidate course work sample
- Candidate lesson plans

Performance

7(c) The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Candidate lesson plans and candidate reflections provide evidence that candidates can plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The evidence would be strengthened by having additional performance data from student teaching experience.*

Sources of Evidence

- Candidate lesson plans
- Candidate reflections

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.

8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).

8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.1 Knowledge		X	

8.1 Analysis – *Course syllabi, candidate course quiz sample, candidate course work sample, required course assignments, and candidate interviews provide evidence that candidates have the knowledge to use a variety of instructional strategies to encourage learners to develop deep*

understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Sources of Evidence

- Course syllabi
- Candidate course quiz sample
- Candidate course work sample
- Required course assignments
- Candidate interviews

Performance

8(f) The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

8(g) The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.

8(h) The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

8(i) The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).

8(j) The teacher uses student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – *Required course assignments, candidate lesson plans, candidate assignment reflection, candidate created activities, candidate course exams, candidate lesson reflection and candidate interviews provide evidence that teacher candidates are able to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Sources of Evidence

- Required course assignments
- Candidate lesson plans
- Candidate assignment reflection
- Candidate created activities
- Candidate course exams
- Candidate lesson reflection
- Candidate interviews

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	0
Performance	7	0	7	0

Areas for Consideration

- Although document evidence was adequate to demonstrate that candidates possess assessment techniques for 6-12 mathematics students, candidate interviews demonstrated that assessment techniques for mathematics had not been internalized.
- The performance evidence would be strengthened by sharing more evidence from clinical experiences that are intentionally provided and documented throughout the program (from early in the program through student teaching).
- Providing evidence for how data is used to make improvements in the program would strengthen the performance on the program review.
- During candidate interviews, candidates expressed a desire for more focus on developing teaching methods earlier in the program to give context to why the higher-level mathematics courses they are taking are relevant.

Recommended Action on Idaho Standards for Mathematics Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR PHYSICAL EDUCATION TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1(a) The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *Candidate unit plans, work samples, interviews, and observations provide evidence that candidates demonstrate performance of understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designing and implementing developmentally appropriate and challenging learning experiences.*

Sources of Evidence

- Candidate unit plans
- Candidate work samples
- Candidate interviews
- Observations

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

2(a) The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *Candidate lesson plans, curriculum development, observations, and interviews provide evidence that candidates demonstrate performance of understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Sources of Evidence

- Candidate lesson plans
- Candidate curriculum development
- Observations
- Candidate interviews

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.

3(b) The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).

3(c) The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis –*Course syllabi, candidate lesson plans, work samples, interviews, and mentor evaluations provide evidence that candidates demonstrate an adequate understanding of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Course syllabi
- Candidate lesson plans
- Candidate work samples
- Candidate interviews
- Mentor evaluations

Performance

3(d) The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).

3(e) The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3(f) The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *Observations, candidate work samples, and interviews provide evidence that candidates demonstrate performance of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Observations
- Candidate work samples
- Candidate interviews

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.

5(b) The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

5(c) The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, bio-mechanics, psychosocial aspects of physical activity).

5(d) The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g.,

aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).

5(e) The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.1 Knowledge		X	

5.1 Analysis –*Course syllabi, instructor feedback, candidate work samples, lesson plans, and curriculum rubrics provide evidence that candidates demonstrate an adequate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Course syllabi
- Instructor feedback
- Candidate work samples
- Candidate lesson plans
- Curriculum rubrics

Performance*

5(f) The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.

5(g) The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

5(h) The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).

5(i) The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.

5(j) The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.

5(k) The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis –*Candidate lesson plans, interviews, observations, and instructor feedback provide evidence that candidates demonstrate performance of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Observations
- Instructor feedback

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands appropriate assessment protocols sensitive to student needs.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis –*Course syllabi, candidate unit plans, lesson plans, and interviews provide evidence that candidates demonstrate an adequate understanding of using multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Sources of Evidence

- Course syllabi
- Candidate unit plans
- Candidate lesson plans
- Candidate interviews

Performance

6(b) The teacher demonstrates appropriate assessment protocols sensitive to student needs.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis –*Instructor feedback, candidate unit plans, lesson plans, and interviews provide evidence that candidates demonstrate performance of using multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Sources of Evidence

- Instructor feedback
- Candidate unit plans
- Candidate lesson plans
- Candidate interviews

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.

7(b) The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge		X	

7.1 Analysis –*Course syllabi, instructor feedback, candidate unit and lesson plans, and interviews provide evidence that candidates demonstrate an adequate understanding of planning instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Sources of Evidence

- Course syllabi
- Instructor feedback

- Candidate unit plans
- Candidate lesson plans
- Candidate interviews

Performance

7(c) The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/instructional strategies to maximize physical education activity and student success.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis –*Observations, instructor feedback, candidate unit and lesson plans, and interviews provide evidence that candidates demonstrate performance of planning instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Sources of Evidence

- Observations
- Instructor feedback
- Candidate unit plans
- Candidate lesson plans
- Candidate interviews

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis –*Course syllabi, candidate lesson plans, work samples, and interviews provide evidence that candidates demonstrate an adequate understanding of using a variety of*

instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Sources of Evidence

- Course syllabi
- Candidate lesson plans
- Candidate work samples
- Candidate interviews

Performance

8(b) The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis –*Candidate curriculum map, projects, lesson plans, and interviews provide evidence that candidates demonstrate performance of using a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Sources of Evidence

- Candidate curriculum maps
- Candidate projects
- Candidate lesson plans
- Candidate interviews

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis –*Course syllabi, candidate interviews, and work samples provide evidence that candidates demonstrate an adequate understanding of engaging in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Sources of Evidence

- Course syllabi
- Candidate interviews
- Candidate work samples

Performance

9(b) The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance		X	

9.2 Analysis –*Candidate work samples, interviews, and instructor feedback provide evidence that candidates demonstrate performance of engaging in ongoing professional learning and using evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapting practice to meet the needs of each learner.*

Sources of Evidence

- Candidate work samples
- Instructor feedback
- Candidate interviews

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.

10(b) The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		**X**	

10.1 Analysis –*Candidate projects, lesson plans, interviews, and instructor feedback and evaluations provide evidence that candidates demonstrate an adequate understanding of seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Sources of Evidence

- Candidate projects
- Candidate lesson plans
- Candidate interviews
- Instructor feedback
- Instructor evaluations

Performance

10(c) The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		**X**	

10.2 Analysis –*Candidate projects, interviews, mentor teacher feedback, and instructor feedback provide evidence that candidates demonstrate performance of seeking appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

Sources of Evidence

- Candidate projects
- Candidate interviews

- Mentor teacher feedback
- Instructor feedback

Standard #11: Safety - The teacher provides a safe physical education learning environment.

Knowledge

11(a) The teacher understands the inherent risks involved in physical activity.

11(b) The teacher recognizes safety considerations when planning and providing instruction.

11(c) The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

11(d) The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).

11(e) The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.

11(f) The teacher understands the appropriate steps when responding to safety situations.

11(g) The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Standard 11 Safety	***Unacceptable***	***Acceptable***	***Exemplary***
11.1 Knowledge		X	

11.1 Analysis –*Candidate lesson plans, interviews, work samples, course syllabi, and instructor feedback provide evidence that candidates demonstrate an adequate understanding of providing a safe physical education learning environment.*

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Candidate work samples
- Course syllabi
- Instructor feedback

Performance

11(h) The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.

11(i) The teacher informs students of the risks associated with physical activity.

11(j) The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.

11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.

11(l) The teacher maintains CPR and first aid certification.

Standard 11 Safety	*Unacceptable*	*Acceptable*	*Exemplary*
11.2 Performance		X	

11.2 Analysis –*Candidate lesson plans, interviews, mentor teacher feedback, and instructor evaluations provide evidence that teacher candidates demonstrate performance of providing a safe physical education learning environment.*

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Mentor teacher feedback
- Instructor evaluations

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8		8	
Performance	10		10	

Recommended Action on Idaho Standards for Physical Education Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.

1(b) The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 1. Primary evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' Both knowledge indicators are thoroughly evidenced revealing a candidate's ability to grasp disciplinary core ideas and common misconceptions in developing candidate learning.*

Sources of Evidence

- Science standards matrix document
- Multiple agenda assignments
- Syllabus for EDCI 433
- Praxis score results

Performance

1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.

1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *There is sufficient evidence of candidate performance for indicators 1 and 2. The lesson plan, assessment assignment, and research project each demonstrated how a teacher candidate deals with common misconceptions or partial understandings in scientific disciplinary*

core ideas. As well, the evidence provided was sufficient to reflect how a candidate utilizes common practices and crosscutting concepts to allow candidates to develop core scientific ideas.

Sources of Evidence

- 410 Digital Assessment
- PIRP research project
- Biodiversity lesson plan

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.

4(b) The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.

4(c) The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).

4(d) The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).

4(e) The teacher understands the processes of science (i.e., Science and Engineering Practices).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 4. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' All five (5) knowledge indicators are thoroughly evidenced revealing a candidate's ability to know central concepts, tools of inquiry, and structures of their scientific discipline. Furthermore, the evidence provided supports a candidate's knowledge in making the discipline accessible and meaningful to varied learners as they strive for mastery.*

Sources of Evidence

- Science standards matrix document
- Multiple agenda assignments
- Syllabus for EDCI 433
- Praxis score results

Performance

4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory, and field activities) that align with Idaho State Science Standards within their appropriate certification.

4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.

4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.

4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *There is sufficient evidence of candidate performance for indicators 4f through 4j. The lesson plans, assessments, and research projects each provided evidence of how a candidate implements lessons, uses diverse examples, utilizes core ideas from science. Furthermore, the evidence provided was sufficient to reflect how a candidate guides and models for candidates through inquiry-based learning.*

Sources of Evidence

- PIRP Disappearing Frogs
- Lesson plans, inquiry lesson
- Peer Inquiry Research

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.1 Knowledge		X	

5.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard Five. Evidence is provided through Praxis results, EDCI 433 course syllabus and numerous assignments from EDCI 433 titled 'agenda assignments'. The knowledge indicator is thoroughly evidenced revealing a candidate's ability apply science and engineering practices in proposing, investigating, and evaluating solutions to problems.*

Sources of Evidence

- Science standards matrix document
- Multiple agenda assignments
- Syllabus for EDCI 433
- Praxis score results

Performance

5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – *There is sufficient evidence of candidate performance for indicator 5a. The lesson plans, assessments, and research projects each provided evidence of how a candidate designs lessons, provides diverse examples, and utilizes application of science core ideas.*

Sources of Evidence

- Project inquiry
- Peer inquiry lesson
- Moth lesson

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands how to implement Science and Engineering Practices in instructional planning.

8(b) The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).

8(c) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

8(d) The teacher understands technical writing as a way to communicate science concepts and processes.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 8. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's ability to implement, research, apply mathematics and technology, and communicate Science and Engineering practices in teaching core science standards.*

Sources of Evidence

- Science standards matrix document
- EDCI 433 A3 PIRP (research assignment with technical writing)
- Syllabus for EDCI 433
- Praxis score results

Performance

8(e) The teacher implements Science and Engineering Practices in instructional planning.

8(f) The teacher uses research based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).

8(g) The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance		X	

8.2 Analysis – *There is sufficient evidence of candidate performance for indicators 8e through 8g. The lesson plans, assessments, and research projects each provided evidence of how a candidate designs lessons, provides diverse examples, and utilizes application of science core ideas. In particular, the candidates show implementation of science in their design, research application, and the ability to utilize mathematics concepts in their analysis of scientific data.*

Sources of Evidence

- Project inquiry
- Assessment assignment
- Lesson plan-Skeleton

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands the importance of keeping current on research related to how students learn science.

9(b) The teacher understands the importance of keeping current on scientific research findings.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 9. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of current research on learning science and the value of research in science that is current.*

Sources of Evidence

- Science standards matrix document
- Syllabus for EDCI 433
- Praxis score results

Performance

9(c) The teacher incorporates current research related to student learning of science into instructional design.

9(d) The teacher incorporates current scientific research findings into instructional design.

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		**X**	

9.2 Analysis – *There is sufficient evidence of candidate performance for indicators 9c through 9d. The lesson plans, assessments, and research projects each provided evidence of how a candidate incorporates research and scientific findings into instructional design.*

Sources of Evidence

- Peer inquiry lesson plan
- Peer inquire research lesson plan
- 410 Digital Assessment

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

11(a) The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

11(b) The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

11(c) The teacher understands how to ensure safe science activities appropriate for the abilities of all students.

11(d) The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

11(e) The teacher knows how to evaluate a facility for compliance with safety regulations.

11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Standard 11 Safety	*Unacceptable*	*Acceptable*	*Exemplary*
11.1 Knowledge		X	

11.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 11. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.*

Sources of Evidence

- EDCI 433 W10 agenda
- Biology, Earth/Space/Science, Chemistry and Physics Praxis scores
- EDCI 433 syllabus

Performance

11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

11(i) The teacher ensures safe science activities appropriate for the abilities of all students.

11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.

11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

Standard 11 Safety	*Unacceptable*	*Acceptable*	*Exemplary*
11.2 Performance		X	

11.2 Analysis – *There is sufficient evidence of candidate performance for indicators 11g through 11l, except for indicator 11j. The lesson plans, assessments, and research projects each provided evidence of how a candidate implements safe laboratory practices. What is not provided is evidence of candidate work in dealing with ethical decision making with respect to the treatment of all living organisms.*

Sources of Evidence

- Unit plan: Chemical Measurements
- Lesson plan: Skeleton
- Praxis scores

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.

12(b) The teacher knows a variety of strategies to develop students' laboratory and field skills.

Standard 12 Laboratory and Field Activities	***Unacceptable***	***Acceptable***	***Exemplary***
12.1 Knowledge		X	

12.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 12. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's understanding laboratory and field techniques as well strategies to continue to develop these skills.*

Sources of Evidence

- EDCI 433 W6 agenda
- Biology, Earth/Space/Science, Chemistry and Physics Praxis scores
- EDCI 433 syllabus

Performance

12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.

12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Standard 12 Laboratory and Field Activities	*Unacceptable*	*Acceptable*	*Exemplary*
12.2 Performance		X	

12.2 Analysis – *There is sufficient evidence of candidate performance for indicators 12a and 12b. The lesson plans, assessments, and research projects each provided evidence of how a candidate implements laboratory and field activities.*

Sources of Evidence

- Peer inquiry lesson plan
- Peer inquire research lesson plan
- Unit plan: Chemical Measurements

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7		7	
Performance	7		7	

Areas for Consideration

- All core content knowledge appears to be covered in one class, EDCI 433. The same candidate examples were used across each standard for each indicator. Knowledge evidence could be further strengthened by submitting examples of candidate work that that draw from a variety of courses within the education program and show growth in each standard.

Recommended Action on Idaho Foundation Standards for Science Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.

4(b) The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

4(c) The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.

4(d) The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Sufficient evidence is provided that candidates meet Standard 4. Evidence is provided through coursework in BIOL 114, 115,213, and 421. Evidence includes exams, syllabi, laboratory assignments, and a knowledge map. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of central concepts and tools of inquiry to ensure that learners are able to master the content.*

Sources of Evidence

- *Syllabi for BIOL 114, 115, 213, 421*
- Exams in BIOL 114, 115, 213, 421
- Unit assignments, BIOL 113

Performance

4(e) The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.

4(f) The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

4(g) The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.

4(h) The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *There is sufficient evidence of candidate performance for indicators 4e through 4h. The candidates prepared lesson plans that engage learners in biological theory, structure, and function; the interdependent relationships in ecosystems; and heredity and biological adaptation.*

Sources of Evidence

- PIRP project inquiry lesson
- PIRP lesson plan for peer project
- PIRP project lesson plan reflection research report
- PIRP peer inquiry research project

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Consideration

- The evidence provided covered all indicators necessary. Knowledge evidence could be further strengthened by showing candidate growth within the standard and amongst the indicator evidence.

Recommended Action on Idaho Standards for Biology Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.

4(b) The teacher understands fundamental structures of atoms and molecules.

4(c) The teacher understands basic principles of ionic, covalent, and metallic bonding.

4(d) The teacher understands periodicity of physical and chemical properties of elements.

4(e) The teacher understands laws of conservation of matter and energy.

4(f) The teacher understands fundamentals of chemical kinetics, equilibrium, and thermodynamics.

4(g) The teacher understands kinetic molecular theory and gas laws.

4(h) The teacher understands mole concept, stoichiometry, and laws of composition.

4(i) The teacher understands solutions and colligative properties.

4(j) The teacher understands acids/base chemistry.

4(k) The teacher understands fundamental oxidation-reduction chemistry.

4(l) The teacher understands fundamental organic chemistry and biochemistry.

4(m) The teacher understands applications of chemistry in personal and community health and environmental quality.

4(n) The teacher understands fundamentals of nuclear chemistry.

4(o) The teacher understands the importance of accuracy and precision in measurements.

4(p) The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

4(q) The teacher understands the different types of chemical reactions.

4(r) The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Sufficient evidence is provided that candidates meet Standard 4. Evidence is provided through coursework in CHEM 111, 112, 277, 278, 372 and others. Evidence includes exams, syllabi, assignments, handouts, and problem sets. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of central concepts and tools of inquiry to ensure learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Sources of Evidence

- Syllabi from multiple courses ranging from CHEM 111 to CHEM 372.
- Chemistry course exams
- Chemistry problem sets
- Chemistry unit plans

Performance

4(s) The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.

4(t) The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.

4(u) The teacher applies the basic principles of ionic, covalent, and metallic bonding.

4(v) The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).

4(w) The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).

4(x) The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.

4(y) The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.

4(z) The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).

4(aa) The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).

4(bb) The teacher applies the concepts of acids/base chemistry to predict properties and reactions.

4(cc) The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.

4(dd) The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.

4(ee) The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.

4(ff) The teacher can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

4(gg) The teacher applies accuracy and precision to their measurements and calculations.

4(hh) The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

4(ii) The teacher categorizes and identifies a variety of chemical reaction types.

4(jj) The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *The EPP provided sufficient evidence for all indicators to demonstrate candidate performance. The evidence was provided through several means. Evidence for 10 of the indicators (indicators 4s-4aa, and 4gg) were provided in SharePoint. A unit plan, unit portfolio, assessment assignment, lesson plans, and digital assignment tasks provided a breadth of performance evidence for these 10 indicators. Evidence for the other eight (8) indicators (indicators 4bb-4ff and 4hh-4jj) was not available in SharePoint, but the review team was able to find sufficient evidence for them in candidate interviews.*

Sources of Evidence

- Candidate interviews
- Unit plan portfolio: You are living

- Unit plan: Chemical Measurements
- 410 Digital Assessment assignment
- Digital Assessment task
- Gas Laws worksheet

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Consideration

- The performance indicators for Standard 4 are limited to a few specific examples. This limited performance evidence could be strengthened by showing candidate work that exemplifies candidate growth in the program over time and reveals how candidate lesson planning is improving or become more dynamic throughout time in the program. Given that chemistry has 18 indicators for performance, it would be helpful to have some candidate work that addresses a majority of indicators.

Recommended Action on Idaho Standards for Chemistry Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

4(b) The teacher understands major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

4(c) The teacher understands the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Sufficient evidence is provided to show that candidates demonstrate an adequate understanding of Standard 4. Evidence includes syllabi, exams, assignments, journal entries, presentations, and candidate lesson plans in GEOL 102, 111, 212, 313, and 345. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of the fundamental principles of Earth's place in the universe and Earth's systems, including the relationship of humans with its systems.*

Sources of Evidence

- Syllabi in GEOL 102, 111, 212, 313, and 345
- Assignments in GEOL 102, 111, and 345

- Exams in GEOL 111 and 345
- Written reports in GEOL 102, 111, 212, and 345
- Journal entries in GEOL 102

Performance

4(d) The teacher develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

4(e) The teacher develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

4(f) The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *Sufficient evidence in the form of Peer Inquiry Research Projects is provided to show that candidates demonstrate adequate performance in all three (3) indicators in Standard 4. The performance indicators are sufficiently evidenced to show that a candidate's knowledge of the fundamental principles of Earth's place in the universe and its systems ensure learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Sources of Evidence

- PIRP Impacts of Dams
- PIRP Renewable/Nonrenewable Energy
- PIRP Seasonal Weather Patterns
- PIRP Weather and Student Focus
- PIRP Biodiversity Research

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Recommended Action on Idaho Standards for Earth and Space Science Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

4(b) The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

4(c) The teacher knows how to apply appropriate mathematical and problem-solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Sufficient evidence is provided to show that candidates demonstrate an adequate understanding of Standard 4. Evidence includes syllabi, exams, assignments, and candidate lesson plans in PHYS 103, 211, 212, 213, and 305. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of the fundamental principles of physics and the application of mathematics in the discipline.*

Sources of Evidence

- Syllabi from PHYS 212 and 213
- Exams from PHYS 103, 211, 212, 213, and 305

- Assignments from PHYS 211, 212, and 213
- Activities from PHYS 211
- Candidate lesson plans from EDCI 404

Performance

4(d) The teacher develops and applies conceptual models to describe the natural world.

4(e) The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

4(f) The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Sufficient evidence demonstrates candidate performance in the three (3) indicators for Standard 4. Evidence includes lesson plans, completer interviews, and initial program field monitor interviews. The performance indicators show that a candidate's knowledge of physics principles and the application of mathematics to physics problems assure mastery of the content and ensure learning experiences that make physics accessible and meaningful for learners.*

Sources of Evidence

- Lesson from EDCI 404
- PIRP Biodiversity research
- Completer interview
- Initial program field monitor interview

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Recommended Action on Idaho Standards for Physics Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands the influences that contribute to intellectual, social, and personal development.

1(b) The teacher understands the impact of learner environment on student learning.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *The EPP provides sufficient evidence that candidates understand the influences and impacts on student learning through their course EDCI 432. Rubrics show candidates are graded on their knowledge to support students with different needs, and lesson plans that demonstrate the candidates have thought about the challenges to different students' needs (1b).*

Sources of Evidence

- Lesson Plans (1, 2, & 3)- demonstrate the teacher has thought about challenges to different student needs.
- Course syllabus EDCI 432- design and implement lessons that are developmentally appropriate for a diverse group of learners.
- History Lesson Plan Rubric (4 & 5)- support for students with different needs & knowledge of students' prior learning experiences

Performance

1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *Candidates demonstrate proficiency of this standard through lesson plans on civic life, politics, and government. Candidate interviews show knowledge of incorporating this into the classroom with mock elections, town halls, etc. (1c).*

Sources of Evidence

- Several Lesson Plans- Election Process, Political Process & Third Parties, Three Branches of Government.
- Candidate Interviews

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).

4(b) The teacher understands how and why various governments and societies have changed over time.

4(c) The teacher understands how and why independent and interdependent systems of trade and production develop.

4(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.

4(e) The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.

4(f) The teacher understands how geography affects relationships between people, and environments over time.

4(g) The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *The EPP demonstrates a broad knowledge base for social studies through their Social Studies Endorsement requirements. Candidates have shown they have also met this indicator with their success on the Praxis II exams in general social studies, economics and history. Candidates have also shown their knowledge through lesson plans on cultures, economics and other civilizations (4d) while using social studies concepts such as, primary and secondary sources (4g).*

Sources of Evidence

- Social Studies endorsement requirements
- Praxis II Scores- General Social Studies, Economics & History
- Several lesson plans

Performance

4(h) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

4(i) The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – *EDCI-432 shows that candidates are taught Historical Inquiry Approach, while the lesson plans provided demonstrate candidates have understood and can performed these methods (4i).*

Sources of Evidence

- TPA lesson plan Phillips 2-research Mesopotamia
- PoliSci lesson plan 4-local election research
- EDCI 432- lesson plan 1-What is culture

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.

5(b) The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.1 Knowledge		X	

5.1 Analysis – *The EPP provides several courses to teach candidates knowledge on current events and historical knowledge through the Social Studies endorsement requirements. The candidates demonstrate this knowledge in the lesson plans on the EU, NATO (current) and historic cultural perspectives (5a). They also demonstrate this knowledge by using and analyzing primary and secondary sources (5b). Candidates have provided excellent examples on modern and historic voting and elections, plus image and document analysis.*

Sources of Evidence

- Lesson Plans-EU, NATO
- History lesson plan 15-uses images, and primary sources
- UITPA 401-recorded lesson #2
- Social Studies endorsement requirements

Performance

5(c) The teacher demonstrates and applies chronological historical thinking.

5(d) The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.

5(e) The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – *Candidates' lesson plans demonstrate their application on historical thinking, and current topics such as cultural pluralism (5d). Lesson plans show great use of interpreting primary and secondary sources with the use of maps and images (5e).*

Sources of Evidence

- PoliSci lesson plan 4-learning about elections and voting helps students understand cultural pluralism.
- History lesson plan 14-read secondary sources and draw map
- History lesson plan 15-uses images, and primary sources

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *The EPP provides candidates with strategies for reading, speaking, listening, and writing in the social studies context with the EDCI-463 Literacy Methods course. In this course they use the UDL-Universal Design for Learning Template to facilitate candidate use of these strategies. The candidates demonstrate their knowledge of these strategies in the creation of their lesson plans with examples of reading, writing, and speaking (debate).*

Sources of Evidence

- Course syllabus-EDCI 463 Literacy Methods
- History lesson plan 1-Women's Suffrage reading primary sources and debate
- UDL-Universal Design for Learning template and lesson plans

Performance

8(b) The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – *Through several lesson plan examples the candidates show their ability to foster reading, speaking, listening, and writing in the social studies content. Several strategies and types*

of resources were used. Candidate reflection shows that students needed more discussion (speaking and listening) and made the adjustment to meet student needs in later classes.

Sources of Evidence

- PoliSci lesson plan 3-reading and speaking
- SS MS reflection-students needed to work together to discuss ideas
- History lesson plan 1-Women's Suffrage reading primary sources and debate

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4		4	
Performance	4		4	

Recommended Action on Idaho Foundation Standards for Social Studies Teachers

☒ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR ECONOMICS TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).

4(b) The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.

4(c) The teacher understands the functions and characteristics of money.

4(d) The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

4(e) The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).

4(f) The teacher understands how economic institutions shaped history and influence current economic practices.

4(g) The teacher understands the principles of sound personal finance and personal investment.

4(h) The teacher understands fiscal and monetary policy.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *The EPP provided sufficient evidence to support the indicators (4a-4h) for this standard through Economics specific course endorsement requirements and that those are being met through the several course syllabi. Candidates demonstrate knowledge through successful completion of the Praxis II exam.*

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Course syllabi-shows specific requirements to meet those goals
- Praxis II scores

Performance

4(i) The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.

4(j) The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.

4(k) The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.

4(l) The teacher illustrates how economic indicators influence historic and current policy.

4(m) The teacher provides examples of the principles of business organizations and entrepreneurship.

4(n) The teacher fosters understanding of the important role of economic systems on economic growth.

4(o) The teacher develops learner understanding of economic issues through application of cost/benefit analyses.

4(p) The teacher conveys the importance and implications of the global marketplace.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Candidates demonstrate their performance of the indicators for this standard through their lesson plans. Candidate work such as Philosophy of Teaching Business essay shows understanding of many of these indicators (4i, 4j, 4m).*

Sources of Evidence

- Lesson plans-pros/cons of credit
- Philosophy of Teaching Business-candidate essay
- Econ mid-global economy, government policies

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Recommended Action on Idaho Standards for Economics Teachers

☒ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR GEOGRAPHY TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.

4(b) The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence to support indicators 4a & 4b for this standard through Geography specific course endorsement requirements and that those are being met through the several course syllabi. Candidates demonstrate their knowledge by incorporating the 5 themes of Geography into the lesson plans (4a).*

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Several course syllabi-shows specific requirements to meet those goals
- Several lesson plans-EDCI 432 lesson plan 1, lesson plan 2

Performance

4(c) The teacher uses past and present events to interpret political, physical, and cultural patterns.

4(d) The teacher connects the earth's dynamic physical systems to its impact on humans.

4(e) The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4(f) The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.

4(g) The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *Candidates demonstrate proficiency of this standard through lesson plans that show understanding of cultural patterns (4c) and geographic resources (4f). Candidate interviews reenforced this with use of maps, GIS, and Google Earth. Candidates have performed successfully on the Praxis II exam, Social Studies-Geography subcategory.*

Sources of Evidence

- Several lesson plans-EDCI 432 lesson plan 1, lesson plan 2, lesson plan 3
- Praxis II-Social Studies-Geography subcategory
- UITPA 401-recorded lesson #1
- Candidate interviews

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Recommended Action on Idaho Standards for Geography Teachers

☒ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the relationships between civic life, politics, and government.

4(b) The teacher understands the political spectrum and factors that affect individual political views and behavior.

4(c) The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.

4(d) The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.

4(e) The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).

4(f) The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.

4(g) The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).

4(h) The teacher understands different forms of government found throughout the world.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence to support indicators 4a-4h for this standard through Government/Political Science specific course endorsement requirements and that those are being met through the several course syllabi. POLS 449 provides four (4) specific writing assignments that meet this indicator. The IKEEP program supports the understanding of tribal governments (4d) and their shared powers with the U.S.*

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Several course syllabi-shows specific requirements to meet those goals
- Specific course assignments-POLS 449 Written Assignments
- IKEEP inclusion

Performance

4(i) The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.

4(j) The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.

4(k) The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.

4(l) The teacher integrates global perspectives and current events into the study of civics and government.

4(m) The teacher engages learners in civil discourse and promotes its use in a democratic society.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – *Lesson plans provided by candidates demonstrate their performance to understand current and historical aspects of the U.S. political system and government (4j). This is reinforced from candidate interviews about course work in Geopolitics and American policy (4k & 4l).*

Sources of Evidence

- Several lesson plans-PoliSci lesson 1, 2, 3, 4
- History TPA lesson plans-1, 2, 3
- Candidate interviews

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Consideration

- Candidates stated they do not practice "civil discourse" in their course work. This could model for them identifier 4(m) "The teacher engages learners in civil discourse and promotes its use in a democratic society" to be able to later use it in their classroom.

Recommended Action on Idaho Standards for American Government/Political Science Teachers

☒ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR HISTORY TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).

4(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.

4(c) The teacher understands how international and domestic relations impacted the development of the United States of America.

4(d) The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.

4(e) The teacher understands the political, social, cultural, and economic development of the United States of America.

4(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.

4(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

4(h) The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence to support indicators 4a-4h for this standard through History specific course endorsement requirements and that those are being met through the several course syllabi. Candidates demonstrate knowledge through successful completion of the Praxis II exam.*

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Several course syllabi-shows specific requirements to meet those goals
- Praxis scores

Performance

4(i) The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.

4(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

4(k) The teacher facilitates student inquiry regarding international relationships.

4(l) The teacher relates the role of compromises and conflicts to continuity and change across time.

4(m) The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.

4(n) The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Candidates' course work demonstrates their ability to use chronological and thematic concepts (4i). This is reenforced with several lesson plans that show the use of primary and secondary sources (4n) in examining historical issues such as gender and national origin (4j). Candidate interviews discussed how they can use primary sources to incorporate underrepresented groups into the teaching of History. History 290 the Historian's Craft develops candidates' ability to teach research and analysis of historical events (4m).*

Sources of Evidence

- Course work-Hist 112 Book Critique
- Several lesson plans-History Lessons 1-13
- Candidate interviews

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Recommended Action on Idaho Standards for History Teachers

☒ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR TEACHER LIBRARIANS

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher librarian is an effective teacher with knowledge of learners and learning.

1(b) The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

1(c) The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates demonstrate an adequate understanding of how learners grow and develop, while recognizing cognitive, linguistic, social, emotional, and physical differences.*

Sources of Evidence

- Syllabi
- Course assignments
- Course lecture notes
- Candidate coursework

Performance

1(d) The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

1(e) The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.

1(f) The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.

1(g) The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, projects, and assessments, provide evidence that candidates can demonstrate performance of lessons and practices that support learner growth and development, recognizing cognitive, linguistic, social, emotional, and physical differences, and can implement appropriate and challenging learning experiences.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher librarian is aware of and respects the diverse cultures within the entire learning community.

2(b) The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.

2(c) The teacher librarian recognizes the importance of culturally significant learning experiences.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the importance of inclusive learning environments that acknowledge individual differences, diverse cultures and communities, and enable each learner to meet high standards.*

Sources of Evidence

- Syllabi
- Course assignments

- Course lecture notes
- Course lesson plans

Performance

2(d) The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.

2(e) The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *Candidate and Completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can demonstrate the importance of inclusive learning environments that acknowledge individual differences, diverse cultures and communities, and enable each learner to meet high standards.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments
- Final projects

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.

3(b) The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the importance of working with others to create learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Syllabi
- Course lesson plans
- Candidate coursework
- Candidate resource lists

Performance

3(c) The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.

3(d) The teacher librarian supports flexible, open access for library services.

3(e) The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

3(f) The teacher librarian facilitates access to information in a variety of formats.

3(g) The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.

3(h) The teacher librarian provides a respectful, positive, and safe climate.

3(i) The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.

3(j) The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance	X		

3.2 Analysis –*Sufficient evidence was not provided to show that teacher candidates can demonstrate the importance of working with others to create learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Candidate and completer interviews provided some information not found in the artifacts, and some supporting evidence was found in the documentation for other standards. However, evidence was limited or missing for indicators (d), (e), (f), (h), and (j).*

Sources of Evidence

- Candidate and completer interviews
- Candidate reflections and responses

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

4(b) The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

4(c) The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.

4(d) The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.

4(e) The teacher librarian understands the process of information retrieval and resource sharing.

4(f) The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

4(g) The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.

4(h) The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the central concepts, tools of inquiry, and structures of information literacy and library use, and creates learning experiences that make the school library accessible and meaningful for learners to assure mastery across content areas. The lesson plans and lecture notes provided as evidence in this standard are particularly strong and were instrumental in ensuring that this standard earned an acceptable rating.*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

4(i) The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.

4(j) The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

4(k) The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4(l) The teacher librarian catalogs and classifies library materials using professional library standards.

4(m) The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.

4(n) The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

4(o) The teacher librarian administers and trains staff to ensure an effective school library program.

4(p) The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.

4(q) The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.

4(r) The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *Candidate interviews, work samples, and reflections provide minimal but acceptable evidence that candidates can successfully implement the central concepts, tools of*

inquiry, and structures of information literacy and library use, and can create learning experiences that make the school library accessible and meaningful for learners to assure mastery across content areas.

Sources of Evidence

- Candidate interviews
- Candidate resource lists
- Candidate reflections

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

5(b) The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge	X		

5.1 Analysis – *There was not sufficient evidence to demonstrate that candidates understand how to connect concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. With only two artifacts provided in this standard, artifacts from other standards and candidate/completer interviews provided additional necessary evidence for indicator 5(a). No appropriate evidence for 5(b) was provided or found elsewhere.*

Sources of Evidence

- Course lesson plan

Performance

5(c) The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

5(d) The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.

5(e) The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

5(f) The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.

5(g) The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can connect concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments
- Candidate and completer interviews

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher librarian understands many methods of assessing the library program.

6(b) The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making.*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans

- Course readings and assignments

Performance

6(c) The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.

6(d) The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.

6(e) The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		**X**	

6.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can successfully perform multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments
- Candidate and completer interviews

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.

7(b) The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.

7(c) The teacher librarian acknowledges the importance of participating in curriculum development.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge		X	

7.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand how to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

7(d) The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.

7(e) The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

7(f) The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.

7(g) The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.

7(h) The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.

7(i) The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.

7(j) The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can successfully plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.

8(b) The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

8(c) The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

8(d) The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.

8(e) The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.

8(f) The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.

8(g) The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.

8(h) The teacher librarian employs strategies to integrate multiple literacies with content curriculum.

8(i) The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.

8(j) The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.

8(k) The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		**X**	

8.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that teacher candidates can successfully use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

9(b) The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.

9(c) The teacher librarian understands confidentiality issues related to library records.

9(d) The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.1 Knowledge		**X**	

9.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the importance of engaging in ongoing professional learning and using evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals and the community).*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

9(e) The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.

9(f) The teacher librarian educates the school community on the ethical use of information and ideas.

9(g) The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.

9(h) The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

9(i) The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance		X	

9.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates successfully engage in ongoing professional learning; use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others; and adapt his/her practice to meet the needs of each learner.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher librarian understands various communication and public relations strategies.

10(b) The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

10(c) The teacher librarian recognizes the value of sharing expertise with others in the field.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the need to seek appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.*

Sources of Evidence

- Syllabi
- Lecture notes

- Course lesson plans
- Course readings and assignments

Performance

10(d) The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.

10(e) The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.

10(f) The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.

10(g) The teacher librarian advocates for the school library program and the library profession.

10(h) The teacher librarian participates in decision-making groups to continually improve library services.

10(i) The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

10(j) The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

10(k) The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

10(l) The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.

10(m) The teacher librarian advocates for school library and information programs, resources, and services.

10(n) The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates seek appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	1	9	
Performance	10	1	9	

Areas for Improvement

- Several Standards addressed library materials in "a variety of formats." Based on the evidence provided and candidate/completer interviews, this was limited to: online databases, or websites found through search engines. Evidence could be strengthened by including a wider variety of materials: graphic novels, informational texts, e-books, audio books, podcasts, and so on.
- Digital tools and emerging technology were mentioned across several standards, and evidence indicates that this is interpreted to mean databases, social media, or library management software. Candidate/completer interviews, coupled with the evidence provided, suggest that more information about and practice with online and digital presentation and collaboration tools, especially for use with students, could be included in the program (e.g., Jamboard, Slido, Padlet, Canva, Flipgrid).
- Evidence provided in Standard 3.2 and elsewhere suggests that the program could be strengthened by an increased focus on a student-centered school library, for example, "creating a positive, safe, supportive, inviting environment; managing traffic flow throughout the school day (full classes as well as drop-in traffic) in a way that fosters positive relationships while still supporting school policies; analyzing and addressing access for those with physical, emotional, or intellectual barriers; offering flexible scheduling and broad, open access to the library."

Recommended Action on Idaho Standards for Teacher Librarians

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates demonstrate an adequate understanding of the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students. The candidate interview provided evidence from the music department.*

Sources of Evidence

- ED 436 lesson portfolio
- EDCI 325 lesson plan
- Interview with candidates
- MUST 383 syllabus

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the history and foundation of arts education.

4(b) The teacher understands the processes and content of the arts discipline being taught.

4(c) The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.

4(d) The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.

4(e) The teacher understands that the arts communicate, challenge, and influence culture and society.

4(f) The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.

4(g) The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

4(h) The teacher understands connections between art curriculum and vocational opportunities.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates demonstrate an adequate understanding* of *central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content while creating environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- EDCI 436 digital teaching portfolios
- 9-week unit plan
- MUST 383 group project
- MUST syllabus for 383 and 386

Performance

4(i) The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

***4.2* Analysis --** *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates instruct, demonstrate, and model technical and expressive proficiency in the particular arts discipline being taught.*

Sources of Evidence

- Multiple art syllabi: 110, 121, 205, 436
- EDCI 325 lesson plan
- Idaho Teacher Candidate Evaluation
- MUST 445 lesson plan

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the relationships between the arts and how the arts are vital to all content areas.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis -- *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- EDCI 325 lesson plan
- 436 digital portfolio and rubric
- MUST syllabus 383
- MUST group project 383

Performance

5(b) The teacher engages students in identifying relationships between the arts and other content areas.

5(c) The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis-- *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates engage students in identifying relationships between the arts and other content areas and making observations, interpretations, and judgments about their own artworks and the works of other artists.*

Sources of Evidence

- MUST 445 lesson plan
- Etching video of lesson
- Teacher candidate interview

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands assessment strategies specific to creating, performing, and responding.

6(b) The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, as well as student knowledge and performance.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis -- *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates understand assessment strategies specific to creating, performing, and responding. The candidate interview provided evidence from the music department.*

Sources of Evidence

- Teacher candidate interviews
- EDCI 325 lesson
- Multiple EDCI 436 portfolios

Performance

6(c) The teacher assesses student work specific to creating, performing, and responding.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates understand assessment strategies specific to creating, performing, and responding. The candidate interview provided evidence from the music department.*

Sources of Evidence

- Teacher candidate interview
- Digital teaching portfolios
- Rubrics

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates plan for the arts by including acquisition and management of materials, technology, equipment, and use of physical space.*

Sources of Evidence

- Praxis scores
- Dry point etching lesson
- MUST 383 syllabus
- MUST lesson plan template
- Teacher candidate interviews

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands regulations regarding copyright laws.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis — *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Sources of Evidence

- Teacher candidate interviews
- Art Praxis scores
- MUST 385 syllabus

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

10(b) The teacher understands the unique relationships between the arts and their audiences.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates understand appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners, and the unique relationships between the arts and their audiences.*

Sources of Evidence

- Donor's Choice assignment
- Art syllabus 110
- Multiple syllabi from MUST

Performance

10(a) The teacher promotes the arts for the enhancement of the school, the community, and society.

10(b) The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates promote the arts for the enhancement of the school, the community and society and creates art exhibits and performances that are appropriate for different audiences.*

Sources of Evidence

- ART syllabus 110
- Reflection on art class
- MUST syllabi 465 and 466

Standard 11: Safety and Management - The teacher creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.

Knowledge

11(a) The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.

11(b) The teacher understands the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

Standard 11 Safety and Management	***Unacceptable***	***Acceptable***	***Exemplary***
11.1 Knowledge		X	

11.1 Analysis – *Syllabi, teacher candidate interviews, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates know the procedures for safely handling, operating, storing, and maintaining the tools and equipment*

appropriate to his or her arts discipline and understand the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

Sources of Evidence

- Teacher candidate interview
- Art lesson plans
- Multiple MUST syllabi

Performance

11(a) The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.

11(b) The teacher manages the simultaneous activities that take place daily in the arts classroom.

Standard 11 Safety and Management	***Unacceptable***	***Acceptable***	***Exemplary***
11.2 Performance		X	

11.2 Analysis – *Syllabi, teacher candidate interviews, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.*

Sources of Evidence

- Teacher candidate interview
- MUST syllabi 385 and 386
- Etching lesson video

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8		8	
Performance	5		5	

Areas for Consideration

- While there are no areas of improvement at the program level, there are areas in Standards 5 and 9 that would benefit from additional evidence.

Recommended Action on Idaho Foundation Standards for Visual and Performing Arts Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR MUSIC TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

4(a) The teacher is able to prepare students for musical performance, including:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Reading and notating music

4(b) The teacher is able to teach students how to create music, including:

- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.

4(c) The teacher is able to prepare students to respond to musical works, including the following:

- Listening to, analyzing, and describing music.
- Evaluating music and music performances.

4(d) The teacher is able to prepare students to make musical connections, including:

- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

***4.2* Analysis –** *A review of the candidate interviews, audio recordings, work samples, and lesson plans provide evidence that candidates demonstrate understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences while addressing cultural differences and allowing for individual and group collaboration.*

Sources of Evidence

- Candidate interview
- Audio recordings
- MUS 445 lesson plans

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

5(a) The teacher is able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis –*A review of the candidate interviews, audio recordings, work samples, and lesson plans provide evidence that candidates are able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.*

Sources of Evidence

- Candidate interviews
- Audio recordings
- MUS 445 lesson plans

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge				
Performance	2		2	

Areas for Consideration

- While there are no areas of improvement at the program level, there are areas in Standards 4 regarding connections to history and culture, responding to musical works, and varied repertoire of music that would benefit from additional evidence.

Recommended Action on Idaho Standards for Music Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands a variety of media, styles, and techniques in multiple art forms.

4(b) The teacher has knowledge of individual artists' styles and understands the historical and contemporary movements and cultural contexts of those works.

4(c) The teacher understands the elements and principles of art and how they relate to art making and art criticism.

4(d) The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection).

4(e) The teacher understands the value of visual arts as they relate to everyday experiences.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Syllabi provide evidence that candidates demonstrate an adequate understanding of various media styles and techniques in multiple art forms, individual artist's styles and movements, elements and principles of art and art criticism, the creative process, and the value of visual arts.*

Sources of Evidence

- Art 100 syllabus: World Art and Culture
- Art 110 syllabus: Integrated Art

- Drawing 1 syllabus

Performance

4(f) The teacher applies a variety of media, styles, and techniques in multiple art forms.

4(g) The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.

4(h) The teacher applies the elements and principles of art and how they relate to art making and art criticism.

4(i) The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).

4(j) The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Syllabi, work samples, and lesson plans provide evidence that candidates can apply a variety of media, styles, and techniques in multiple art forms; instruct individual artist styles and understand historical and contemporary movements and cultural contexts of those works; apply the elements and principles of art and how they relate to art making and art criticism; and demonstrate how to use the creative process (brainstorm, research, rough sketch, final product).*

Sources of Evidence

- Printmaking lesson plans
- Art 100 syllabus: World Art and Culture
- Art syllabus 303: Contemporary Art and Theory

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Recommended Action on Idaho Standards for Visual Arts Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1(a) The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

1(b) The teacher knows the target culture(s) in which the language is used.

1(c) The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

1(d) The teacher knows the history, arts, and literature of the target culture(s).

1(e) The teacher knows the current social, political, and economic realities of the countries related to the target language.

1(f) The teacher understands how the U.S. culture perceives the target language and culture(s).

1(g) The teacher understands how the U.S. is perceived by the target language culture(s).

1(h) The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *The EPP provides sufficient evidence to demonstrate that the program is designed to meet Standard 1.1. Spanish and French language syllabi, including course and program requirement descriptors, candidate content language praxis scores, and course assignments including samples of content language midterms, provide evidence that candidates demonstrate an adequate understanding of 1a, 1b, 1c, 1d, 1e, 1f, 1g, and 1h.*

Sources of Evidence

- Spanish and French language requirements/catalogue descriptors
- Language content Praxis
- Language course content performance

Performance

1(i) The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

1(j) The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

1(k) The teacher promotes the value and benefits of world language learning to students, educators, and the community.

1(l) The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

1(m) The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

1(n) The teacher systematically incorporates culture into instruction.

1(o) The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.

1(p) The teacher encourages students to understand that culture and language are intrinsically tied.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *The EPP provides sufficient evidence to demonstrate that the program is designed to meet Standard 1.2. Course syllabi for language, diversity, and methods; language syllabi; candidate lesson plans; candidate performance; and interviews conducted with the EPP diversity faculty and program candidates provide evidence that t candidates demonstrate an adequate performance of Standard 1. Interviews and evidence confirmed that the program offered "inclusive and culturally responsive pedagogy that built on the foundations addressing content areas." Multiple evidence sources support that candidates demonstrate an adequate performance of standard 1.2, specific performance indicators for 1a, 1b, 1c, 1d, 1e, 1f, 1g, and 1h. 1i, 1j, 1k, 1l, 1m, 1n, 1o, and 1p.*

Sources of Evidence

- Praxis for Spanish and French: language competency performance exam scores
- EPP interview; candidate interview
- Candidate lesson plans
- Course syllabi

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

2(a) The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2(b) The teacher understands that cultural knowledge is essential for the development of second language acquisition.

2(c) The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

2(d) The teacher knows the methodologies and theories specific to second language acquisition.

2(e) The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Standard 2 Knowledge of Human Development and Learning	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *The EPP provided sufficient evidence to meet Standard 2.1. Course syllabi, including required coursework, Spanish and French Praxis scores, and interviews with candidates are the primary sources of evidence for indicators 2a, 2b, 2c, 2d, and 2e. The evidence shows that candidates demonstrate an adequate understanding.*

Sources of Evidence

- Course syllabi: 437 and 447; course assignments and lesson plans
- Content competency: Praxis
- Interview with candidates

Performance

2(f) The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2(g) The teacher integrates cultural knowledge into language instruction.

2(h) The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

2(i) The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.

2(j) The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

Standard 2 Knowledge of Human Development and Learning	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – *The EPP provided sufficient evidence to meet Standard 2.2. Lesson plans generated in the methods course and taught in the practicum, chapter reflections associated with the methods course, interviews with the Language teacher candidates are the primary sources of evidence for indicators 2f, 2g, 2h, 2i, and 2j. The evidence sources support that teacher candidates demonstrate performance of standard 2.2.*

Sources of Evidence

- Lesson plans
- Candidate interviews
- Chapter Reflections (CERs)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

3(a) The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

3(b) The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Standard 3 Modifying Instruction for Individual Needs	*Unacceptable*	*Acceptable*	*Exemplary*
3.1 Knowledge		X	

3.1 Analysis – *The EPP provides sufficient evidence for indicators for 3a and 3b that demonstrate the program is designed to meet Standard 3.1. Evidence includes interviews with the EPP diversity faculty, candidate interviews, and the methods syllabus. During the interview with the EPP diversity faculty, specific attention was brought to the Diversity Dialogue, a webinar that the faculty designed that was available to all UI students; this particular resource was referenced by all language teacher candidates as being purposeful. The aforementioned evidence sources support that candidates demonstrate an adequate understanding of 3.1.*

Sources of Evidence

- EPP interview: diversity dialogue, webinar, partnerships
- Candidate interview
- Secondary Methods syllabus

Performance

3(c) The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

3(d) The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

Standard 3 Modifying Instruction for Individual Needs	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 3.2. Candidate interviews, practicum and practicum reflections, and lesson plans for Spanish and French provide evidence that candidates demonstrate performance of 3c and 3d.*

Sources of Evidence

- Lesson plans evidenced from Spanish and French
- Practicum 447
- Candidate interview

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

4(a) The teacher understands that world languages methodologies continue to change in response to emerging research.

4(b) The teacher understands instructional practices that balance content-focused and form-focused learning.

4(c) The teacher knows instructional strategies that foster higher-level thinking skills such as critical- thinking and problem solving.

Standard 4 Multiple Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

***4.1 Analysis –**: The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 4.1. Course syllabi for the methods, required coursework including chapter reflections, and candidate lesson plans provide evidence that candidates demonstrate an adequate understanding of 4a, 4b, and 4c. The methods syllabus outlines a set of topics that includes instructional strategies to develop students' critical thinking, problem solving, and performance skills in teaching foreign language. The assigned chapter reflections support thought and understanding regarding teaching foreign language specific instructional strategies.*

Sources of Evidence

- Lesson plans
- Chapter reflections from methods course
- Methods course syllabus

Performance

4(d) The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.

4(e) The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

4(f) The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 4 Multiple Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

***4.2 Analysis –** The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 4.2. Candidate interviews, chapter reflections, practicum reflection, and lesson plans provide evidence that candidates demonstrate performance of indicators 4d, 4e, and 4f.*

Sources of Evidence

- Lesson plans
- Chapter reflections

- Practicum reflections
- Candidate interviews

Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.

Knowledge

5(a) The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

5(b) The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Standard 5 Classroom Motivation and Management Skills	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 5.1. Course syllabi, required coursework including the chapter reflections for the methods course, and the culturally inclusive classroom management plan provide evidence that candidates demonstrate an adequate understanding of indicators 5a and 5b.*

Sources of Evidence

- Culturally inclusive classroom management plan from EDCI 302
- Syllabi: Methods and Teaching in a Diverse Society
- Chapter reflections

Performance

5(c) The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

Standard 5 Classroom Motivation and Management Skills	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 5.2. Interviews with candidates and EPP diversity faculty, culturally inclusive*

classroom management plans, and lesson plans constructed in the methods course and taught in the practicum provide evidence that candidates demonstrate performance of 5c.

Sources of Evidence

- Interviews: Candidates and EPP diversity faculty
- Lesson plans
- Culturally inclusive classroom management plans

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

6(a) The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Standard 6 Communication Skills	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 6.1. Course syllabi for the methods course, required coursework assignments including the chapter reflections for the methods course, and interviews with candidates provide evidence that candidates demonstrate an adequate understanding of the indicator, extending and broadening of previously gained knowledge in order to communicate clearly in the target languages of French and Spanish.*

Sources of Evidence

- Candidate interviews
- Chapter reflection assignment
- Syllabus for Methods

Performance

6(b) The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 6 Communication Skills	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 6.2. Candidate interviews, practicum reflections, and lesson plans provide evidence that the candidate uses a variety of techniques to foster fluency within the target*

language. The interviews revealed that each candidate had adopted a specific technique modeled from a faculty member as a purposeful to accomplish indicator 6b.

Sources of Evidence

- Lesson plans
- Candidate interviews
- Practicum reflections

Standard 7: Instructional Planning Skills -The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

7(a) The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

7(b) The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

7(c) The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 7.1. Candidate interviews, practicum reflections, lesson plans, and course syllabi for the Methods class and for the Teaching in a Diverse Society class provide evidence that candidates demonstrate an adequate understanding of indicators 7a, 7b, and 7c.*

Sources of Evidence

- Lesson plans
- Practicum reflections
- Candidate interviews
- Course syllabi: Methods and Teaching in a Diverse Society

Performance

7(d) The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

7(e) The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

7(f) The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		**X**	

7.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 7.2. Candidate interviews, practicum reflections, lesson plans, and course syllabi for the Methods class and for the Teaching in a Diverse Society class provide evidence that candidates demonstrate an adequate understanding of indicators 7d, 7e, and 7f. The interviews revealed that each candidate had adopted a specific teaching technique modeled from a faculty member as a purposeful instructional strategy applied within the discipline. Each strategy identified in the interview was grounded in second language research-based practice.*

Sources of Evidence

- Lesson plans
- Practicum reflections
- Candidate interviews (one favorite activity)

Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

8(a) The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

8(b) The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.

8(c) The teacher understands the importance of assessing the content and the form of communication.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		**X**	

8.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 8.1. Methods course syllabus, required coursework including chapter reflections,*

candidate lesson plans, and candidate interviews, specifically about rubric construction and assessment design, provide evidence that candidates demonstrate an adequate understanding of indicators 8a, 8b, and 8c.

Sources of Evidence

- Methods syllabus
- Chapter reflections
- Candidate interviews (rubric discussion)
- Lesson plans

Performance

8(d) The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

8(e) The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

8(f) The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

8(g) The teacher appropriately assesses for both the content and form of communication.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		**X**	

8.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 8.2. The practicum reflections that accompany the methods course and placement, coupled with candidate generated lesson plans involving speaking, reading, writing, and listening exercises in French and Spanish, and the assignments generated within the methods course, particularly the chapter reflections and the task of leading and evaluating the discussion, provide evidence that candidates demonstrate performance specifically on indicators 8d, 8e, 8f, and 8g.*

Sources of Evidence

- Practicum reflection
- Lesson plans
- Chapter reflections

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

10(a) The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

10(b) The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

10(c) The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

10(d) The teacher understands the effects of second language study on first language.

Standard 10 Partnerships	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		**X**	

10.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 10.1. Methods course syllabus, required coursework including chapter reflections and leading the discussion, and content encountered in the practicum reflections holistically revealed that program offered opportunity for candidates to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and their well-being. These sources provide evidence that candidates demonstrate an adequate understanding of indicators 10a, 10b, 10c, and 10d.*

Sources of Evidence

- Methods syllabus
- Chapter discussion and discussion lead assignment
- Practicum reflections

Performance

10(e) The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

10(f) The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

10(g) The teacher encourages students to participate in community experiences related to the target culture.

10(h) The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Standard 10 Partnerships	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance		X	

10.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 10.2. Candidate interviews, practicum reflections that accompany the methods course and placement, coupled with the assignments generated within the methods course provide evidence that candidates demonstrate performance of 10e, 10f, 10g, and 10h. During the interview, candidates also supplied evidence of traveling and teaching abroad. This particular experience is a high-impact practice that more fully shapes candidates and also supports the spirit of meeting Standard 10.*

Sources of Evidence

- Practicum reflection
- Candidate interviews
- Chapter reflections

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	9		9	
Performance	9		9	

Recommended Action on Idaho Standards for World Languages Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

ADMINISTRATOR ENDORSEMENTS

IDAHO FOUNDATION STANDARDS FOR THE PREPARATION OF SCHOOL ADMINISTRATORS

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Knowledge: The School Administrator:

1(a) Understands the importance of eliciting feedback that measures the school and community perceptions.

1(b) Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

1(c) Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.

1(d) Understands methods for responding to conflict.

Standard 1 School Culture	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		**X**	

1.1 Analysis – *Knowledge standard 1: School Climate is acceptable with evidence in (a), (b), and (c). There are some gaps in evidence for this standard, with no evidence of (d) regarding methods of responding to conflict. Indicator (b) specifically references "a detailed school safety plan" which was not evident in any of the evidence provided.*

Sources of Evidence

- EDAD 513 final exam paper (special education law)
- EDAD 535 rubric for School Budget Plan
- EDAD 598 School Internship Handbook
- EDAD 530 Law Handbook

Performance: The School Administrator:

1(e) Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.

1(f) Demonstrates ability to proactively engage staff in conflict resolution.

1(g) Demonstrates ability to establish rules and related consequences designed to keep students safe.

1(h) Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

1(i) Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.

1(j) Demonstrates ability to use data to monitor and improve school climate.

1(k) Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

Standard 1 School Culture	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance	X		

1.2 Analysis – *All relevant evidence for this standard was tied to indicators (h), (i), (j), and (k). There was evidence in the ability to monitor and improve school climate, collaborate with staff and parents to embrace diversity, and the ability to monitor school climate with a staff survey. There was no evidence about conflict resolution, reflection on school climate data usage, or establishing rules and consequences to keep students safe.*

Sources of Evidence

- EDAD 598 Principalship Internship presentation
- EDAD 528 Final Signature assignment
- EDAD 570 sample work
- EDAD 533 final paper

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Knowledge: The School Administrator:

2(a) Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2(b) Understands effective communication strategies.

2(c) Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

Standard 2 Communication	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *An understanding of using mission and vision to make organizational decisions is evident in multiple candidate assignments related to this standard. Culminating projects in many*

classes engage candidates in reflecting on communication when leading through change and making data driven decisions. Additional evidence of all components 2(a) and (c) are found in course syllabi as outcomes for success.

Sources of Evidence

- EDAD 528 Signature paper
- EDAD 528 final paper rubric
- EDAD 533 & 534 syllabi
- EDAD 534 Personal Leadership Vision

Performance: The School Administrator:

2(d) Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.

2(e) Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.

2(f) Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.

2(g) Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

Standard 2 Communication	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis –*Candidates show in comprehensive papers and portfolios their ability to communicate effectively. Utilizing school and district policies, candidates were able to articulate plans to engage stakeholders in multiple areas such as school finance, diverse student inclusion, and reflections on their own personal leadership vision. The reflection was supported with theory and research in many instances. In summative portfolios, candidates are able to show multiple forms of effective communication with both internal and external stakeholders.*

Sources of Evidence

- EDAD 598 Principalship Internship presentation
- EDAD 535 School Finance Final paper
- EDAD 534 Personal Leadership Vision paper

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Knowledge: The School Administrator:

3(a) Understands the importance of inviting community input and using the input to inform decisions

3(b) Understands cultural diversity and its importance in the schools learning community.

Standard 3 Advocacy	*Unacceptable*	*Acceptable*	*Exemplary*
3.1 Knowledge		X	

3.1 Analysis – *Engaging stakeholders is a difficult task, and maybe more difficult to try to project in the future for candidates. In this standard, the EPP provides evidence that candidates reflected on the importance of seeking community input, from students to school and district staff and the wider community. As candidates thought about advocacy, they also were able to reflect on the diversity in their communities inclusive of racial and ethnic diversity as well as academic diversity and poverty.*

Sources of Evidence

- EDAD 534/544 syllabi
- EDAD 534 weekly readings
- EDAD 533 mini-paper/final
- EDAD 598 Internship Handbook
- EDAD 570 final paper

Performance: The School Administrator:

3(c) Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.

3(d) Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Standard 3 Advocacy	*Unacceptable*	*Acceptable*	*Exemplary*
3.2 Performance		X	

3.2 Analysis – *The EPP provides evidence that demonstrates as candidates designed plans for involving the community in school activities supporting teaching and learning, they reflected on opportunities for parents to participate with students with special needs and ways to encourage families of poverty and other underserved populations to increase engagement. Summative portfolios show evidence of community engagement activities within the internships that were successful and appropriate to performance in this standard.*

Sources of Evidence

- EDAD 513 student final paper
- EDAD 598 Director of Special Education & Principalship presentations
- EDAD 533 mini-paper/final

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Knowledge: The School Administrator:

4(a) Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.

4(b) Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.

4(c) Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Standard 4 Shared Leadership	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Shared leadership is vital to school administrators to allow for expanded growth among faculty and staff. Evidence for this standard was sufficient with the program designing opportunities for candidates to show their knowledge in multiple classes throughout the program. One piece of evidence showed the presence of Professional Learning Plans (PLP) or reflection on the importance of those plans as a requirement in the state of Idaho.*

Sources of Evidence

- EDAD 528 final assignment
- EDAD 534 & 584 syllabi
- EDAD 584 Negotiations Agreement critique

Performance: The School Administrator:

4(d) Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

4(e) Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

Standard 4 Shared Leadership	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Performance indicators for this standard are strong when candidates show the ability to created structured opportunities for instructional staff and others to expand leadership opportunities. Candidates were able to reflect on the prospect of encouraging and providing*

feedback to future staff. Regarding the use of Professional Learning Plans, using the presentation given by this candidate as a model for future candidates in the program would be excellent.

Sources of Evidence

- EDAD 533 Philosophy of Inclusive Leadership paper
- EDAD 598 Director of Special Education Internship presentation
- EDAD 528 Negotiation assignment critique

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge: The School Administrator:

5(a) Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

5(b) Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.

5(c) Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

5(d) Understands the importance of clear and consistent processes and systems to manage change.

5(e) Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

Standard 5 Priority Management	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *Evidence of knowledge for this standard comes from syllabus objectives, weekly readings, papers, and rubrics. EPP faculty instruction along with research and reflection from candidates both show the importance of prioritizing teaching and learning as vital to the school culture. As candidates plan to set goals to improve school culture, there is also evidence of processes and systems to help manage change. Summative papers reference school, district, and state initiatives such as the School Improvement Plan.*

Sources of Evidence

- EDAD 533 Philosophy of Inclusive Leadership paper
- EDAD 534 weekly readings
- EDAD 534 syllabus
- EDAD 535 School Finance final paper & rubric

Performance: The School Administrator:

5(f) Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

5(g) Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 5 Priority Management	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – *Both theoretical and practical evidence are provided to demonstrate these performance standards. In both the Conceptual Framework and School Finance paper, candidates show action plans for leadership change management and the ability to articulate ideas for engaging stakeholders. In the summative Internship Presentations, artifacts show evidence of candidates doing some of these things throughout their clinical experiences.*

Sources of Evidence

- EDAD 598 Internship presentation examples
- EDAD 528 Conceptual Framework for Leading Change in Curriculum & Instruction
- EDAD 535 School Finance final paper

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

6(a) Understands emerging issues and trends impacting families, school, and community.

6(b) Understands available resources in the community.

6(c) Understands the value of transparency regarding decision making and the allocation of resources.

6(d) Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 6 Transparency	***Unacceptable***	***Acceptable***	***Exemplary***
6.1 Knowledge		X	

6.1 Analysis – *Evidence for indicators (a), (c), and (d), show candidates have access to knowledge regarding current issues and trends in education which impact families, school, and the community. It was harder to determine the knowledge candidates had about resources in the community (b). Overall, this standard is met with the evidence provided.*

Sources of Evidence

- EDAD 534 Documentary assignment
- EDAD 513 Final Student Sample (Special Education)
- EDAD 535 Budget Plans
- EDAD 533 Philosophy of Inclusive Leadership paper

Performance: The School Administrator:

6(e) Provides rationale for decisions regarding the allocation of resources.

6(f) Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 6 Transparency	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		X	

6.2 Analysis – *Evidence for performance in this standard is met for all indicators. Signature assignments about budget and collaborative leadership show deep reflection for School Administrator candidates' future practice. The artifacts show use of the knowledge learned in courses and engaging with practicing administrators.*

Sources of Evidence

- EDAD 535 Budget Plans
- EDAD 533 Philosophy of Inclusive Leadership paper
- EDAD 528 Conceptual Framework of Leading Curriculum and Instruction

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: The School Administrator:

7(a) Understands the roles of leadership.

7(b) Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

7(c) Understands the political, social, cultural, and economic systems and processes that support and impact education.

7(d) Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Standard 7 Leadership Renewal	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *Knowledge of Standard 7 was shown in opportunities for candidates to engage in course work, interviews with practitioners, discussions with colleagues, and scholarly reading. It was clear in the syllabi for courses that EPP faculty planned for candidates to explore the impact of education and the systems and processes that support education in multiple contexts.*

Sources of Evidence

- EDAD 587 Superintendent Interview assignment
- EDAD 571 readings
- EDAD 509 discussion board examples
- EDAD 534 syllabus

Performance: The School Administrator:

7(e) Creates and implements an individual professional learning plan.

7(f) Enhances leadership skills through collaboration with colleagues and professional development.

7(g) Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.

7(h) Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.

7(i) Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 7 Leadership Renewal	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis – *As a candidate in an educational leadership program, it is difficult to meet every single indicator about continuous improvement in school administration, as they have not even had the job yet. Candidate work shows some practical experience with these indicators as part of their clinical internship. Specifically, the Director of Special Education example showed multiple parts of how candidates use the Professional Learning Plan as required by the State of Idaho. Candidates were able to meet some of the collaboration indicators by working with candidate colleagues and engaging with practitioners in the field.*

Sources of Evidence

- EDAD 534 Final assignment-Inquiry
- EDAD 513 Student Sample Final (Special Education)
- EDAD 598 Director of Special Education and Principal Internship presentations

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:

8(a) Understands operational policies and procedures.

8(b) Understands human resources management.

8(c) Understands sound fiscal operations principles and issues.

8(d) Understands facilities maintenance and principles regarding use of space and educational suitability.

8(e) Understands legal issues impacting personnel, management, and operations.

8(f) Understands ethical frameworks and perspectives.

8(g) Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

8(h) Understands policies and laws related to school and district.

Standard 8 Accountability	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *This standard was supported by diverse pieces of evidence. Candidates from the EPP can show multiple ways in which they show understanding of human resources, legal and ethical frameworks, fiscal considerations, and operational policies and procedures. Candidates can gain knowledge through course materials and interactive discussion boards where they can reflect on their learning. Assignments and handbooks also show knowledge of the standards.*

Sources of Evidence

- EDAD 513 Discussion questions
- EDAD 584 Syllabus
- EDAD 595 Due Process assignment & Human Resources Protocols
- EDAD 535 Budget Plans
- EDAD 593 YouTube/video links
- EDAD 595 Non-Certified Graphic Organizer & Supplemental Contracts assignment
- EDAD 530 Law Handbook example

Performance: The School Administrator:

8(i) Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.

8(j) Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Standard 8 Accountability	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance		X	

8.2 Analysis – *Diversity in types of evidence is shown in this performance standard. Budgetary issues are shown in candidates' performance for this standard. In all of the selected evidence, candidates are crafting plans based on engagement with practitioners in the field and with course content. The artifacts are supported by research in most instances. In this standard, there is also a rigorous objective assessment in the form of a final exam where candidates have the opportunity to show knowledge and performance in one place.*

Sources of Evidence

- EDAD 584 Negotiation Scenarios & Responses
- EDAD 586 Building a Superintendent Budget
- EDAD 586 Final exam

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Knowledge: The School Administrator:

9(a) Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

9(b) Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.

9(c) Understands student growth and development.

9(d) Understands adult learning and professional development.

9(e) Understands the change process for systems, organizations, and individuals.

9(f) Understands the essential role of technology in education.

Standard 9 Innovation	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis – *Finding innovative and creative solutions to problems within the limits of the law is a good skill for a school administrator. Candidates in this program have a variety of opportunities provided by faculty to gain knowledge in indicators (a), (b), (c), (d), and (e). It was less clear in the evidence how candidates gain knowledge in the essential roles of technology in the classroom (f). There was no provided evidence or triangulation in candidate interviews of the knowledge of how to best utilize technology in practice.*

Sources of Evidence

- EDAD 571 Student Sample Final (EL Learners)
- EDAD 594 Rubric
- EDAD 534 Weekly readings
- EDAD 594 Discussion questions
- EDAD 528 Signature assignment: Conceptual Framework for Curriculum and Instruction
- EDAD 534 Syllabus

Performance: The School Administrator:

9(g) Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.

9(h) Engages instructional staff in collaborative analysis to plan for continuous academic improvement.

9(i) Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 9 Innovation	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		**X**	

9.2 Analysis – *Candidates were able to demonstrate with their reflective writings how they would encourage purposeful innovation in a school setting. Often these reflections were more in the physical space of the classroom or facility rather than in innovative spaces, but showed some new ways of encouraging innovation.*

Sources of Evidence

- EDAD 598 Director of Special Education Internship presentation
- EDAD 593 Bond Levy paper
- EDAD 593 Turf vs. Grass student paper
- EDAD 533 Inclusive Leadership student paper

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:

10(a) Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

10(b) Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.

10(c) Understands the effective use of assessment and evaluation.

10(d) Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Standard 10 Instructional Vision	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – *There are many opportunities for candidates to gain knowledge in Standard 10 and show an instructional vision. In this standard, candidates were able to show evidence of knowledge with formal research about school culture and instructional programs. Additionally, candidates were able to reflect on plans to make data-driven decisions regarding curriculum design. Candidates also were able to gain valuable practice in interrater reliability as part of the Danielson Evaluation System adopted by the state of Idaho for all educators.*

Sources of Evidence

- EDAD 570 Cumulative final assessment
- EDAD 594 Rubric
- EDAD 534 Principalship assessment rubric
- EDAD 595 Video Evidence Collection assignment
- EDAD 594 Master Coding assignment

Performance: The School Administrator:

10(e) Provides time, space, and opportunities for instruction.

10(f) Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

10(g) Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.

10(h) Creates an action plan for instructional improvement designed to increase student achievement.

Standard 10 Instructional Vision	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance		X	

10.2 Analysis – *Candidates in clinical internship experiences were able to show areas where they were working with P-12 educators and students to increase student achievement by aligning curricula. Candidates also were able to reflect on the current curricula in their own school systems to show horizontal and vertical alignment. Evidence for all of these components show a commitment to provide time and space for instruction.*

Sources of Evidence

- EDAD 598 Principalship Internship presentation
- EDAD 528 Conceptual Framework for Leading Change in Curriculum & Instruction
- EDAD 513 Final paper

Standard 11: High Expectations - The School Administrator sets high expectations for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:

11(a) Understands the difference between, and the appropriate use of formative and summative assessments.

11(b) Understands the process for developing common formative benchmark assessments or rubrics.

11(c) Understands how to use data to guide student instruction and tiered intervention.

11(d) Understands how to identify at risk students.

11(e) Understands the laws and regulations associated with special student populations.

11(f) Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.

11(g) Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.

11(h) Understands various intervention strategies to be implemented to close achievement gaps.

11(i) Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.

11(j) Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

11(k) Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Standard 11 High Expectations	***Unacceptable***	***Acceptable***	***Exemplary***
11.1 Knowledge		X	

11.1 Analysis – *Candidates have a solid grasp on understanding laws and regulations associated with school populations. Evidence for identifying at-risk students and utilizing tiered instruction was evident in signature assignments. Knowledge was prevalent for indicators (a), (c), (d), (e), (f), (g), (h), (j), and (k). Harder to provide in a theoretical way for candidates is the sense of how to develop common formative assessments or rubrics (b), and how to monitor and document*

instructional practices including behavioral supports (i). Evidence is sufficient for the overall knowledge part of this standard.

Sources of Evidence

- EDAD 598 Assessment rubric
- EDAD 528 Conceptual Framework for Leading Curriculum & Instruction
- EDAD 513 Final sample
- EDAD 513 Syllabus

Performance: The School Administrator:

11(l) Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.

11(m) Has used observation and evaluation methods to supervise instructional personnel.

11(n) Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 11 High Expectations	***Unacceptable***	***Acceptable***	***Exemplary***
11.2 Performance		X	

11.2 Analysis – *Evidence for all performance indicators for Standard 11 was sufficient. Interviews with clinical supervisors shows some attention to mentoring candidates in evaluation and supervision so candidates can be successful in the field. Evidence in internship presentation portfolios shows an attention to the whole child and working collaboratively with school personnel to ensure success.*

Sources of Evidence

- EDAD 528 Final paper
- EDAD 570 Research
- EDAD 595 Master Coding assignment
- EDAD 598 Principal and Director of Special Education Internship presentation

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:

12(a) Understands that the evaluation process is used to improve instructional practice.

12(b) Understands the use of multiple measures of student performance data to improve classroom instruction.

12(c) Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

Standard 12 Continuous Improvement of Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
12.1 Knowledge		**X**	

12.1 Analysis – *Evidence in signature assignment requirements and syllabi provide the knowledge for Standard 12. Candidates have the opportunity to learn about the evaluation process and how it can be used to inform instructional practice and use research to refine curriculum implementation.*

Sources of Evidence

- EDAD 528 Syllabus
- EDAD 598 Internship Handbook
- EDAD 594 Weekly readings
- EDAD 528 Signature assignment
- EDAD 598 Director of Special Education Internship presentation

Performance: The School Administrator:

12(d) Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.

12(e) Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.

12(f) Uses data to inform school wide professional development.

Standard 12 Continuous Improvement of Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
12.2 Performance		**X**	

12.2 Analysis – *Evidence was sufficient for performance measures in this standard. Candidates were able to show collaboration with staff in clinical practice to engage in goal setting. While it is difficult for pre-service administrators to collect wide varieties of data, signature assignments in curriculum and instruction show theoretically what they would plan to do when they are in the*

administrative positions. Superintendent internship presentations showed evidence of using data to support school wide professional development.

Sources of Evidence

- EDAD 598 Superintendent Internship presentation
- EDAD 528 Signature assignment
- EDAD 513 Signature assignment

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Knowledge: The School Administrator:

13(a) Understands laws and policies governing staff evaluation.

13(b) Understands the Idaho adopted framework for teaching.

13(c) Understands differentiated tools for evaluation of all staff.

13(d) Understands effective instructional supervision, evaluation, and due process.

Standard 13 Evaluation	*Unacceptable*	*Acceptable*	*Exemplary*
13.1 Knowledge		X	

13.1 Analysis – *There are multiple opportunities for candidates to engage with EPP faculty to understand the policies and laws governing staff evaluation and how to show compliance with said laws. Candidates are taught the Idaho state approved evaluation process authored by Charlotte Danielson. There is clear evidence to prove this knowledge standard is met.*

Sources of Evidence

- EDAD 587 Syllabus
- EDAD 595 Danielson Book and resources
- EDAD 587 Lesson Plan Matrix

Performance: The School Administrator:

13(e) Assesses all staff performance with accuracy and consistency.

13(f) Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 13 Evaluation	*Unacceptable*	*Acceptable*	*Exemplary*
13.2 Performance		X	

13.2 Analysis – *While it can be difficult for administrator candidates to show performance in supervision and evaluation, candidates were able to show this in a number of ways to meet this performance standard. Candidates were able to engage in some informal observations, walk-throughs, and evaluations as part of their clinical practice. Additionally, as part of a course, candidates were able to show inter-rater reliability when using the Danielson Framework with video examples. Evidence is sufficient to meet this standard.*

Sources of Evidence

- EDAD 595 student work (domain 2/3)
- EDAD 595 Video Evidence Assignment
- EDAD 598 Internship presentations

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

14(a) Understands laws regarding highly qualified requirements for teachers.

14(b) Understands laws and policies governing hiring and retaining personnel.

14(c) Understands multiple interview strategies and techniques for hiring teachers.

14(d) Understands the process and research based practices of mentoring.

Standard 14 Recruitment and Retention	***Unacceptable***	***Acceptable***	***Exemplary***
14.1 Knowledge		X	

14.1 Analysis – *Evidence was provided to support all indicators in this standard. EPP faculty engage candidates in assignments and readings in courses to show understanding about the importance of hiring and retaining highly qualified staff.*

Sources of Evidence

- EDAD 594 Syllabus
- EDAD 594 Weekly readings
- EDAD 595 Human Resource Protocols
- EDAD 598 Internship Handbook

Performance: The School Administrator:

14(e) Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.

14(f) Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.

14(g) Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

Standard 14 Recruitment and Retention	*Unacceptable*	*Acceptable*	*Exemplary*
14.2 Performance		X	

14.2 Analysis – *Performance standard evidence is sufficient to meet Standard 14. Candidates are mentored through their clinical internship experiences by EPP faculty and clinical supervisors. They are afforded the opportunity to engage with practitioners in the field who also provide advice and mentoring. While this is harder to find in the evidence, it was expressed by interviews with both the candidate who was currently in the program and EPP faculty interviews. Candidates were able to engage in hiring practice in clinical partnerships as well.*

Sources of Evidence

- EDAD 598 Internship presentations
- EDAD 595 Human Resources Protocols
- EDAD 594 Case study

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	14	0	14	0
Performance	14	1	13	0

Areas for Consideration

- EPP showed no evidence of reflection on the appropriate use of technology beyond the tools needed to be an online student. While COVID-19 has pointed out an inequity issue in Idaho, school administrators still need to be able to reflect on the use of technology in a classroom and in an entire school.
- Discipline interventions beyond students with special needs and entire school safety plans were not present in the evidence provided. School administrators need the tools from their EPP programs to be effective leaders in the area of school safety. Additionally, in the area of conflict resolution, evidence was lacking.

Recommended Action on Idaho Foundation Standards for the Preparation of School Administrators

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR SCHOOL SUPERINTENDENTS

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1(a) The superintendent understands the dynamics of systemic change within school districts.

1(b) The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.

1(c) The superintendent knows the breadth of P-12 curriculum and instructional programs.

1(d) The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

1(e) The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

1(f) The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.

1(g) The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.

1(h) The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

1(i) The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.

1(j) The superintendent knows the importance of district-wide policy development and effective implementation.

1(k) The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

1(l) The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

1(m) The superintendent understands the importance of developing and fostering a productive relationship with the board.

1(n) The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

Standard 1 Superintendent Leadership	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Though this is a standard with a really large number of indicators, the EPP provided evidence in support of the standard, especially for indicators (b), (d), (e), (g), (i), (j), (k), (l), (m), and (n). Superintendent candidates are able to show their knowledge with personnel, policies, career development, facilities, instructional programming, and working in a variety of political environments.*

Sources of Evidence

- EDAD 587 Syllabus
- EDAD 598 Internship Handbook
- EDAD 584 Interest Based Bargaining assignment
- EDAD 593 Funding Campaign assignment

Performance

1(o) The superintendent promotes district-wide innovation and change through the application of a systems approach.

1(p) The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.

1(q) The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.

1(r) The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.

1(s) The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.

1(t) The superintendent works effectively within the organizational complexity of school districts.

1(u) The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

1(v) The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

Standard 1 Superintendent Leadership	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – *Performance on this standard is met through reflective practice utilizing the knowledge and with clinical experiences. Candidates are well-versed in laws and policies and the ethical necessity of following those. Candidates reflect on engaging stakeholders and building structures for future personnel to succeed and grow within their districts.*

Sources of Evidence

- EDAD 584 final exam
- EDAD 598 Internship presentations
- EDAD 587 Superintendent Student Entry Plan

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	0	1	0

Areas for Improvement

- See the note above about reflection for Superintendent candidates in the clinical practice presentations.

Recommended Action on Idaho Standards for School Superintendents

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge:

5(a) The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

5(b) The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

5(c) The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

5(d) The special education director understands the use of technology in referral processes, IEP Individual Education Plan development, and records management.

Standard 5 Priority Management	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		**X**	

5.1 Analysis – *There is sufficient evidence to show the performance indicators for this standard have been met. Artifacts demonstrate that candidates have opportunities to learn from EPP faculty, practitioners in the field, and theory within course work and clinical experiences.*

Sources of Evidence

- EDAD 580 syllabus
- EDAD 598 course schedule
- EDAD 580 discussion board examples

Performance:

5(e) The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

5(f) The special education director implements the special education processes and procedures required by federal, state and school district policies.

5(g) The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 5 Priority Management	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		**X**	

5.2 Analysis – *There is sufficient evidence to show the performance indicators for this standard have been met. Candidates are able to articulate the best practices for working with students with special needs in theory and put them in to practice in internships. Collaboration across the school is evident in the Internship experiences.*

Sources of Evidence

- EDUC 513 student final paper
- EDUC 580 final project
- EDUC 598 Director of Special Education Internship eresentation example

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge:

10(a) The special education director understands the concept and best practices of least restrictive environment.

10(b) The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.

10(c) The special education director understands the importance of collaboration to provide general education targeted interventions.

Standard 10 Instructional Vision	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – *There is sufficient evidence to show the performance indicators for this standard have been met. Candidates have opportunities to engage with colleagues in discussion board in classes to show their understanding of LRE, transition plans, and collaboration across the school or district to meet the needs of students.*

Sources of Evidence

- EDAD 580 discussion board examples
- EDAD 580 required readings
- EDAD 580 and 598 syllabi

Performance:

10(d) The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.

10(e) The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 10 Instructional Vision	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance		X	

10.2 Analysis – *There is sufficient evidence to show the performance indicators for this standard have been met. Candidates are able to use knowledge to articulate best practices in least restrictive environment, IEPs, and collaboration across schools and districts to assist students with special needs in meeting goals.*

Sources of Evidence

- EDAD 580 final project
- EDAD 580 Characteristics of HPS Crosswalk
- EDAD 598 Director of Special Education Internship presentation

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously

improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge:

12(a) The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

12(b) The special education director knows how to plan, write, implement, and access Individual Education Programs.

12(c) The special education director understands the role of assistive and adaptive technology and related services in instruction.

12(d) The special education director understands community-based instruction and experiences for students.

12(e) The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

12(f) The special education director understands statewide assessment policies.

Standard 12 Continuous Improvement of Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
12.1 Knowledge		X	

12.1 Analysis – *Syllabi, activities in class, and required readings are evidence this standard has been met. Candidates have the opportunity to learn about implementing IEPs, community-based instruction, and using data to determine instructional needs.*

Sources of Evidence

- EDAD 580 discussion board examples
- EDAD 580 required readings
- EDAD 580 and 598 syllabi

Performance:

12(g) The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

12(h) The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

12(i) The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

Standard 12 Continuous Improvement of Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
12.2 Performance		X	

12.2 Analysis – *There is sufficient evidence to show the performance indicators for this standard have been met. Candidates have a firm grasp on federal and state requirements and how to assist and support faculty and staff to meet the needs of students with special needs.*

Sources of Evidence

- EDAD 580 final project
- EDAD 580 Characteristics of HPS Crosswalk
- EDAD 598 Director of Special Education Internship presentation

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	3	0	3	0
Performance	3	0	3	0

Recommended Action on Idaho Standards for Special Education Directors

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

University of Idaho

January 21, 2021

The University of Idaho (the EPP) appreciates the opportunity to respond to the state report following the full review of educator preparation programs in November 2020. This rejoinder focuses solely on the "Unacceptable" performance components of the "Not Approved" Career-Technical Education (CTE) programs. While gaps existed in the initially-presented evidence, responses to data requests demonstrate an acceptable level of proficiency for CTE core indicators.

For reference, the EPP created a digital data request process to support state reviewers with their virtual task. A SharePoint portal provided initial access to all program evidence gathered in support of the standards/indicators. As reviewers identified needs for additional evidence, they submitted a request via an online form. The EPP then responded to each tracked request, supplying the necessary details via email, referencing a shared Google Drive space in which the reviewers could access additional files. EPP staff sent the email to the requesting reviewer and copied the review team chairs and SDE contacts.

As shown in the report, reviewers discarded any evidence with a suspected connection to the InSpIRE grant program or course work not required of all CTE candidates. CTE faculty use the same assignment templates across both programs. Thus, some templates submitted included the InSplRE program logo. Evidence with "INSPIRE" in the filename did stem from the grant and was ineligible for consideration. However, all other evidence should have been considered. Unfortunately, reviewers never clarified with EPP staff that some evidence pertained exclusively to the grant, nor did they indicate that additional evidence provided was insufficient during the final briefing prior to the Exit Interview. The following examples further illustrate EPP concerns:

Standard 1 Performance. Reviewers listed "CTE 410 Technology & Society candidate work sample" as their source of evidence and indicated other work samples were inadmissible due to foci on postsecondary instruction. However, not referenced in analyses were several other initially-provided evidentiary pieces addressing this standard, including student work samples.

Standard 4 Performance. Reviewers indicated, "No applicable evidence was provided," suggesting the evidence provided was specific to the InSpIRE Limited Occ. Specialist program. On the contrary, evidence provided for this standard came from a variety of traditional course work.

Standard 7 Performance. EPP records indicate an email was sent on 11/9/2020 at 5:13 PM PDT with a link to a Google Drive folder including nearly a dozen lesson plans and student portfolios; however, reviewers never acknowledged receipt of this evidence and did not reference the materials in the final report. This additional evidence included lesson plans and portfolios required of candidates enrolled in the traditional CTE program.

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Standard 8 Performance. Reviewers indicated evidence was found to support these performance indicators but requested more. EPP records show an email sent on 11/9/2020 at 5:19 PM PDT providing assessment portfolios and lesson plans aligned to each Standard 8 Performance indicator via the shared Google Drive. However, reviewers did not acknowledge receipt or reference additional evidence in the final report.

Standard 9 Knowledge and Performance. Reviewers indicated student interviews as an evidence source but did not acknowledge or reference the initial evidence provided via SharePoint, including multiple student work samples or additional student development plans supplied upon request. EPP records indicate providing additional evidence on 11/9/2020 at 5:27 PM PDT.

Standard 10 Performance. Reviewers discounted the initially-provided work sample due to a focus on postsecondary contexts. This determination is unfortunate, as the evidence demonstrates candidate capacity to meet indicators regardless of education level. EPP records also indicate providing reviewers with additional evidence on 11/9/2020 at 5:59 PM PDT. These specific examples included samples of advisory committee minutes (10h), demonstrating cooperation with educators (10i), interaction with business, etc. (10j), and participation in professional organizations (10k). Reviewers did not acknowledge receipt of these materials or reference them in the final report.

Standard 11 Performance. Reviewers referenced a single candidate work sample supporting this standard but discounted its value due to a postsecondary context. EPP records show an email sent on 11/9/2020 at 5:59 PM PDT providing three additional lesson plans demonstrating safe use of facilities, materials, and equipment (11i), teacher instruction and modeling of safety procedures, etc. (11j), and effective management skills for classroom and laboratory environments (11k). Reviewers did not acknowledge receipt of these materials or reference them in the final report.

Standard 12 Performance. Reviewers deemed candidate lesson plans, referenced as the only evidentiary piece supporting this standard, limited in scope. However, the lesson plans demonstrated the designing of instruction on employability skills (12d) through resume writing. The plans also exhibited candidates providing applied opportunities for career awareness and exploration (12f). EPP records do not indicate an individual request for additional evidence to support Indicators 12d, 12e, or 12f.

Clear gaps existed in the initially-provided evidence for the CTE program as indicated by the need to respond to additional requests; however, the EPP asserts that reviewers did not adequately examine the evidence provided following reviewers' requests. As evidenced by the tracking process used to support this unprecedented virtual review, the EPP requests the denial of approval of the CTE program to be changed to "conditional" approval and looks forward to demonstrating an overwhelming case for full approval at the mid-cycle review.

Sincerely,

Tonia Dousay, Ph.D.
Associate Dean of Accreditation and Inclusion

Taylor Raney, Ph.D.
Director of Teacher Education

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TO: Idaho Professional Standards Commission

FROM: University of Idaho Director of Teacher Education, Dr. Taylor Raney

DATE: June 3, 2021

SUBJECT: University of Idaho Career Technical Education Program Review

This memo includes several documents and links relating to the recent on-site review of Career and Technical Education (CTE) programs at the University of Idaho. As one can read in the review report, the team had several questions leaving them unable to recommend ongoing approval of the CTE programs. The program disputes and addresses some of these concerns in the rejoinder. However, having completed the review process and a more thorough understanding of sound evidence principles, program faculty also recognize an opportunity to better demonstrate alignment to the standards. The purpose of this memo and accompanying documentation is to request conditional approval for all of these programs. Please note that program groupings below reflect that the Agriculture Science and Technology Education program meets CTE foundation standards differently.

Career Technical Education: Business Technology, Family & Consumer Sciences, Marketing Technology, and Technology Education

These programs, housed in the College of Education, Health and Human Sciences, seek conditional approval of CTE foundation standards based on the evidence and program alignment provided. For the endorsements, however, the programs are requesting conditional approval based on a lack of completers.

CTE Program Alignment: This document articulates how the programs meet CTE foundation standards. Links are available within each indicator to the evidence. Highlighted in yellow are courses required of all CTE candidates. The program ensures that all candidates meet some indicators through different courses. For example, the assignments listed for *Standard 4, Performance Indicator 3* represent three courses covering all CTE options (see <Catalog attachments>). The program faculty identified eight indicators needing attention in the CTE foundation courses.

CTE Catalog Rewrite: Program faculty used this experience to identify further how to better align CTE foundation course requirements with the standards, including addressing the weak indicators identified in red. This document demonstrates the new alignment. This work parallels current efforts to align course requirements to the latest iteration of standards. Proposed program changes will go through the UI internal curriculum change process over the 2021-22 academic year.

CTE Business Tech and **CTE Marketing Tech**: While the request is for conditional approval based on lack of completers, program faculty prepared these documents using the evidence from available completers.

Career Technical Education: Agriculture Science and Technology (Ag Ed)
This program, housed in the College of Agriculture and Life Sciences, seeks conditional approval of CTE foundation standards based on the evidence provided. The enhancement standards for this endorsement have been met, per the review team's analysis in November 2020. Ag Ed meets the CTE foundation standards through different courses than the other endorsement areas, thus the separate documentation.

Ag Ed CTE Foundation Standards: The document linked HERE articulates how the Ag Ed program meets the CTE foundation standards. As Ag Ed faculty are not proposing substantive changes, this portrayal is not on the PSC document but is extensive in demonstrating meeting those standards. Links provided within the document direct users to relevant evidence.

Thank you for your consideration of these clarifications. I look forward to discussing them with you in person at the PSC Standards Committee meeting on June 17.

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	University of Idaho	**Date of Submission**	6/3/21
New Program Name		**Certification/Endorsement**	CTE

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☒ No ☐ If yes, on what date was the Proposal Form submitted to the State Board of Education? Not applicable

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	S1K1The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.	CTE 426 Job and Task Analysis Activity CTE 430 Syllabus CTE 430 Calendar CTE 472 Lesson Plan (specific to safety) CTE 492 Lesson Plan
	S1K2 The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.	CTE 430 Flipped lesson plan for introduction of CTSO CTE 472 STEM integration lesson plan CTE 492 Flipped lesson plan
	S1K3 The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.	CTE 426 Job and Task Analysis Activity CTE 464 Lesson Plan CTE 472 Occupational Skill Lesson Plan in their area
	S1K4 The teacher understands industry trends and labor market needs.	CTE 426 Development of DACUM chart CTE 430 Criticality surveys CTE 430 Industry Analysis
	S1K5	CTE 351 Textbook chapter ("Leaders who influence CTE curriculum development") CTE 430 Leadership of CSTO lesson

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S1K6 The teacher understands the philosophical principles and the practices of professional-technical education.	CTE 351 Syllabus CTE 351 Philosophy of CTE CTE 492 Philosophy of CTE instruction
	S1K7 The teacher understands the importance of student leadership qualities in technical program areas.	CTE 351 Leadership Assignment CTE 430 CTSO leadership responsibilities PPT (candidate taught)
	S1P1 The teacher maintains current technical skills and seeks continual improvement.	CTE 426 Job/Task Analysis with incumbent industry representative CTE 472 Lesson Plan CTE 492 Lesson Plan
	S1P2 The teacher demonstrates specific occupational skills necessary for employment.	CTE 464 Lesson Plan CTE 472 occupational skill CTE 492 Lesson plan (tech) State evaluation of course/work for industry hours
	S1P3 The teacher uses current terminology, industry logistics, and procedures for the occupational area.	CTE 426 job/task analysis CTE 464 lesson plan CTE 472 recorded lesson demonstrating occupational skill CTE 492 lesson plan
	S1P4 The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).	CTE 430 Lesson plan CTE 430 CTSO Planning CTE 431 summary of CTSO event participation
	S1P5 The teacher writes and evaluates occupational objectives and competencies.	CTE 426 Job/Task Analysis CTE 464 lesson plan CTE 472 lesson plan demonstrating occupational skill
	S1P6 The teacher uses a variety of technical instructional resources	CTE 351 final exam CTE 351 teaching philosophy CTE 351 Final Exam Rubric CTE 351 Professional Teaching Philosophy
	S1P7 The teacher assesses the occupational needs of the community.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity CTE 430 criticality surveys CTE 430 community resources
	S1P8 The teacher facilitates experiences designed to develop skills for successful employment.	CTE 420 analysis of learner's component of assessment portfolio CTE 430 advisor interview CTE 431 summary of CTSO event(s)
	S1P9 The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities)	CTE 430 community resources CTE 464 lesson plan assignment 1 CTE 464 lesson plan assignment 2
Standard 4 Content Knowledge	S4K1 The teacher understands the entry-level skills in the occupation. (Engineering Tech)	CTE 472 occupational skill CTE 492 Lesson Plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		CTE 492 syllabus
	S4K2 The teacher understands workplace culture and ethics.	CTE 464 lesson plan CTE 492 Philo of Teaching CTE 495 Syllabus Lesson Plan: Workplace
	S4K3 The teacher understands how to provide students with realistic occupational and/or work experiences.	CTE 464 lesson plan CTE 492 Lesson Plan
	S4K4 The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.	CTE 426 Job and Task Analysis Activity CTE 426 Curriculum Portfolio--Advisory Committee CTE 430 Community resources CTE 430 advisor interview CTE 430 exceptional student interview re: inclusion
	S4K5 The teacher understands how occupational trends and issues affect the workplace.	CTE 351 textbook chapter "Issues and Trends Impacting the Future and Growth of CTE" (syllabus) CTE 430: Workforce Trends CTE 492 Advisory Board assignment
	S4K6 The teacher understands how to integrate academic skills into technical content areas.	CTE 464 lesson plan CTE 415 Portfolio CTE 492 lesson plan
	S4K7 The teacher understands the role of innovation and entrepreneurship in the workplace. (Engineering Tech)	CTE 472 lesson plan (entrepreneur opportunity and employability) CTE 492 lesson plan
	S4K8 The teacher understands the integration of leadership training, community involvement, and personal growth into instructional strategies.	CTE 492 Lesson Plan CTE 464 lesson plan re: personal growth CTE 492 community resources assignment
	S4P1 The teacher models appropriate workplace practices and ethics.	CTE 464 lesson plan CTE 472 CTSO integration lesson plan CTE 492 setting classroom expectations assignment
	S4P2 The teacher discusses state guidelines to aid students in understanding the trends and issues of occupation.	CTE 351 textbook chapter "Issues and Trends Impacting the Future and Growth of CTE" (syllabus) CTE 430: Workforce Trends CTE 492 Advisory Board assignment
	S4P3 The teacher integrates academic skills appropriate for each occupational area	CTE 415 Portfolio CTE 492 LP Excel CTE 472 occupational skill

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		CTE 492 lesson plan
	S4P4 The teacher uses simulated and/or authentic occupational applications of course content.	CTE 426 Job and Task Analysis Activity CTE 472 occupational skill Portfolio
	S4P5 The teacher uses experts from business, industry, and government as appropriate for the content area.	CTE 351 Final exam CTE 351 teaching philosophy CTE 492: Community Resources
	S4P6 The teacher develops scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.	CTE 464 lesson plan CTE 472 lesson plan CTE 492 lesson plan
	S4P7 The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.	CTE 420 analysis of learner's component of assessment portfolio CTE 464 lesson plan CTE 492 lesson plan
	S4P8 The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible. (Engineering Tech)	CTE 472 lesson plan (entrepreneur opportunity and employability) CTE 492 lesson plan
Standard 7 Planning for Instruction	S7K1 The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.	CTE 430: Course Calendar CTE 431: Course Syllabus CTE 430: Fundamentals of CTSO Lesson Plan
	S7K2 The teacher knows how to identify community and industry expectations and access resources.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 492: Community Resources CTE 430: CTSO Event Timeline CTE 430: Timeline Checklist
	S7P1 The teacher designs instruction that aligns with secondary and postsecondary curricula that develop technical competencies.	CTE 492: Basics of Access Lesson Plan CTE 492: Excel Lesson Plan CTE 492: Records Mgmt.
	S7P2 The teacher designs instruction to meet community and industry expectations.	CTE 426 Job & Task Analysis CTE 492: Mock Interview Lesson Plan CTE 464: Workplace Environment Lesson Plan CTE 464: Workplace Ethics Lesson Plan
Standard 8 Instructional Strategies	S8K1 The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.	CTE 464: Career Exploration Lesson Plan CTE 464: Course Calendar CTE 464 Entering the Workplace Lesson Plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S8K2 The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify the curriculum and make program improvement. (Business)	CTE 420 Assessment Portfolio
	S8K3 The teacher understands how evaluation connects to instruction.	CTE 420 Assessment Portfolio CTE 472 Lesson Plans CTE 430: Evaluation CTE 492: Course Portfolio 1, 2 & 3
	S8P1 The teacher writes and evaluates occupational goals, objectives, and competencies.	CTE 472 Lesson Plans CTE 464: Lesson Plan CTE 464: Networking Lesson Plan
	S8P2 The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.	CTE 472 Lesson Plans CTE 420 Assessment Portfolio
	S8P3 The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 492: Course Portfolio 1, 2 & 3 CTE 430: Criticality Survey
Standard 9 Professional Learning and Ethical Practice	S9K1 The teacher understands the value and impact of having a professional development plan.	CTE 472 PDP Submission
	S9K2 The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.	CTE 351 Professional Teaching Philosophy CTE 351 Course Syllabus CTE 430 TAC Advisory Journals
	S9P1 The teacher collaborates with an administrator to create a professional development plan.	EDCI 401 PDP Submission
	S9P2 The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.	CTE 351 Professional Teaching Philosophy CTE 351 Rubric: Teaching Philosophy
Standard 10 Leadership and Collaboration	S10K1 The teacher knows the contributions of advisory committees.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430: TAC Advisory Journals
	S10K2 The teacher understands the importance of using the employment community to validate occupational skills.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity CTE 430: Workforce Trends
	S10K3 The teacher understands how to effect change in professional-technical education and in the occupational area taught.	CTE 351 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity
	S10K4 The teacher knows about professional organizations within the occupational area.	CTE 492: Course Calendar CTE 492: Course Syllabus

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S10K5 The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs. (business)	CTE 426 Curriculum Portfolio
	S10K6 The teacher understands the structure of state-approved PTSOs.	CTE 426 Curriculum Portfolio CTE 430 Annual Budget (CTSO) CTE 430 Lesson Plan: Introduction to CTSOs
	S10K7 The teacher understands the ideas, opinions, and perceptions of business and industry.	CTE 431 Curriculum Portfolio--Advisory Committee CTE 431 Job and Task Analysis Activity
	S10P1 The teacher establishes and uses advisory committees for program development and improvement.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430 Advisory Board CTE 492: Community Resources
	S10P2 The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.	CTE 430: Lesson Plan: BPA in English
	S10P3 The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430: Advisory Board CTE 430: BPA Lesson Plan
	S10P4 The teacher participates in appropriate professional organizations.	CTE 351—Professional Organizations CTE 492: Course Syllabus
	S10P5 The teacher cooperatively constructs articulation agreements.	CTE 426 Curriculum Portfolio--Advisory Committee
	S10P6 The teacher incorporates an active state-approved PTSO in his or her program.	CTE 430 CTSO Lesson Plan CTE 430 CTSO Event Planning Lesson Plan
	S10P7 The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.	CTE 430: CTSO Advisor Interview CTE 430: BPA Lesson Plan
	S11K1 The teacher understands how to dispose of waste materials.	CTE 472 Safety Lesson Plan
	S11K2 The teacher understands how to care for, inventory, and maintain materials and equipment.	CTE 472 occupational skill CTE 430 Mock Budget
	S11K3 The teacher understands safety contracts and operation procedures.	CTE 431 Safety Contract Assignment
	S11K4 The teacher understands legal safety issues related to the program area.	CTE 431 Safety Contract Assignment
	S11K5 The teacher understands the safety requirements necessary to conduct laboratory and field activities.	CTE 431 Safety Contract Assignment CTE 431 Safety Lesson Plan CTE 492: Classroom Rules & Policies
Standard 11	S11K6 The teacher understands time and organizational skills in laboratory management. (Engineering Tech)	CTE 492: Lesson Plan 1 CTE 492: Lesson Plan 2 CTE 492: Lesson Plan 3

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S11K7 The teacher is aware of safety regulations at school and work sites.	CTE 431Safety Contract Assignment CTE 431 Safety Lesson Plan
	S11K8 The teacher understands how to incorporate PTSOs as intracurricular learning experiences.	CTE 431 Safety Lesson Plan CTE 430: BPA Facts CTE 430: BPA in English CTE 430: Tips for Success (BPA)
	S11P1 The teacher ensures that facilities, materials, and equipment are safe to use.	CTE 431 Safety Contract Assignment
	S11P2 The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.	CTE 431 Safety Contract Assignment
	S11P3 The teacher demonstrates effective management skills in the classroom and laboratory environments.	CTE 431 Safety Contract Assignment CTE 431 Safety Lesson Plan CTE 492: Classroom Rules & Policies CTE 492: Expectations Lesson Plan
	S11P4 The teacher models and reinforces effective work and safety habits.	CTE 431 Safety Contract Assignment CTE 431 Safety Lesson Plan
	S11P5 The teacher incorporates PTSOs as intra-curricular learning experiences.	CTE 430: Integration of CTSOs Lesson Plans 1, 2 & 3
Standard 12	S12K1 The teacher understands workplace employability skills and related issues.	CTE 431 Safety Contract Assignment CTE 431 Safety Lesson Plan CTE 464 Course Syllabus CTE 464 Course Calendar CTE 464: Lesson Mock Interviews
	S12K2 The teacher understands the issues of balancing work and personal responsibilities.	CTE 351 CTSO Module CTE 492 Lesson Plan
	S12K3 The teacher understands how to promote career awareness.	CTE 351 Agents of Growth Module CTE 464 Course Syllabus CTE 464 Course Calendar
	S12P1 The teacher designs instruction that addresses employability skills and related workplace issues.	CTE 472 occupational skill CTE 464: Career Exploration Lesson Plan CTE 464: Entering the Workplace Lesson Plan CTE 464: Ethics Lesson Plan
	S12P2 The teacher discusses how to balance demands between work and personal responsibilities.	CTE 351 CTSO Module
	S12P3 The teacher provides opportunities for career awareness and exploration.	CTE 351 CTSO Module CTE 464: Career Exploration Lesson Plan CTE 464: Entering the Workplace Lesson Plan CTE 464: Ethics Lesson Plan

Section II: New Program Course Requirements
Directions: Copy the endorsement language from IDAPA 08.02.02 - Rules Governing Uniformity, into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.
Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file. Links to outside documents or websites will not be considered.

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

CTE 351 Principles and Philosophy of Career and Technical Education
CTE 420 Assessment in Contextual Learning Environments
CTE 426 Occupational Analysis and Curriculum Development
CTE 430 Leadership and Student Organizations
CTE 431 Supervising CTE Student Organizations
CTE 464 Career Guidance and Transitioning to Work
CTE 472 Teaching and Learning in Organizations
CTE 484 Internship in Career and Technical Education Teaching
CTE 492 Business and Marketing Education Methods

Signature of College Chair/Director/Dean		**Date**	
Signature of Graduate Chair/Director/Dean, or other official (if applicable)		**Date**	

**Applications without appropriate dated signatures will not be considered.*

Career and Technical Education (B.S.Ed.)

Required course work includes the university requirements (see regulation J-3) and the following courses. A 2.75 GPA is required for graduation.

General Career and Technical Education Requirements		
CTE 351	Principles and Philosophy of Career and Technical Education	3
CTE 430	Leadership and Student Organizations	2
CTE 431	Supervising CTE Career and Technical Student Organizations	1-3
CTE 464	Career Guidance and Transitioning to Work	3
Options		
Select one of the following options:		45-87
Business and Marketing Education		
Engineering and Technology Education		
Family and Consumer Sciences		
Workforce Training and Development		
Total Hours		**54-98**

A. Business and Marketing Education Option

The Business and Marketing Education option is for students interested in teaching business, marketing, and business technology subjects at the high school or post-secondary level. Completers of this option may apply for Idaho secondary teacher certification with endorsements in business technology, marketing technology, and usually economics (based on selected electives).

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS II Content Area Exam, and the following:

ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3

BLAW 265	Legal Environment of Business	3
BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
CTE 413	Retail Merchandising for Marketing Education	3
CTE 415	Productivity Software in Business Education	3
or CTE 419	Database Applications and Information Management	
CTE 416	Website Design and Development	3
or CTE 460	Desktop Publishing	
CTE 418	Teaching Economics and Personal Finance	3
CTE 484	Internship in Career and Technical Education Teaching	10
CTE 492	Business and Marketing Education Methods	3
CTE 495	Administrative Technology Management and Procedures	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 401	Internship Seminar	1
EDCI 410	Technology, Teaching and Learning	2
EDCI 463	Literacy Methods for Content Learning	3
EDSP 300	Educating for Exceptionalities	3
ENGL 313	Business Writing	3
FCS 448	Consumer Economic Issues	3
MATH 143	College Algebra [1]	3
or STAT 251	Statistical Methods	
MHR 310	Leading Organizations and People [1]	3
or MHR 311	Introduction to Management	
MKTG 321	Marketing	3
PSYC 101	Introduction to Psychology	3

or PSYC 305	Developmental Psychology	
Select 6 credits of Accounting, Business, Economics or CTE electives		6
Total Hours		**87**

[1] *This mathematics elective is in addition to the General Education Mathematics requirements. Students must complete a total of 6 credits.*

Courses to total 128 credits for this degree

Note: Students interesting in obtaining a teaching endorsement in Economics need to ensure that 3 credits of the designated elective credits are in economics, finance or accounting, see an advisor for details.

B. Workforce Training and Development Option

This option is designed for those teachers in secondary trade and industrial programs who wish to teach in post-secondary professional-technical programs. Requirements include the General Career and Technical Education Requirements and the following:

CTE 420	Assessment in Contextual Learning Environments	3
CTE 426	Occupational Analysis and Curriculum Development	3
CTE 447	Diverse Populations and Individual Differences (Max 3 credits)	2-3
CTE 472	Teaching and Learning in Organizations	3
Select one approved course in computer literacy		3
Career and Technical electives approved by advisor to total 128		
CTE 200	Seminar	
CTE 203	Workshop	
CTE 204	Special Topics	
CTE 299	Directed Study	
CTE 400	Seminar	
CTE 403	Workshop	
CTE 404	Special Topics	

CTE 418	Teaching Economics and Personal Finance	
CTE 499	Directed Study	
Additional requirements for Secondary Teaching Certificate include the following: [1]		
COMM 101	Fundamentals of Oral Communication	2
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 302	Teaching Culturally Diverse Learners	3
EDCI 401	Internship Seminar	1
EDCI 463	Literacy Methods for Content Learning	3
EDSP 300	Educating for Exceptionalities	3
EDCI 485	Secondary Internship	10-15
or CTE 484	Internship in Career and Technical Education Teaching	
PSYC 101	Introduction to Psychology	3
or PSYC 305	Developmental Psychology	
Total Hours		**45-51**

[1] *Additional requirements for CTE Occupational Education students seeking an Idaho Secondary Teaching Certificate include the satisfactory completion of the PRAXIS II Content Area Test, and* COMM 101*.*

Courses to total 128 credits for this degree

C. Engineering and Technology Education Option

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS II Content Area Exam, and the following:

ASM 107	Beginning Welding	3
ASM 202	Agricultural Shop Practices	3
COMM 101	Fundamentals of Oral Communication	2
CTE 130	Introduction to Electricity and Electronics	3
CTE 353	Manufacturing Systems	3

CTE 370	Transportation & Engineering Technologies	3
CTE 410	Technology & Society	3
CTE 415	Productivity Software in Business Education	3
CTE 416	Website Design and Development	3
CTE 426	Occupational Analysis and Curriculum Development	3
CTE 462	Communication Technology	3
CTE 481	Computer-Integrated and Robotics Manufacturing Technologies	3
CTE 484	Internship in Career and Technical Education Teaching	10
CTE 494	Senior Project	3
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 302	Teaching Culturally Diverse Learners	3
EDCI 463	Literacy Methods for Content Learning	3
EDSP 300	Educating for Exceptionalities	3
ENGL 317	Technical Writing	3
MATH 143	College Algebra	3
PHYS 111	General Physics I	3
PHYS 111L	General Physics I Lab	1
PHYS 112	General Physics II	3
PHYS 112L	General Physics II Lab	1
PSYC 101 or PSYC 305	Introduction to Psychology Developmental Psychology	3
Total Hours		**80**

Courses to total 129 credits for this degree

D. Family and Consumer Sciences Option

CTE 420	Assessment in Contextual Learning Environments	3

CTE 426	Occupational Analysis and Curriculum Development	3
CTE 447	Diverse Populations and Individual Differences	3
or EDCI 302	Teaching Culturally Diverse Learners	
CTE 484	Internship in Career and Technical Education Teaching	10-14
or AGED 498	Internship	
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 401	Internship Seminar	1
EDCI 410	Technology, Teaching and Learning	2
EDCI 463	Literacy Methods for Content Learning	3
EDSP 300	Educating for Exceptionalities	3
FCS 105	Individual and Family Development	3
FCS 123	Textiles	3
or FCS 419	Dress and Culture	
FCS 205	Concepts in Human Nutrition	3
FCS 234	Infancy and Early Childhood	3
FCS 236	Directed Early Childhood Laboratory Experience	3
FCS 251	Survey of FCS Professions	1
FCS 270	Scientific Principles of Food Preparation	3
FCS 275	Experimental Foods Lab	2
FCS 340	Parent-Child Relationships in Family and Community	3
or FCS 445	Issues in Work and Family Life	
FCS 346	Personal and Family Finance and Management	4
or FCS 448	Consumer Economic Issues	
FCS 428	Housing America's Families	3
Select one of the following:		3-4
AGED 452	Methods of Teaching Agriculture	
CTE 472	Teaching and Learning in Organizations	

Total Hours	**68-73**

Courses to total 120 credits for this degree

1. Graduates work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
2. Graduates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the graduates′ of Career and Technical Education and learners′ decision-making.

Career and Technical Education (B.S.Ed.)

- REQUIREMENTS
- LEARNING OUTCOMES

Required course work includes the university requirements (see regulation J-3) and the following courses. A 2.75 GPA is required for graduation.

Code	Title	Hours
General Career and Technical Education Requirements		
COMM 101	Fundamentals of Oral Communication	2
CTE 351	Principles and Philosophy of Career and Technical Education	3
CTE 420	Assessment in Contextual Learning Environments	3
CTE 426	Occupational Analysis and Curriculum Development	3
CTE 430	Leadership and Student Organizations	2
CTE 431	Supervising CTE Career and Technical Student Organizations	1-3
CTE 464	Career Guidance and Transitioning to Work	3
CTE 472	Teaching and Learning in Organizations	3
CTE 484	Internship in Career and Technical Education Teaching	10
CTE 492	Business and Marketing Education Methods	3
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 302	Teaching Culturally Diverse Learners	3
EDCI 401	Internship Seminar	1
EDCI 410	Technology, Teaching and Learning	2
EDCI 463	Literacy Methods for Content Learning	3
EDSP 300	Educating for Exceptionalities	3
Options		
Select one of the following options:		45-87
Business and Marketing Education		
Engineering and Technology Education		
Family and Consumer Sciences		
Workforce Training and Development		
Total Hours		**54-98**

Course List

A. Business and Marketing Education Option

The Business and Marketing Education option is for students interested in teaching business, marketing, and business technology subjects at the high school or post-secondary level. Completers of this option may apply for Idaho secondary teacher certification with endorsements in business technology, marketing technology, and usually economics (based on selected electives).

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS II Content Area Exam, and the following:

Code	Title	Hours
ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
BLAW 265	Legal Environment of Business	3
BUS 190	Integrated Business and Value Creation	3
~~COMM 101~~	~~Fundamentals of Oral Communication~~	~~2~~
CTE 413	Retail Merchandising for Marketing Education	3
CTE 415 or CTE 419	Productivity Software in Business Education Database Applications and Information Management	3
CTE 416 or CTE 460	Website Design and Development Desktop Publishing	3
CTE 418	Teaching Economics and Personal Finance	3
~~CTE 484~~	~~Internship in Career and Technical Education Teaching~~	~~10~~
~~CTE 492~~	~~Business and Marketing Education Methods~~	~~3~~
CTE 495	Administrative Technology Management and Procedures	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
~~EDCI 201~~	~~Contexts of Education~~	~~3~~
~~EDCI 301~~	~~Learning, Development, and Assessment~~	~~3~~
~~EDCI 401~~	~~Internship Seminar~~	~~1~~
~~EDCI 410~~	~~Technology, Teaching and Learning~~	~~2~~
~~EDCI 463~~	~~Literacy Methods for Content Learning~~	~~3~~
~~EDSP 300~~	~~Educating for Exceptionalities~~	~~3~~
ENGL 313	Business Writing	3
FCS 448	Consumer Economic Issues	3

Code	Title	Hours
MATH 143	College Algebra [1]	3
~~or STAT 251~~	~~Statistical Methods~~	
MHR 310	Leading Organizations and People [1]	3
or MHR 311	Introduction to Management	
MKTG 321	Marketing	3
PSYC 101	Introduction to Psychology	3
or PSYC 305	Developmental Psychology	
~~Select 6 credits of Accounting, Business, Economics or CTE electives~~		~~6~~
Total Hours		51~~87~~

Course List

[1] *This mathematics elective is in addition to the General Education Mathematics requirements. Students must complete a total of 6 credits.*

Courses to total ~~128~~ 120 credits for this degree

~~*Note: Students interesting in obtaining a teaching endorsement in Economics need to ensure that 3 credits of the designated elective credits are in economics, finance or accounting, see an advisor for details.*~~

B. Workforce Training and Development Option

This option is designed for those teachers in secondary trade and industrial programs who wish to teach in post-secondary professional-technical programs. Requirements include the General Career and Technical Education Requirements and the following:

Code	Title	Hours
~~CTE 420~~	~~Assessment in Contextual Learning Environments~~	~~3~~
~~CTE 426~~	~~Occupational Analysis and Curriculum Development~~	~~3~~
CTE 447	Diverse Populations and Individual Differences (Max 3 credits)	2-3
~~CTE 472~~	~~Teaching and Learning in Organizations~~	~~3~~
Select one approved course in computer literacy		3
Career and Technical electives approved by advisor to total ~~128~~ 120		
CTE 200	Seminar	
CTE 203	Workshop	
CTE 204	Special Topics	
CTE 299	Directed Study	
CTE 400	Seminar	

Code	Title	Hours
CTE 403	Workshop	
CTE 404	Special Topics	
CTE 418	Teaching Economics and Personal Finance	
CTE 499	Directed Study	
Additional requirements for Secondary Teaching Certificate include the following: [1]		
~~COMM 101~~	~~Fundamentals of Oral Communication~~	~~2~~
~~EDCI 201~~	~~Contexts of Education~~	~~3~~
~~EDCI 301~~	~~Learning, Development, and Assessment~~	~~3~~
~~EDCI 302~~	~~Teaching Culturally Diverse Learners~~	~~3~~
~~EDCI 401~~	~~Internship Seminar~~	~~1~~
~~EDCI 463~~	~~Literacy Methods for Content Learning~~	~~3~~
~~EDSP 300~~	~~Educating for Exceptionalities~~	~~3~~
~~EDCI 485~~	~~Secondary Internship~~	~~10-15~~
~~or CTE 484~~	~~Internship in Career and Technical Education Teaching~~	
PSYC 101	Introduction to Psychology	3
or PSYC 305	Developmental Psychology	
Total Hours		45~~45-51~~

Course List

[1] *Additional requirements for CTE Occupational Education students seeking an Idaho Secondary Teaching Certificate include the satisfactory completion of the PRAXIS II Content Area Test, and* COMM 101*.*

Courses to total 128 credits for this degree

C. Engineering and Technology Education Option

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS II Content Area Exam, and the following:

Code	Title	Hours
ASM 107	Beginning Welding	3
ASM 202	Agricultural Shop Practices	3
~~COMM 101~~	~~Fundamentals of Oral Communication~~	~~2~~
CTE 130	Introduction to Electricity and Electronics	3
CTE 353	Manufacturing Systems	3
CTE 370	Transportation & Engineering Technologies	3
CTE 410	Technology & Society	3
CTE 415	Productivity Software in Business Education	3
CTE 416	Website Design and Development	3
~~CTE 426~~	~~Occupational Analysis and Curriculum Development~~	~~3~~

Code	Title	Hours
CTE 462	Communication Technology	3
CTE 481	Computer-Integrated and Robotics Manufacturing Technologies	3
~~CTE 484~~	~~Internship in Career and Technical Education Teaching~~	~~10~~
CTE 494	Senior Project	3
~~EDCI 201~~	~~Contexts of Education~~	~~3~~
~~EDCI 301~~	~~Learning, Development, and Assessment~~	~~3~~
~~EDCI 302~~	~~Teaching Culturally Diverse Learners~~	~~3~~
~~EDCI 463~~	~~Literacy Methods for Content Learning~~	~~3~~
~~EDSP 300~~	~~Educating for Exceptionalities~~	~~3~~
ENGL 317	Technical Writing	3
MATH 143	College Algebra	3
PHYS 111	General Physics I	3
PHYS 111L	General Physics I Lab	1
PHYS 112	General Physics II	3
PHYS 112L	General Physics II Lab	1
PSYC 101 or PSYC 305	Introduction to Psychology Developmental Psychology	3
Total Hours		50~~80~~

Course List

Courses to total ~~129~~ 120 credits for this degree

D. Family and Consumer Sciences Option

Code	Title	Hours
~~CTE 420~~	~~Assessment in Contextual Learning Environments~~	~~3~~
~~CTE 426~~	~~Occupational Analysis and Curriculum Development~~	~~3~~
~~CTE 447~~ ~~or EDCI 302~~	~~Diverse Populations and Individual Differences~~ ~~Teaching Culturally Diverse Learners~~	~~3~~
~~CTE 484~~ ~~or AGED 498~~	~~Internship in Career and Technical Education Teaching~~ ~~Internship~~	~~10-14~~
~~EDCI 201~~	~~Contexts of Education~~	~~3~~
~~EDCI 301~~	~~Learning, Development, and Assessment~~	~~3~~
~~EDCI 401~~	~~Internship Seminar~~	~~1~~
~~EDCI 410~~	~~Technology, Teaching and Learning~~	~~2~~
~~EDCI 463~~	~~Literacy Methods for Content Learning~~	~~3~~
~~EDSP 300~~	~~Educating for Exceptionalities~~	~~3~~
FCS 105	Individual and Family Development	3
~~FCS 123~~ or FCS 419	~~Textiles~~ Dress and Culture	3

Code	Title	Hours
FCS 205	Concepts in Human Nutrition	3
FCS 234	Infancy and Early Childhood	3
FCS 236	Directed Early Childhood Laboratory Experience	3
FCS 251	Survey of FCS Professions	1
FCS 270	Scientific Principles of Food Preparation	3
FCS 275	Experimental Foods Lab	2
FCS 340	Parent-Child Relationships in Family and Community	3
or FCS 445	Issues in Work and Family Life	
FCS 346	Personal and Family Finance and Management	4
or FCS 448	Consumer Economic Issues	
FCS 428	Housing America's Families	3
~~Select one of the following:~~		~~3-4~~
~~AGED 452~~	~~Methods of Teaching Agriculture~~	
~~CTE 472~~	~~Teaching and Learning in Organizations~~	
FCS, CTE, or other advisor-approved electives		12
Total Hours		**43~~68-73~~**

Course List

Courses to total 120 credits for this degree

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	University of Idaho	**Date of Submission**	June 3, 2021
New Program Name		**Certification/Endorsement**	Business endorsement

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☐ No ☐ If yes, on what date was the Proposal Form submitted to the State Board of Education? *Click or tap to enter a date.*

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

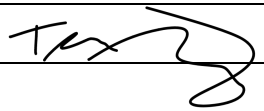
Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	S1K1	CTE 413-01 CTE 492_01 (Fall 2020, Billing) CTE_492-01_Calendar (Fall, 2020, Billing)
	S1K2	CTE 418-01(Spring, 2021, Billing) CTE 464-01 (Spring 2021, Billing) Budgeting.pdf
	S1K3	BME Flipped LP Google Task Lists Signature_Assignment_Weebly_Overview_CTE430_FA2019
	S1K4	CTE_430-01_Calendar(Fall2019,Billing) CTE_431_Summary_Assignment_Instructions CTE_431_SupervisingCTSOs_Syllabus(Spring 2018, Billing) Fundamentals_of_CTSO_LP_Example Fundamentals_of_DECA_LP_Example
	S1P1	Excel.pdf Records_Mgmt.pdf
	S1P2	Global_Tech.pdf Op_Cost.pdf Promo_Mix.pdf

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S1P3	Excel.pdf Portfolio.pdf
	S1P4	Fundamentals_of_CTSO_LP_Example Integration_of_CTSO_1 LP01.pdf

Section II: New Program Course Requirements
Directions: Copy the endorsement language from IDAPA 08.02.02 - Rules Governing Uniformity, into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.
Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file. Links to outside documents or websites will not be considered.

IDAPA 08.02.02 does not include language specific to the Business Technology Endorsement. Please refer to the document entitled "CTE Catalog Rewrite" for the course requirements.

Signature of College Chair/Director/Dean		**Date**	6/2/21
Signature of Graduate Chair/Director/Dean, or other official (if applicable)		**Date**	

**Applications without appropriate dated signatures will not be considered.*

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	University of Idaho	**Date of Submission**	6/3/21
New Program Name		**Certification/Endorsement**	Marketing Tech Endorsement

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☒ No ☐ If yes, on what date was the Proposal Form submitted to the State Board of Education? Not applicable

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	S1K1	CTE 413-01 CTE 413-01 Retail Calendar CTE 492-01 Calendar
	S1K2	CTE 413 Retail Calendar CTE 464-01 Calendar CTE 418 EconPerFinc Calendar
	S1K3	CTE 415 01(Fall 2020) Billing CTE 415 01 Calendar (Fall 2020) Billing Literature Review Hill Signature Assignment Rubric CTE 415
	S1K4	CTE 430 01(Fall 2019) Billing CTE 430 01 Calendar (Fall 2019) Billing Relationship of CTSOs to CTE Program
	S1P1.	MKT Changing Times Op Cost Promo Mix
	S1P2.	Retail Brand Mgmt. Retail Branding Retail Segmentation

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S1P3.	Lesson Plan Portfolio
	S1P4	Advisor Detailed Annual Calendar (ADAC) Assignment DECA 2019-2020 Mock Budget Fundamentals of DECA LP Example POA Assignment

Section II: New Program Course Requirements
Directions: Copy the endorsement language from IDAPA 08.02.02 - Rules Governing Uniformity, into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.
Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file. Links to outside documents or websites will not be considered.

IDAPA 08.02.02 does not include language specific to the Marketing Technology Endorsement. Please refer to the document entitled "CTE Catalog Rewrite" for the course requirements.

Signature of College Chair/Director/Dean		**Date**	6/3/21
Signature of Graduate Chair/Director/Dean, or other official (if applicable)		**Date**	

**Applications without appropriate dated signatures will not be considered.*

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	University of Idaho	**Date of Submission**	6/3/21
New Program Name		**Certification/Endorsement**	CTE

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☒ No ☐ If yes, on what date was the Proposal Form submitted to the State Board of Education? Not applicable

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	S1K1The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.	CTE 426 Job and Task Analysis Activity CTE 430 Syllabus CTE 430 Calendar CTE 472 Lesson Plan (specific to safety) CTE 492 Lesson Plan
	S1K2 The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.	CTE 430 Flipped lesson plan for introduction of CTSO CTE 472 STEM integration lesson plan CTE 492 Flipped lesson plan
	S1K3 The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.	CTE 426 Job and Task Analysis Activity CTE 464 Lesson Plan CTE 472 Occupational Skill Lesson Plan in their area
	S1K4 The teacher understands industry trends and labor market needs.	CTE 426 Development of DACUM chart CTE 430 Criticality surveys CTE 430 Industry Analysis
	S1K5	CTE 351 Textbook chapter ("Leaders who influence CTE curriculum development") CTE 430 Leadership of CSTO lesson

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S1K6 The teacher understands the philosophical principles and the practices of professional-technical education.	CTE 351 Syllabus CTE 351 Philosophy of CTE CTE 492 Philosophy of CTE instruction
	S1K7 The teacher understands the importance of student leadership qualities in technical program areas.	CTE 351 Leadership Assignment CTE 430 CTSO leadership responsibilities PPT (candidate taught)
	S1P1 The teacher maintains current technical skills and seeks continual improvement.	CTE 426 Job/Task Analysis with incumbent industry representative CTE 472 Lesson Plan CTE 492 Lesson Plan
	S1P2 The teacher demonstrates specific occupational skills necessary for employment.	CTE 464 Lesson Plan CTE 472 occupational skill CTE 492 Lesson plan (tech) State evaluation of course/work for industry hours
	S1P3 The teacher uses current terminology, industry logistics, and procedures for the occupational area.	CTE 426 job/task analysis CTE 464 lesson plan CTE 472 recorded lesson demonstrating occupational skill CTE 492 lesson plan
	S1P4 The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).	CTE 430 Lesson plan CTE 430 CTSO Planning CTE 431 summary of CTSO event participation
	S1P5 The teacher writes and evaluates occupational objectives and competencies.	CTE 426 Job/Task Analysis CTE 464 lesson plan CTE 472 lesson plan demonstrating occupational skill
	S1P6 The teacher uses a variety of technical instructional resources	CTE 351 final exam CTE 351 teaching philosophy CTE 351 Final Exam Rubric CTE 351 Professional Teaching Philosophy
	S1P7 The teacher assesses the occupational needs of the community.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity CTE 430 criticality surveys CTE 430 community resources
	S1P8 The teacher facilitates experiences designed to develop skills for successful employment.	CTE 420 analysis of learner's component of assessment portfolio CTE 430 advisor interview CTE 431 summary of CTSO event(s)
	S1P9 The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities)	CTE 430 community resources CTE 464 lesson plan assignment 1 CTE 464 lesson plan assignment 2
Standard 4 Content Knowledge	S4K1 The teacher understands the entry-level skills in the occupation.	CTE 472 occupational skill CTE 492 Lesson Plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		CTE 492 syllabus
	S4K2 The teacher understands workplace culture and ethics.	CTE 464 lesson plan CTE 492 Philo of Teaching CTE 495 Syllabus Lesson Plan: Workplace
	S4K3 The teacher understands how to provide students with realistic occupational and/or work experiences.	CTE 464 lesson plan CTE 492 Lesson Plan
	S4K4 The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.	CTE 426 Job and Task Analysis Activity CTE 426 Curriculum Portfolio--Advisory Committee CTE 430 Community resources CTE 430 advisor interview CTE 430 exceptional student interview re: inclusion
	S4K5 The teacher understands how occupational trends and issues affect the workplace.	CTE 351 textbook chapter "Issues and Trends Impacting the Future and Growth of CTE" (syllabus) CTE 430: Workforce Trends CTE 492 Advisory Board assignment
	S4K6 The teacher understands how to integrate academic skills into technical content areas.	CTE 464 lesson plan Portfolio CTE 492 lesson plan
	S4K7 The teacher understands the role of innovation and entrepreneurship in the workplace.	CTE 472 lesson plan (entrepreneur opportunity and employability) CTE 492 lesson plan
	S4K8 The teacher understands the integration of leadership training, community involvement, and personal growth into instructional strategies.	CTE 492 Lesson Plan CTE 464 lesson plan re: personal growth CTE 492 community resources assignment
	S4P1 The teacher models appropriate workplace practices and ethics.	CTE 464 lesson plan CTE 472 CTSO integration lesson plan CTE 492 setting classroom expectations assignment
	S4P2 The teacher discusses state guidelines to aid students in understanding the trends and issues of occupation.	CTE 351 textbook chapter "Issues and Trends Impacting the Future and Growth of CTE" (syllabus) CTE 430: Workforce Trends CTE 492 Advisory Board assignment
	S4P3 The teacher integrates academic skills appropriate for each occupational area	Portfolio CTE 492 LP Excel CTE 492 lesson plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S4P4 The teacher uses simulated and/or authentic occupational applications of course content.	CTE 426 Job and Task Analysis Activity CTE 472 occupational skill Portfolio
	S4P5 The teacher uses experts from business, industry, and government as appropriate for the content area.	CTE 351 Final exam CTE 351 teaching philosophy CTE 492: Community Resources
	S4P6 The teacher develops scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.	CTE 464 lesson plan CTE 472 lesson plan CTE 492 lesson plan
	S4P7 The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.	CTE 420 analysis of learner's component of assessment portfolio CTE 464 lesson plan CTE 492 lesson plan
	S4P8 The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.	CTE 472 lesson plan (entrepreneur opportunity and employability) CTE 492 lesson plan
Standard 7 Planning for Instruction	S7K1 The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.	CTE 430: Course Calendar CTE 431: Course Syllabus CTE 430: Fundamentals of CTSO Lesson Plan
	S7K2 The teacher knows how to identify community and industry expectations and access resources.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 492: Community Resources CTE 430: CTSO Event Timeline CTE 430: Timeline Checklist
	S7P1 The teacher designs instruction that aligns with secondary and postsecondary curricula that develop technical competencies.	CTE 492: Basics of Access Lesson Plan CTE 492: Excel Lesson Plan CTE 492: Records Mgmt.
	S7P2 The teacher designs instruction to meet community and industry expectations.	CTE 426 Job & Task Analysis CTE 492: Mock Interview Lesson Plan CTE 464: Workplace Environment Lesson Plan CTE 464: Workplace Ethics Lesson Plan
Standard 8 Instructional Strategies	S8K1 The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.	CTE 464: Career Exploration Lesson Plan CTE 464: Course Calendar CTE 464 Entering the Workplace Lesson Plan
	S8K2 The teacher knows how to conduct a follow-up survey of graduates and how to use the information to	CTE 420 Assessment Portfolio

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	modify the curriculum and make program improvement.	
	S8K3 The teacher understands how evaluation connects to instruction.	CTE 420 Assessment Portfolio CTE 472 Lesson Plans CTE 430: Evaluation CTE 492: Course Portfolio 1, 2 & 3
	S8P1 The teacher writes and evaluates occupational goals, objectives, and competencies.	CTE 472 Lesson Plans CTE 464: Lesson Plan CTE 464: Networking Lesson Plan
	S8P2 The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.	CTE 472 Lesson Plans CTE 420 Assessment Portfolio
	S8P3 The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 492: Course Portfolio 1, 2 & 3 CTE 430: Criticality Survey
Standard 9 Professional Learning and Ethical Practice	S9K1 The teacher understands the value and impact of having a professional development plan.	CTE 472 PDP Submission
	S9K2 The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.	CTE 351 Professional Teaching Philosophy CTE 351 Course Syllabus CTE 430 TAC Advisory Journals
	S9P1 The teacher collaborates with an administrator to create a professional development plan.	CTE 472 PDP Submission
	S9P2 The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.	CTE 351 Professional Teaching Philosophy CTE 351 Rubric: Teaching Philosophy
Standard 10 Leadership and Collaboration	S10K1 The teacher knows the contributions of advisory committees.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430: TAC Advisory Journals
	S10K2 The teacher understands the importance of using the employment community to validate occupational skills.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity CTE 430: Workforce Trends
	S10K3 The teacher understands how to effect change in professional-technical education and in the occupational area taught.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity
	S10K4 The teacher knows about professional organizations within the occupational area.	CTE 492: Course Calendar CTE 492: Course Syllabus
	S10K5 The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.	CTE 426 Curriculum Portfolio

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S10K6 The teacher understands the structure of state-approved PTSOs.	CTE 426 Curriculum Portfolio CTE 430 Annual Budget (CTSO) CTE 430 Lesson Plan: Introduction to CTSOs
	S10K7 The teacher understands the ideas, opinions, and perceptions of business and industry.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity
	S10P1 The teacher establishes and uses advisory committees for program development and improvement.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430 Advisory Board CTE 492: Community Resources
	S10P2 The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.	CTE 430: Lesson Plan: BPA in English
	S10P3 The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430: Advisory Board CTE 430: BPA Lesson Plan
	S10P4 The teacher participates in appropriate professional organizations.	CTE 351—Professional Organizations CTE 492: Course Syllabus
	S10P5 The teacher cooperatively constructs articulation agreements.	CTE 426 Curriculum Portfolio--Advisory Committee
	S10P6 The teacher incorporates an active state-approved PTSO in his or her program.	CTE 430 CTSO Lesson Plan CTE 430 CTSO Event Planning Lesson Plan
	S10P7 The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.	CTE 430: CTSO Advisor Interview CTE 430: BPA Lesson Plan
	S11K1 The teacher understands how to dispose of waste materials.	CTE 472 Safety Lesson Plan
	S11K2 The teacher understands how to care for, inventory, and maintain materials and equipment.	CTE 472 occupational skill CTE 430 Mock Budget
	S11K3 The teacher understands safety contracts and operation procedures.	CTE 472 Safety Contract Assignment
	S11K4 The teacher understands legal safety issues related to the program area.	CTE 472 Safety Contract Assignment
	S11K5 The teacher understands the safety requirements necessary to conduct laboratory and field activities.	CTE 472 Safety Contract Assignment CTE 472 Safety Lesson Plan CTE 492: Classroom Rules & Policies
	S11K6 The teacher understands time and organizational skills in laboratory management.	CTE 492: Lesson Plan 1 CTE 492: Lesson Plan 2 CTE 492: Lesson Plan 3
	S11K7 The teacher is aware of safety regulations at school and work sites.	CTE 472 Safety Contract Assignment CTE 472 Safety Lesson Plan
Standard 11	S11K8 The teacher understands how to incorporate PTSOs as intracurricular learning experiences.	CTE 472 Safety Lesson Plan CTE 430: BPA Facts

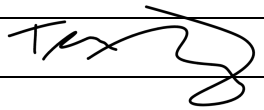
STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		CTE 430: BPA in English CTE 430: Tips for Success (BPA)
	S11P1 The teacher ensures that facilities, materials, and equipment are safe to use.	CTE 472 Safety Contract Assignment
	S11P2 The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.	CTE 472 Safety Contract Assignment
	S11P3 The teacher demonstrates effective management skills in the classroom and laboratory environments.	CTE 472 Safety Contract Assignment CTE 472 Safety Lesson Plan CTE 492: Classroom Rules & Policies CTE 492: Expectations Lesson Plan
	S11P4 The teacher models and reinforces effective work and safety habits.	CTE 472 Safety Contract Assignment CTE 472 Safety Lesson Plan
	S11P5 The teacher incorporates PTSOs as intra-curricular learning experiences.	CTE 430: Integration of CTSOs Lesson Plans 1, 2 & 3
Standard 12	S12K1 The teacher understands workplace employability skills and related issues.	CTE 472 Safety Contract Assignment CTE 472 Safety Lesson Plan CTE 464 Course Syllabus CTE 464 Course Calendar CTE 464: Lesson Mock Interviews
	S12K2 The teacher understands the issues of balancing work and personal responsibilities.	CTE 351 CTSO Module CTE 492 Lesson Plan
	S12K3 The teacher understands how to promote career awareness.	CTE 351 Agents of Growth Module CTE 464 Course Syllabus CTE 464 Course Calendar
	S12P1 The teacher designs instruction that addresses employability skills and related workplace issues.	CTE 472 occupational skill CTE 464: Career Exploration Lesson Plan CTE 464: Entering the Workplace Lesson Plan CTE 464: Ethics Lesson Plan
	S12P2 The teacher discusses how to balance demands between work and personal responsibilities.	CTE 351 CTSO Module
	S12P3 The teacher provides opportunities for career awareness and exploration.	CTE 351 CTSO Module CTE 464: Career Exploration Lesson Plan CTE 464: Entering the Workplace Lesson Plan CTE 464: Ethics Lesson Plan

Section II: New Program Course Requirements
Directions: Copy the endorsement language from IDAPA 08.02.02 - Rules Governing Uniformity, into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.

Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file. Links to outside documents or websites will not be considered.

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

CTE 351 Principles and Philosophy of Career and Technical Education
CTE 420 Assessment in Contextual Learning Environments
CTE 426 Occupational Analysis and Curriculum Development
CTE 430 Leadership and Student Organizations
CTE 431 Supervising CTE Student Organizations
CTE 464 Career Guidance and Transitioning to Work
CTE 472 Teaching and Learning in Organizations
CTE 484 Internship in Career and Technical Education Teaching
CTE 492 Business and Marketing Education Methods

Signature of College Chair/Director/Dean		**Date**	6/3/21
Signature of Graduate Chair/Director/Dean, or other official (if applicable)		**Date**	

**Applications without appropriate dated signatures will not be considered.*

PROFESSIONAL STANDARDS COMMISSON

SUBJECT

University of Idaho New Program Proposal: Computer Science

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

During the June 2021 meeting of the Professional Standards Commission (Commission), the Standards Committee of the Commission conducted a new program approval desk review of a new program leading to the Computer Science endorsement proposed by University of Idaho (UI). Through review of the proposal, the Standards Committee gained a clear understanding that the program is aligned to the Idaho Teacher Leader Standards and endorsement language in IDAPA 08.02.02.

On June 18, 2021, the full Commission voted to recommend UI's Computer Science Program to the Board for conditional approval. With conditionally approved status, UI may admit candidates to the program. This new program will be revisited during the next regularly scheduled educator preparation program review.

IMPACT

Local education agencies who hire program completers will receive the benefit of hiring educators with demonstrated skills and experience in teaching computer science.

ATTACHMENTS

Attachment 1 – New Program Proposal, Computer Science

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission. Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Educator preparation programs consist of two major parts, the core educator preparation required for all administrators, instructional staff, or pupil service staff (as applicable to the certification area) and program/area specific preparation that is tied to the area of endorsement. Full program reviews evaluate the full program (core and endorsements areas) as a whole against the certification core standards and all of the program specific standards. New "program" reviews for new endorsement programs delivered by an educator preparation program that has already been approved are to review the endorsement program against the standards specific to that endorsement area.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the Board approved certification standards for the applicable program and endorsement area.

The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing this program will be able to apply for a Standard Instructional Certificate with a computer science endorsement.

BOARD ACTION

I move to conditionally approve University Idaho's computer science endorsement program for instructional staff certification purposes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	University of Idaho	Date of Submission	
New Program Name	Computer Science Endorsement	Certification/Endorsement	Computer Science

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☒ No ☐ If yes, on what date was the Proposal Form submitted to the State Board of Education? *Click or tap to enter a date.*

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards	Coursework
Standard 1 Learner Development	1(a)	**CSED 512** – Discussion of the influence of computers in modern society and how that defines digital citizenship. **EDCI 590** – Week 1 content (Computer Science & the Digital Citizen)
	1(b)	**EDCI 590** – *Digital Citizenship Performance Task* (design a computer science activity that encompasses at least two of the following aspects of digital citizenship: copyright, cyberbullying, online community interactions, privacy, ethical considerations, online etiquette, legal usage and sharing) **EDCI 591** – Delivery of the EDCI 590 Digital Citizenship Performance Task to learners in a coding camp
Standard 2 Learning Differences	2(a)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Assessment Performance Task*

STANDARD	Enhancement Standards	Coursework
		(develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation assesses differentiation efforts **CTE 419/519** – Candidates develop a curriculum framework including an anticipated timeline of instruction and diversity within instructional strategies to meet the needs of a variety of learning needs.
Standard 3 Learning Environments	3(a)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen), Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together) **EDCI 591** – Candidate practicum evaluation assesses learning environment design and modeling digital citizenship
	3(b)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation assesses candidate technology use
	3(c)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation assesses activity digital environment use
Standard 4 Content Knowledge	4(a)	**CSED 512** – Introduction to data representation and abstraction throughout the course, including comparisons of how data is represented and abstracted across multiple languages **CSED 520** – Continued work with data representations and abstraction using C/C++, including basic types, structures, and objects **CSED 521** – Advanced abstract data representations, stacks, queues, and trees

STANDARD	Enhancement Standards	Coursework
		CTE 419/519 – Candidates develop a screencast explanation of a curriculum framework for teaching Access, including creating, editing and using tables, queries, forms, reports and SQL or embedding in a web page.
	4(b)	**CSED 512** – Introduction to the effective design, development, and testing of algorithms. CS520 – Continued work on the effective design, development, and testing of algorithms, including larger projects.
	4(c)	**CSED 520** – Introduction of software development process, including advanced IDEs. CS5ED21 – Continuation of software development process, including software development methodologies: top-down, bottom-up, agile.
	4(d)	**CSED 522** – Introduction to computer hardware, peripherals, and other devices, and basic networking
	4(e)	**CSED 512** – Applications of Boolean logic, coordinate systems, algebra, probability, and statistics **CSED 520** – Applications of algebra, set theory, Boolean logic, probability, and statistics **CSED 522** – Applications of set theory Boolean logic, graph theory and matrices.
	4(f)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together) **EDCI 591** – Candidate practicum evaluation reflection
	4(g)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together) **EDCI 591** – Candidate practicum evaluation reflection
	4(h)	**CSED 522** - Discussion of Computer Science as a field and its subfields including, career and educational paths to enter various sub-fields. **EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together) **EDCI 591** – Candidate practicum evaluation reflection
	4(i)	**CSED 512** – Introduction of a variety of primitive data types: int, float, char; Use and manipulation of image and sound files; Simulation and modeling of real-world problems using NetLogo **CSED 520** – Continuation of work with primitive data types: int, float, double, char, Boolean; Introduction of static and dynamic data types; Use and manipulation of test and data files **CSED 521** – Continuation of static and dynamic data types **CTE 419/519** - Candidates develop screencast tutorials to teach Access, including creating, editing and using tables, queries, forms, reports and SQL or embedding in a web page

STANDARD	Enhancement Standards	Coursework
	4(j)	**CSED 512, CSED 520, CSED 521** – Programming courses in which the candidates use a modern, high-level programming language (C, C++, and Java), construct correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures **CSED 512, CSED 520, CSED 521** – Programming courses in which candidates design and test algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures **CSED 522** – Focuses on the analysis of algorithms including complexity, efficiency, aesthetics, and correctness **CSED 512** – Use NetLogo and Processing development environments **CSED 520** – Use the visual studio development environment; Use and comparison of several software development methodologies and project management approaches; Develop a complex program by implementing the phases of software development
	4(k)	**CSED 520** – Use of pointers and referencing to demonstrate an understanding machine level data representation. **CSED 522** – Analysis of algorithmic complexity including its relationship to machine level components. **CSED 520** – Introduction of the Unix operating system, including basic system calls and commands **CSED 522** – Study of operating systems and networks; Study of computer networks and their interaction with mobile devices
	4(l)	**CSED 520** – Introduction of the potential impacts of computer science on society and the resulting social, ethical, and legal responsibilities of computer scientists and users. **CSED 522** – Analysis of the social, ethical and legal impacts and issues in computer science **CSED 522** – Study the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce. **EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project); Weekly discussions based on content/readings
	4(m)	**CSED 512** – Applications of Boolean logic, coordinate systems, algebra, probability, and statistics **CSED 520** – Applications of algebra, set theory, Boolean logic, probability, and statistics

STANDARD	Enhancement Standards	Coursework
		CSED 522 – Applications of set theory Boolean logic, graph theory and matrices **CTE 419/519** – Candidates create a sample Access database to demonstrate their knowledge of database development and manipulation techniques. Screencast explanations articulate skills learned within the area of database planning, tables, query, forms, reports and SQL or web integration.
Standard 5 Application of Content	5(a)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together) **EDCI 591** – Candidate practicum evaluation reflection
	5(b)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation
Standard 7 Planning for Instruction	7(a)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together); Weekly discussions based on content/readings **EDCI 591** – Candidate practicum evaluation reflection
	7(b)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation
	7(c)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at

STANDARD	Enhancement Standards	Coursework
		least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation
	7(d)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation
Standard 8 Instructional Strategies	8(a)	**CTE 419/519** - Candidates develop a curriculum framework including an anticipated timeline of instruction and diversity within instructional strategies to meet the needs of a variety of learning needs **EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together); Weekly discussions based on content/readings **EDCI 591** – Candidate practicum evaluation reflection
	8(b)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project)

STANDARD	Enhancement Standards	Coursework
		EDCI 591 – Candidate practicum evaluation
	8(c)	**EDCI 590** – *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); Week 2 (Computational Thinking) discussion; Week 3 (Inquiry & Computer Science) discussion **EDCI 591** – Candidate practicum evaluation
Standard 9 Professional Learning and Ethical Practice	9(a)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment ; the two assessments can be connected to the same project); Weekly discussions based on content/readings **EDCI 591** – Candidate practicum evaluation

Section II: New Program Course Requirements
Directions: Copy the endorsement language from IDAPA 08.02.02 - Rules Governing Uniformity, into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.
Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file. Links to outside documents or websites will not be considered.

09. Computer Science (5-9 or 6-12). (3-29-17)

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

Course	data representation and abstraction	design, development, and testing algorithms	software development	digital devices systems network	role of computer science and its impact on the modern world
CSED 512: Computational Thinking and Problem Solving for Teachers (3 cr) Course Description: Introduction to the topics and teaching of computational thinking and problem solving, including elementary computing concepts such as variables, loops, functions, lists, conditionals, concurrency, data types, simple object oriented concepts, I/O, events, syntax, structured programming, basic concepts of computer organization, editing and the influence of computers in modern society.	X			X	X
CSED 520: Computer Science I for Teachers (4 cr) Course Description: Introduction to topics and the teaching of fundamental programming constructs, algorithms and problem-solving, fundamental data structures, overview of programming languages, virtual machines, introduction to language translation, declarations and types,		X		X	

Course	data representation and abstraction	design, development, and testing algorithms	software development	digital devices systems network	role of computer science and its impact on the modern world
abstraction mechanisms, object-oriented programming.					
CSED 521: Computer Science II for Teachers (3 cr) Course Description: Abstract data types and data structures: linked lists, stacks, queues, trees, and graphs. Methods to implement and algorithms to manipulate these structures. Dynamic memory methods, sequential file processing, additional searching and sorting algorithms, recursion, and object-oriented programming.	X	X		X	
CSED 522: Teaching Analysis of Algorithms (3 cr) Course Description: Abstract and object-oriented data types and associated algorithms. Measures of efficiency; standard methods and examples in the design, implementation, and analysis of abstract and object-oriented data structures and associated algorithms.		X	X		
CTE 419 – Database Applications and Information Management (3 cr) Course Description: Teaching and training strategies for database applications. Includes database	X			X	X

Course	data representation and abstraction	design, development, and testing algorithms	software development	digital devices systems network	role of computer science and its impact on the modern world
management principles and methods of information retrieval, processing, storage and distribution. Advanced project reqd for graduate credit.					
EDCI 590 – Computer Science Methods (3 cr) Course Description: This course is designed to provide pedagogical and content knowledge and experiences to be effective computer science teachers. The course will focus on helping students meet the Idaho Standards for Computer Science Teachers.					X
EDCI 591 – Computer Science Methods Practicum (1 cr) Course Description: This course is designed to provide pedagogical and content knowledge and practical experiences to be effective computer science teachers. The course will focus on helping students meet the Idaho Standards for Computer Science Teachers.					X

Signature of College Chair/Director/Dean	Taylor Raney	**Date**	12/15/2021

**Applications without appropriate dated signatures will not be considered.*

PROFESSIONAL STANDARDS COMMISSON

SUBJECT

Northwest Nazarene University New Program Proposals: Teacher Leader-Instructional Specialist and Teacher Leader-Special Education

APPLICABLE STATUTE, RULE, OR POLICY

33-1207A, 33-1254, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

During the June 2021 meeting of the Professional Standards Commission (Commission), the Standards Committee of the Commission conducted a new program approval desk review of two (2) new programs leading to endorsement proposed by Northwest Nazarene University (NNU): Teacher Leader – Instructional Specialist and Teacher Leader – Special Education. Through review of each proposal, the Standards Committee gained a clear understanding the programs are aligned to Idaho Teacher Leader Standards and endorsement language in IDAPA 08.02.02.

On June 18, 2021, the full Commission voted to recommend NNU's Teacher Leader – Instructional Specialist and Teacher Leader – Special Education programs to the Board for conditional approval. With conditionally approved status, NNU may admit candidates to the programs. These new programs will be revisited during the next regularly scheduled educator preparation program review.

IMPACT

Local education agencies who hire program completers will receive the benefit of hiring educators with demonstrated skill and experience in mentoring and supporting teachers.

ATTACHMENTS

Attachment 1 – New Program Proposal, Teacher Leader – Instructional Specialist
Attachment 2 – New Program Proposal, Teacher Leader – Special Education

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Commission. Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content

standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Educator preparation programs consist of two major parts, the core educator preparation required for all administrators, instructional staff, or pupil service staff (as applicable to the certification area) and program/area specific preparation that is tied to the area of endorsement. Full program reviews evaluate the full program (core and endorsements areas) as a whole against the certification core standards and all of the program specific standards. New "program" reviews for new endorsement programs delivered by an educator preparation program that has already been approved review the endorsement program against the standards specific to that endorsement area.

Additionally, Section 33-1207A, Idaho Code, provides the Board must grant a certificate to an individual completing a Board-approved non-public educator preparation program if the individual: holds a bachelor's degree from an accredited four year institution; submits to a criminal history check; passes the required content training substantive alignment with the knowledge section of the certification standards for that content area; and passes the pedagogical training in substantive alignment with the certification standards (or equivalent) standards. Once approved by the Board, a non-public (traditional and non-traditional) program like NNU's may only be reviewed against these four criteria, specifically whether or not the program aligns with the knowledge or equivalent portions of the applicable content area and pedagogical training set forth in the certification standards.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the Board-approved certification standards for the applicable program and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing this program will be able to apply for a Standard Instructional Certificate with a Teacher Leader endorsement.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to conditionally approve Northwest Nazarene University's Teacher Leader – Instructional Specialist and Teacher Leader – Special Education programs for certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	Northwest Nazarene University	**Date of Submission**	May 28, 2021
New Program Name	Teacher Leader – Instructional Specialist	**Certification/Endorsement**	Teacher Leader – Instructional Specialist

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☐ No ☒ If yes, on what date was the Proposal Form submitted to the State Board of Education? *Click or tap to enter a date.*

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

Standards	Enhancement Standards Knowledge & Performance	Coursework
		The Northwest Nazarene University Teacher Leader endorsement programs are built on the Idaho Standards for Teacher Leaders with a focus on Servant Leadership. The program is designed to build upon the candidate's current instructional knowledge and develop expertise in mentoring teachers to assist them in their professional development process. This combination of instructional and mentoring expertise is designed to provide the Teacher Leader with the skills and knowledge necessary to assist teachers as they strive to improve instructional delivery for their students.

SDE / Revised 09/30/2019

Standards	Enhancement Standards Knowledge & Performance	Coursework
Standard 1	Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.	Understanding the differences between how students learn and adults learn is very important when becoming a Teacher Leader. Standard 1 is addressed throughout the program with specific activities which delineate the needs of adult and student learners. The mentoring process is infused within the coursework and the required practicum which includes work with individuals as well as groups in the educational setting.
	1(a) The differences in knowledge acquisition and transfer for children and adults.	EDUC 7552 Instructional Coaching; EDUC 7554 Innovative Instruction
	1(b) Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(c) Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(d) Effective listening, oral communication, presentation skills, and expression in written communication.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
	1(e) Research and exemplary practice on "organizational change and innovation".	EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7584 Data Driven Decision Making
	1(f) The process of development of group goals and objectives.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(g) Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership

Standards	Enhancement Standards Knowledge & Performance	Coursework
	1(h) Improves colleagues' acquisition and application of knowledge and skills.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(i) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(j) Uses effective communication skills and processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(k) Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.	EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	1(l) Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
Standard 2	Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.	Understanding how to access and analyze research and then using that knowledge to support teachers in their drive to improve their practice and student achievement is the center point of this standard. Standard 2 is addressed through actually researching particular topics related to best practices for student learning, the gathering of data related to student learning and the appropriate analysis of that data. That information is then utilized to assist educators in improving instruction through individual and group professional development activities.
	2(a) Action research methodology.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
	2(b) Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making

Standards	Enhancement Standards Knowledge & Performance	Coursework
	2(c) Implementation strategies for research-based change and for dissemination of findings for programmatic changes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	2(d) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
	2(e) Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
	2(f) Assists with application and supports dissemination of action research findings to improve educational outcomes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7584 Data Driven Decision Making
Standard 3	Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.	Too often teachers have a difficult time accessing appropriate professional development activities which will assist them in their quest for continuous improvement. The Teacher Standard 3 is addressed throughout the program as the candidate learns new material and then translates that learning into actionable activities aligned with building/district improvement goals for the educators in their building or district.
	3(a) The standards of high quality professional development and their relevance to improved learning.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum
	3(b) Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership

Standards	Enhancement Standards Knowledge & Performance	Coursework
	3(c) The role of 21st century skills and technologies in educational practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	3(d) The role of shifting cultural demographics in educational practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	3(f) Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum EDUC 7581 Instructional Supervision and Leadership
	3(g) Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0
	3(h) Continually assesses the effectiveness of professional development activities and adjusts appropriately.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
Standard 4	Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.	Standard 4 may be the core of the Teacher Leader Standards. Truly understanding teaching and learning and being able to use that knowledge to assist teachers to grow personally and professionally is highly satisfying. Most teachers have been through the supervision process but typically they do not really understand how this process is designed to help them improve their instructional skills. Standard 4 is addressed through process of learning how to effectively supervise the instructional processes in their school and to utilize reflective practice to provide teachers the opportunity to grow professionally.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	4(a) Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.	EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7584 Data Driven Decision Making
	4(b) The Framework for Teaching, effective observation and strategies for providing instructional feedback.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(c) Role and use of critical reflection in improving professional practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(d) Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
	4(e) Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.	EDUC 7581 Instructional Supervision and Leadership
	4(f) Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.	EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(g) Develops, leads and promotes a culture of self-reflection and reflective dialogue.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
Standard 5	Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.	Utilizing appropriate assessments and data to empower educators to improve instruction benefits the students and the school/district as a whole. Standard 5 is addressed throughout the program as candidates are required to gather and assess current data and use that information to look at other possible assessment strategies.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	5(a) Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.	EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7554 Innovative Instruction; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7584 Data Driven Decision Making
	5(b) Use of formative and summative data to inform the continuous improvement process.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
	5(c) Analysis and interpretation of data from multiple sources.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
	5(d) Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.	EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
	5(e) Models use of formative and summative data to inform the continuous improvement process.	EDUC 7514 Teachers as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
	5(f) Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other).	EDUC 7514 Teachers as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
Standard 6	Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.	Understanding that collaboration is more than just working with the other teachers in your grade level/department is imperative if teachers are to truly understand the needs of their students and how to meet those needs. Standard 6 is met through course activities and the practicum as candidates research the variety of needs of the students and how best to meet those needs.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	6(a) Child development and conditions in the home, culture and community and their influence on educational processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration
	6(b) Contextual considerations of the family, school, and community and their interaction with educational processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration
	6(c) Effective strategies for involvement of families and other stakeholders as part of a responsive culture	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration
	6(d) Develops colleagues' abilities to form effective relationships with families and other stakeholders.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum
	6(e) Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum
	6(f) Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
Standard 7	Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.	The educational policy process can be daunting as teachers try to understand the process at the local, state and national levels. Understanding how processes work will provide the candidate with information which will enable them to advocate with the teachers and other stakeholders for appropriate policies and programs. Standard 7 is met by the candidates gaining the understanding of quality educational programs and reviewing the funding process to enact those programs. During their practicum they will put that learning into practice as they work with educators and other constituents in advocating for the implementation of high quality programs.
	7(a) Effective identification and interpretation of data, research findings, and exemplary practices.	EDUC 7554 Innovative Instruction; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7584 Data Driven Decision Making
	7(b) Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making

Standards	Enhancement Standards Knowledge & Performance	Coursework
	7(c) Local, state and national policy decisions and their influence on instruction.	EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7581 Instructional Supervision and Leadership
	7(d) The process to impact policy and to advocate on behalf of students and the community.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(e) collaborate with Parents	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(e) Identifies and evaluates needs and opportunities.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	7(f) Generates ideas to effectively address solutions/needs.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(g) Analyzes feasibility of potential solutions and relevant policy context.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
	7(h) Advocates effectively and responsibly to relevant audiences for realization of opportunities.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;

Teacher Leader Portfolio Rubric

PORTFOLIO OVERVIEW: Students completing the Teacher Leader endorsement programs at Northwest Nazarene University must compile and submit a program portfolio to their advisor prior to the granting of an Institutional Recommendation as evidence of proficiencies. The portfolio is rooted in the Idaho State Standards and the Educator values from the NNU Education Department's Conceptual Framework, Learner-Centered CORE: Called to Serve, Open to Change, Responsive to All, Empowered to Succeed. The primary goal of this portfolio is to assess whether students have met the criteria expected of a Graduate level NNU program and a teaching endorsement for the state of Idaho.

PORTFOLIO RUBRIC CUTSCORE: All areas must be met at proficient or above.

PORTFOLIO REQUIREMENTS:

PART 1: Transformative Education

The mission of NNU is the transformation of the whole person. Write a 2-3-page reflective introduction to your portfolio that speaks to your journey through your program and how your 'transformation' has equipped you to impact those around you in your profession in real ways. Specifically address your commitment to *diversity* and provide your future plans in your profession to provide equitable opportunity to all student populations. In addition, address how you will incorporate *technology* to enrich learning to promote student achievement.

- **CALLED TO SERVE**—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do.
- **OPEN TO CHANGE**—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills--innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice.
- **RESPONSIVE TO ALL**—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families.
- **EMPOWERED TO SUCCEED**—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields.

PART 2: Teacher Leader Standards

Your program and the courses you have taken at NNU are structured around the Teacher Leader standards. For each of the standards identify artifacts that you have acquired throughout your time at NNU which has a clear connection to the standard. Then write a justification with a clear rationale highlighting the connection and applying the artifacts to your future profession (Use APA elements when needed).

ALL PROGRAMS	Exemplary	Proficient	Developing	Unacceptable
PRESENTATION/ ORGANIZATION/ DIRECTIONS	Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point. Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded PLUS: There is an identifiable theme throughout the portfolio that ties the submission together	Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point. Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded	Transformative Education is 2-3 pages OR Written Justification is no longer than one-page per standard. OR Artifacts are uploaded But not all three	Transformative Education is greater than 3 or less than 2 pages AND Written Justification is longer than one-page per standard. AND Artifacts are not uploaded per each standard
GRADUATE-LEVEL GRAMMAR & WRITING	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions. AND The portfolio shows evidence of revision and editing, without noticeable grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing without error including intext citations when necessary and reference page.	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. AND The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors.	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. OR The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. OR Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors. But not all three	The program portfolio does not demonstrate graduate-level writing AND The portfolio shows evidence of major grammar, spelling and punctuation errors. AND Does not appear to use APA conventions of writing.

Part 1: Transformative Education	A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology AND THEN extends that transformation into how it will be applied in the profession.	A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology	A 2-3 page APA reflective introduction to the portfolio OR Commitment to Diversity OR Incorporated Technology But not all three	An introduction to the portfolio that wasn't APA or less than 2 pages or more than 3. AND Did not identify and describe one of the NNU CORE Frameworks AND Did not reflect on how the program transformed the CORE area
Teacher Leader	**Exemplary**	**Proficient**	**Developing**	**Unacceptable**
Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - *The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 2: Accessing and	The artifact(s) demonstrates evidence for the standard. AND	The artifact(s) demonstrates evidence for the standard. AND	The artifact(s) demonstrates evidence for the standard. OR	The artifact(s) does not demonstrate evidence for the standard AND

Using Research to Improve Practice and Student Achievement - *The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.*	The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The written justification connects the artifact to the profession.	The written justification connects the artifact to the profession. But not both	The written justification does not connect the artifact to the profession.
Standard 3: Promoting Professional Learning for Continuous Improvement - *The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 4: Facilitating	The artifact(s) demonstrates evidence for the standard.	The artifact(s) demonstrates evidence for the standard.	The artifact(s) demonstrates evidence for the standard.	The artifact(s) does not demonstrate evidence for the standard

Improvements in Instruction and Student Learning - *The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.*	AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	AND The written justification connects the artifact to the profession.	OR The written justification connects the artifact to the profession. But not both	AND The written justification does not connect the artifact to the profession.
Standard 5: Using Assessments and Data for School and District Improvement - *The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

organizational improvement.				
Standard 6: Improving Outreach and Collaboration with Families and Community - *The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 7: Advocating for Student Learning and the Profession *- The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.				

SUBMISSION/FINALIZATION: The academic portfolio is a requirement for completion of NNU's Credentialed/Endorsement programs. **Students will not be cleared for graduation/Institutional Recommendations until all standards and program requirements are at Proficient or above are met.** Program portfolios not received by deadline will not be considered until the following graduation term. It is the student's responsibility to complete, submit, and pass the portfolio—and thus, students are encouraged to communicate promptly and clearly with their advisors.

Section II: New Program Course Requirements
Directions: Copy the endorsement language from IDAPA 08.02.02 - Rules Governing Uniformity, into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.
Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file. Links to outside documents or websites will not be considered.

IDAPA 08.02.02 Teacher Leader – Instructional Specialist
15. Teacher Leader. Teacher leaders provide technical assistance to teachers and other staff in the local education agency with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

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

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

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

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

Teacher Leader – Instructional Specialist Program Overview

The Teacher Leader – Instructional Specialist program is designed to assist currently certified teachers in acquiring the skills needed to appropriately perform the responsibilities outlined in IDAPA 08.02.02.15.a.i-iii and the Teacher Leader Standards. It is a fully online program which includes at least ninety (90) hours of supervised contact hours which includes a combination of face-to-face and field-based professional development activities for individuals and groups and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. Prior to admittance to the program, the Program Director will review the candidate's certification/endorsements as well as their previous post-baccalaureate

coursework. The Program Director will then develop a specific program plan for each candidate based on the Teacher Leader – Instructional Specialist requirements.

This program will be accredited through the Idaho State Department of Education and our national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). These are standard accreditation procedures which the College of Education has completed for all previous certification and endorsement programs. A substantive review has been filed with the Northwest Commission on Colleges and Universities (NWCCU) and has been approved.

The candidate will submit the appropriate paperwork and fees to the Idaho State Department of Education to obtain the appropriate endorsement(s) in Idaho. Every Teacher Leader – Instructional Specialist candidate will be registered for the approved accreditation and assessment software during EDUC8000 Orientation: Graduate Education.

Student Learning Outcomes/Assessment Plan

The State of Idaho has established the expected standards for anyone obtaining a Teacher Leader - Instructional Specialist endorsement. These standards provide the student learning outcomes framework the program.

At the end of the program each candidate will complete a Teacher Leader - Instructional Specialist Standards Portfolio. In the portfolio, the candidate will submit artifacts for each of the standards. Each artifact will be accompanied by a rationale for that artifact explaining why the artifact demonstrates mastery of the standard. The portfolio will be evaluated by the Teacher Leader – Instructional Specialist Program Director and any other individuals they may appoint.

Besides the Standards Portfolio Binder, each candidate will have to complete a minimum ninety (90) hour supervised practicum. During the practicum the candidate will work with individual(s) in assessing their needs and developing an assistance plan. Candidates will also participate in the development/implementation of a professional development activity for a group of educators. Each candidate will be supervised by both university personnel and school district personnel. Disposition evaluations are also completed on all candidates throughout the practicum and program. Successful completion of the practicum is required for all candidates in the program.

Teacher Leader – Instructional Program Course Descriptions

EDUC8000 Graduate Education Orientation (0)
This required, online orientation course provides students with an overview of all Graduate Education Programs at NNU. It includes policies, procedures, and expectations of the Graduate Education Department, as well as introduces students to NNU campus departments with which they will be interacting throughout their program. Students will learn how to access library and other campus resources. They will also learn how to utilize the course management software used to deliver online courses and complete NNU requirements, as well as experience success as online learners. Grade of pass/fail.

EDUC7505 Teachers as Leaders (3)
Students will learn about the correlations between an effective school and their role as agents of change in school improvement. A variety of instructional leadership roles in the field of education will be explored. Additional topics include the components of effective professional development and strategies for instructional coaching.

EDUC7552 Instructional Coaching (3)
This course provides educators with practical study in instruction, curriculum, and innovation collaboration at the school site and district level.

EDUC7553 Curriculum, Assessment, and Collaboration (3)
This course surveys the collaborative processes needed to design curriculum and assessment aligned to specific learning outcomes. Students will familiarize themselves with the theories, methods, and procedures underlying the development and design of curriculum and instruction. Additionally, the interrelationships among curriculum, instruction, and assessment and best practices for developing curriculum and instruction that meet the needs of an inclusive school will be explored. Researched based practices designed to improve student learning for all students and to develop 21st century skills will be presented. Grading, use of assessment data, planning, collaboration are addressed.

EDUC7554 Innovative Instruction (3)
This course provides students with innovative strategies and approaches to instructional practice utilizing the H.A.C.K. Model of Instruction (Highly-Structured, Allowed Choices, Consistent Application, Knowledge-Centered) developed by NNU's Doceō Center. While this course will include a comprehensive overview of the H.A.C.K Model, its primary focus will be on providing practices that build an innovative instructional mindset and increase student/teacher capacity in leveraging technology to meet outcomes through stages H (Highly Structured) and A (Allowed Choices) of the model.

EDUC7556 Conceptual Statistics and Applications for Educators (3)
An introduction to statistical approaches to making decisions in K-12 schools. This course introduces students to descriptive and inferential statistics commonly used in education. The primary objective of the course is to understand how to read and find meaning in statistics as well as to use statistics for the purposes of self-guided research. No previous course work in statistics is assumed.

EDUC7572 Innovative Instruction 2.0 (3)
This course takes educators into the next level of innovative instruction. Course content is designed to inspire and equip educators with a dynamic tool kit to blend, flip, and personalize instruction using innovative practices. Utilizing the H.A.C.K Model of Innovative Instruction developed by the NNU Doceō Center, educators will deepen their knowledge of not only how to shift instruction, but also the culture of the classroom where students consistently analyze, evaluate, and create information. Educators will walk away well versed in student-centered instructional practices such as Project-Based Learning (PBL), Blended Instruction, Design Thinking, and Competency-Based Education (CBE) that are common instructional approaches in C (Consistent Application) and K (Knowledge Centered) stages of the HACK Model. Educators will develop the skill sets to leverage technology through student inquiry that open up learning avenues for students. Prerequisites: EDUC7554

EDUC7581 Instructional Supervision and Leadership (3)
A discussion of the educator as an instructional leader and supervisory systems the leader can implement to improve instruction. The focus of the instructional supervision portion of the course is the Danielson Framework for Teaching, it's application, and continuity of application.

EDUC7584 Data Driven Decision-Making (3)
Data-based decision-making is at the forefront of school reform. This course provides classroom educators and building/district level leaders a practical framework for creating, analyzing, and interpreting a variety of informal, formal, and summative assessment data. Students will have the opportunity to apply assessment and decision-making skills to their own classrooms or schools.

EDUC 7514 Teachers as Leaders Practicum (1)
This school-based practicum requires at least ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

EDUC 7514B Teacher Leader Portfolio Binder (0-1)
A portfolio binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for the endorsement are successfully achieved.

Education Department Conceptual Framework--Learner-Centered CORE

The following themes form the conceptual framework for NNU's Education program and are embraced and modeled within the content of the course.

Called to Serve—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do. (Service)

Open to Change—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills--innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice. (Transformation)

Responsive to All—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families. (Community)

Empowered to Succeed—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields. (Truth)

NORTHWEST NAZARENE UNIVERSITY

TEACHER LEADER – SPECIAL EDUCATION

Course List:

(Without a master's degree in Curriculum & Instruction or Building Administration, with at least 3 years teaching experience)

EDUC 8000 Orientation	0 credits
EDUC 7505 Teachers as Leaders	3 credits
EDUC 7514 Teachers as Leaders Practicum	1 credit
EDUC 7514B Instructional Specialist Portfolio Binder	0 credits
EDUC 7552 Instructional Coaching	3 credits
EDUC 7553 Curriculum, Assessment and Collaboration	3 credits
EDUC 7554 Innovative Instruction	3 credits
EDUC 7556 Conceptual Statistics & Applications for Educators	3 credits
EDUC 7572 Innovative Instruction 2.0	3 credits
EDUC 7581 Instructional Supervision and Leadership	3 credits
EDUC 7584 Data Driven Decision-making	3 credits
	25 credits

(With a master's degree in Curriculum & Instruction or Building Administration)

EDUC 8000 Orientation	0 credits
EDUC 7505 Teachers as Leaders	3 credits
EDUC 7514 Teachers as Leaders Practicum	1 credit
EDUC 7514B Instructional Leadership Portfolio Binder	0 credits
EDUC 7553 Curriculum, Assessment and Collaboration	3 credits
EDUC 7554 Innovative Instruction	3 credits
EDUC 7556 Conceptual Statistics & Applications for Educators	3 credits
EDUC 7572 Innovative Instruction 2.0	3 credits
EDUC 7581 Instructional Supervision and Leadership	3 credits
EDUC 7584 Data Driven Decision Making	3 credits
	22 credits

Signature of College Chair/Director/Dean	Heidi Curtis	**Date**	5-28-2021
Signature of Graduate Chair/Director/Dean, or other official (if applicable)	Lori Smith	**Date**	5-28-2021

**Applications without appropriate dated signatures will not be considered.*

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	Northwest Nazarene University	**Date of Submission**	May 28, 2021
New Program Name	Teacher Leader – Special Education	**Certification/Endorsement**	Teacher Leader – Special Education

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☐ No ☒ If yes, on what date was the Proposal Form submitted to the State Board of Education? *Click or tap to enter a date.*

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

Standards	Enhancement Standards Knowledge & Performance	Coursework
		The Northwest Nazarene University Teacher Leader endorsement programs are built on the Idaho Standards for Teacher Leaders with a focus on Servant Leadership. The program is designed to build upon the candidate's current instructional knowledge and develop expertise in mentoring teachers to assist them in their professional development process. This combination of instructional and mentoring expertise is designed to provide the Teacher Leader with the skills and knowledge necessary to assist teachers as they strive to improve instructional delivery for their students.

SDE / Revised 09/30/2019

Standards	Enhancement Standards Knowledge & Performance	Coursework
Standard 1	Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.	Understanding the differences between how students learn and adults learn is very important when becoming a Teacher Leader. Standard 1 is addressed throughout the program with specific activities which delineate the needs of adult and student learners. The mentoring process is infused within the coursework and the required practicum which includes work with individuals as well as groups in the educational setting.
	1(a) The differences in knowledge acquisition and transfer for children and adults.	EDUC 7536 Mental Health & Trauma Informed Care; EDUC 7548 Methods & Adaptations for Exceptional Learners; EDUC 7554 Innovative Instruction
	1(b) Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(c) Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(d) Effective listening, oral communication, presentation skills, and expression in written communication.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	1(e) Research and exemplary practice on "organizational change and innovation".	EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7586 Assessment & Collaboration
	1(f) The process of development of group goals and objectives.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	1(g) Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership

Standards	Enhancement Standards Knowledge & Performance	Coursework
	1(h) Improves colleagues' acquisition and application of knowledge and skills.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(i) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	1(j) Uses effective communication skills and processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(k) Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	1(l) Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7586 Assessment & Collaboration	Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.	Understanding how to access and analyze research and then using that knowledge to support teachers in their drive to improve their practice and student achievement is the center point of this standard. Standard 2 is addressed through actually researching particular topics related to best practices for student learning, the gathering of data related to student learning and the appropriate analysis of that data. That information is then utilized to assist educators in improving instruction through individual and group professional development activities.
	2(a) Action research methodology.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
	2(b) Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration

Standards	Enhancement Standards Knowledge & Performance	Coursework
	2(c) Implementation strategies for research-based change and for dissemination of findings for programmatic changes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	2(d) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
	2(e) Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
	2(f) Assists with application and supports dissemination of action research findings to improve educational outcomes.	
Standard 3	Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.	Too often teachers have a difficult time accessing appropriate professional development activities which will assist them in their quest for continuous improvement. The Teacher Standard 3 is addressed throughout the program as the candidate learns new material and then translates that learning into actionable activities aligned with building/district improvement goals for the educators in their building or district.
	3(a) The standards of high quality professional development and their relevance to improved learning.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum
	3(b) Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership

Standards	Enhancement Standards Knowledge & Performance	Coursework
	3(c) The role of 21st century skills and technologies in educational practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	3(d) The role of shifting cultural demographics in educational practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7536 Mental Health & Trauma Informed Care EDUC 7581 Instructional Supervision and Leadership
	3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	3(f) Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	3(g) Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7549 IEPs & Transition EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0
	3(h) Continually assesses the effectiveness of professional development activities and adjusts appropriately.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
Standard 4	Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices	Standard 4 may be the core of the Teacher Leader Standards. Truly understanding teaching and learning and being able to use that knowledge to assist teachers to grow personally and professionally is highly satisfying. Most teachers have been through the supervision process but typically they do not really understand how this process is designed to help them improve their instructional skills. Standard 4 is addressed through process of learning how to effectively supervise the instructional processes in their school and to utilize reflective practice to provide teachers the opportunity to grow professionally.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	are aligned to a shared vision, mission and goal.	
	4(a) Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.	EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7586 Assessment & Collaboration
	4(b) The Framework for Teaching, effective observation and strategies for providing instructional feedback.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(c) Role and use of critical reflection in improving professional practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(d) Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	4(e) Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.	EDUC 7581 Instructional Supervision and Leadership
	4(f) Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.	EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(g) Develops, leads and promotes a culture of self-reflection and reflective dialogue.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
Standard 5	Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.	Utilizing appropriate assessments and data to empower educators to improve instruction benefits the students and the school/district as a whole. Standard 5 is addressed throughout the program as candidates are required to gather and assess current data and use that information to look at other possible assessment strategies.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	5(a) Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.	EDUC 7554 Innovative Instruction; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7586 Assessment & Collaboration
	5(b) Use of formative and summative data to inform the continuous improvement process.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	5(c) Analysis and interpretation of data from multiple sources.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
	5(d) Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	5(e) Models use of formative and summative data to inform the continuous improvement process.	EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	5(f) Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other).	EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
Standard 6	Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.	Understanding that collaboration is more than just working with the other teachers in your grade level/department is imperative if teachers are to truly understand the needs of their students and how to meet those needs. Standard 6 is met through course activities and the practicum as candidates research the variety of needs of the students and how best to meet those needs.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	6(a) Child development and conditions in the home, culture and community and their influence on educational processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7548 Methods & Adaptations for Exceptional Learners
	6(b) Contextual considerations of the family, school, and community and their interaction with educational processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7549 IEPs & Transition
	6(c) Effective strategies for involvement of families and other stakeholders as part of a responsive culture	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7549 IEPs & Transition
	6(d) Develops colleagues' abilities to form effective relationships with families and other stakeholders.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum
	6(e) Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum
	6(f) Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
Standard 7	Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.	The educational policy process can be daunting as teachers try to understand the process at the local, state and national levels. Understanding how processes work will provide the candidate with information which will enable them to advocate with the teachers and other stakeholders for appropriate policies and programs. Standard 7 is met by the candidates gaining the understanding of quality educational programs and reviewing the funding process to enact those programs. During their practicum they will put that learning into practice as they work with educators and other constituents in advocating for the implementation of high quality programs.
	7(a) Effective identification and interpretation of data, research findings, and exemplary practices.	EDUC 7554 Innovative Instruction; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7586 Assessment & Collaboration
	7(b) Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration

Standards	Enhancement Standards Knowledge & Performance	Coursework
	7(c) Local, state and national policy decisions and their influence on instruction.	EDUC 7581 Instructional Supervision and Leadership
	7(d) The process to impact policy and to advocate on behalf of students and the community.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(e) collaborate with Parents	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(e) Identifies and evaluates needs and opportunities.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	7(f) Generates ideas to effectively address solutions/needs.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(g) Analyzes feasibility of potential solutions and relevant policy context.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
	7(h) Advocates effectively and responsibly to relevant audiences for realization of opportunities.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;

Teacher Leader Portfolio Rubric

PORTFOLIO OVERVIEW: Students completing the Teacher Leader endorsement program at Northwest Nazarene University must compile and submit a program portfolio to their advisor prior to the granting of an Institutional Recommendation as evidence of proficiencies. The portfolio is rooted in the Idaho State Standards and the Educator values from the NNU Education Department's Conceptual Framework, Learner-Centered CORE: Called to Serve, Open to Change, Responsive to All, Empowered to Succeed. The primary goal of this portfolio is to assess whether students have met the criteria expected of a Graduate level NNU program and a teaching endorsement for the state of Idaho.

PORTFOLIO RUBRIC CUTSCORE: All areas must be met at proficient or above.

PORTFOLIO REQUIREMENTS:

PART 1: Transformative Education

The mission of NNU is the transformation of the whole person. Write a 2-3-page reflective introduction to your portfolio that speaks to your journey through your program and how your 'transformation' has equipped you to impact those around you in your profession in real ways. Specifically address your commitment to *diversity* and provide your future plans in your profession to provide equitable opportunity to all student populations. In addition, address how you will incorporate *technology* to enrich learning to promote student achievement.

- **CALLED TO SERVE**—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do.
- **OPEN TO CHANGE**—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills--innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice.
- **RESPONSIVE TO ALL**—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families.
- **EMPOWERED TO SUCCEED**—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields.

PART 2: Teacher Leader Standards

Your program and the courses you have taken at NNU are structured around the Teacher Leader standards. For each of the standards identify artifacts that you have acquired throughout your time at NNU which has a clear connection to the standard. Then write a justification with a clear rationale highlighting the connection and applying the artifacts to your future profession (Use APA elements when needed).

ALL PROGRAMS	Exemplary	Proficient	Developing	Unacceptable
PRESENTATION/ ORGANIZATION/ DIRECTIONS	Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point. Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded PLUS: There is an identifiable theme throughout the portfolio that ties the submission together	Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point. Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded	Transformative Education is 2-3 pages OR Written Justification is no longer than one-page per standard. OR Artifacts are uploaded But not all three	Transformative Education is greater than 3 or less than 2 pages AND Written Justification is longer than one-page per standard. AND Artifacts are not uploaded per each standard
GRADUATE-LEVEL GRAMMAR & WRITING	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions. AND The portfolio shows evidence of revision and editing, without noticeable grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing without error including intext citations when necessary and reference page.	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. AND The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors.	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. OR The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. OR Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors. But not all three	The program portfolio does not demonstrate graduate-level writing AND The portfolio shows evidence of major grammar, spelling and punctuation errors. AND Does not appear to use APA conventions of writing.
Part 1: Transformative Education	A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology AND THEN extends that transformation into how it will be applied in the profession.	A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology	A 2-3 page APA reflective introduction to the portfolio OR Commitment to Diversity OR Incorporated Technology But not all three	An introduction to the portfolio that wasn't APA or less than 2 pages or more than 3. AND Did not identify and describe one of the NNU CORE Frameworks AND Did not reflect on how the program transformed the CORE area
Teacher Leader	**Exemplary**	**Proficient**	**Developing**	**Unacceptable**

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - *The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - *The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.				
Standard 3: Promoting Professional Learning for Continuous Improvement - *The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 4: Facilitating Improvements in Instruction and Student Learning - *The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.				
Standard 5: Using Assessments and Data for School and District Improvement - *The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 6: Improving Outreach and Collaboration with Families and Community - *The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.				
Standard 7: Advocating for Student Learning and the Profession *- The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

SUBMISSION/FINALIZATION: The academic portfolio is a requirement for completion of NNU's Credential/Endorsement programs. **Students will not be cleared for graduation/Institutional Recommendations until all standards and program requirements are at Proficient or above are met.** Program portfolios not received by deadline will not be considered until the following graduation term. It is the student's responsibility to complete, submit, and pass the portfolio—and thus, students are encouraged to communicate promptly and clearly with their advisors.

Section II: New Program Course Requirements
Directions: Copy the endorsement language from IDAPA 08.02.02 - Rules Governing Uniformity, into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.
Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file. Links to outside documents or websites will not be considered.

IDAPA 08.02.02 Teacher Leader – Special Education
15. Teacher Leader. Teacher leaders provide technical assistance to teachers and other staff in the local education agency with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
…
d. Teacher Leader – Special Education – Eligibility for Endorsement. To be eligible for a Teacher Leader – Special Education endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (4-11-19)

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

ii. Experience: Completion of a minimum of three (3) years' full-time certificated experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting. (4-11-19)

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

Teacher Leader – Special Education Endorsement Program Overview

The Teacher Leader – Special Education program is designed to assist currently certified special education teachers in acquiring the skills needed to appropriately perform the responsibilities outlined in IDAPA 08.02.02.15.d.i-iii and the Teacher Leader Standards. It is a fully online program which includes at least ninety (90) hours of supervised contact hours which includes a combination of face-to-face and field-based professional development activities for individuals and groups and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. Prior to admittance to the program, the Program Director will review the candidate's certification/endorsements as well as their previous

post-baccalaureate coursework. The Program Director will then develop a specific program plan for the candidate based on the Teacher Leader – Special Education requirements.

This program will be accredited through the Idaho State Department of Education and our national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). These are standard accreditation procedures which the College of Education has completed for all previous certification and endorsement programs. A substantive review has been filed with the Northwest Commission on Colleges and Universities (NWCCU) and has been approved.

The candidate will submit the appropriate paperwork and fees to the Idaho State Department of Education to obtain the appropriate endorsement(s) in Idaho. Every Teacher Leader – Special Education candidate will be registered for the approved accreditation and assessment software during EDUC8000 Orientation: Graduate Education.

Student Learning Outcomes/Assessment Plan

The State of Idaho has established the expected standards for anyone obtaining a Teacher Leader - Special Education endorsement. These standards provide the student learning outcomes framework the program.

At the end of the program each candidate will complete a Teacher Leader - Special Education Standards Portfolio Binder. In the portfolio, the candidate will submit artifacts for each of the standards. Each artifact will be accompanied by a rationale for that artifact explaining why the artifact demonstrates mastery of the standard. The portfolio will be evaluated by the Teacher Leader – Special Education Program Director and any other individuals they may appoint.

Besides the Standards Portfolio Binder, each candidate will have to complete a minimum ninety (90) hour supervised practicum. During the practicum the candidate will work with individual(s) in assessing their needs and developing an assistance plan. Candidates will also participate in the development/implementation of a professional development activity for a group of educators. Each candidate will be supervised by both university personnel and school district personnel. Disposition evaluations are also completed on all candidates throughout the practicum and program. Successful completion of the practicum is required for all candidates in the program.

Teacher Leader – Special Education Program Course Descriptions

EDUC8000 Graduate Education Orientation (0)
This required, online orientation course provides students with an overview of all Graduate Education Programs at NNU. It includes policies, procedures, and expectations of the Graduate Education Department, as well as introduces students to NNU campus departments with which they will be interacting throughout their program. Students will learn how to access library and other campus resources. They will also learn how to utilize the course management software used to deliver online courses and complete NNU requirements, as well as experience success as online learners. Grade of pass/fail.

EDUC7505 Teachers as Leaders (3)
Students will learn about the correlations between an effective school and their role as agents of change in school improvement. A variety of instructional leadership roles in the field of education will be explored. Additional topics include the components of effective professional development and strategies for instructional coaching.

EDUC7536 Mental Health and Trauma Informed Care (3)
In this course, participants will gain an understanding of the impact trauma and mental health issues can have on the classroom. Participants will learn how to create trauma-sensitive classrooms which meet the needs of their students by educating the whole child.

EDUC7538 Methods in Behavioral Intervention and Treatment (3)
This course offers an in-depth look at the philosophy, concepts, and principles of applied behavior analysis. Participants will gain a better understanding of functional behavior assessment, analysis, and interventions for academic and behavior problems. Coursework covers functional behavior assessments, behavior interventions, data-based decisions about intervention effectiveness, positive behavioral supports and ethical standards for practice.

EDUC7548 Methods and Adaptations for Exceptional Learners (3)
Design effective instructional strategies and adapt and implement curricula for students with Severe/Profound to Gifted exceptionalities. Strategies learned are appropriate for inclusive and pullout programs at both the elementary and secondary levels. Content includes methods for teaching language arts, mathematics, and content specific courses.

EDUC7549 IEPs and Transition (3)
Design, implement, and manage Individual Educational Programs (IEP's), Pre K- 21, which includes designing and managing transitional programs. As part of transition planning, identify resources agencies, and use these outside resources to collaborate and strengthen program planning for students.

EDUC7556 Conceptual Statistics and Applications for Educators (3)
An introduction to statistical approaches to making decisions in K-12 schools. This course introduces students to descriptive and inferential statistics commonly used in education. The primary objective of the course is to understand how to read and find meaning in statistics as well as to use statistics for the purposes of self-guided research. No previous course work in statistics is assumed.

EDUC7576 Special Education Law (3)
Understand the legal complexities involved in identifying and providing education services to students with special needs, while ensuring compliance with federal and state guidelines. Emphasis will be on how case law has affected the development of both IDEA and Idaho State requirements.

EDUC7581 Instructional Supervision and Leadership (3)
A discussion of the educator as an instructional leader and supervisory systems the leader can implement to improve instruction.

EDUC7586 Assessment and Collaboration (3)
Research, select, choose and administer assessment procedures/protocols, and collaborate with teachers, administrators, and parents. Analyze and

assess data to determine special education eligibility, necessary services, and supports, and intervention methods that would be most effective. Includes norm-referenced, criterion-referenced, curriculum-based assessments. Strategies for providing indirect services to students with exceptionalities by working effectively with other service providers for effective interventions will be included.

EDUC 7514 Teachers as Leaders Practicum (1)
This school-based practicum requires at least ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

EDUC 7514B Teacher Leader Portfolio Binder (0-1)
A portfolio binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for the endorsement are successfully achieved.

Education Department Conceptual Framework--Learner-Centered CORE

The following themes form the conceptual framework for NNU's Education program and are embraced and modeled within the content of the course.

Called to Serve—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do. (Service)

Open to Change—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills--innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice. (Transformation)

Responsive to All—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families. (Community)

Empowered to Succeed—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields. (Truth)

NORTHWEST NAZARENE UNIVERSITY

TEACHER LEADER – SPECIAL EDUCATION

COURSE LIST:

(Without a master's degree in Exceptional Child or Building Administration with at least 3 years of teaching experience and 2 of those years teaching in Special Education)

EDUC 8000 Orientation	0 credits
EDUC 7505 Teachers as Leaders	3 credits
EDUC 7514 Teachers as Leaders Practicum	1 credit
EDUC 7514B Instructional Leadership Portfolio Binder	0 credits
EDUC 7536 Mental Health & Trauma Informed Care	3 credits
EDUC 7538 Methods in Behavioral Intervention & Treatment	3 credits
EDUC 7548 Methods & Adaptations for Exceptional Learners	3 credits
EDUC 7549 IEPs & Transition	3 credits
EDUC 7556 Conceptual Statistics & Applications for Educators	3 credits
EDUC 7576 Special Education Law	3 credits
EDUC 7581 Instructional Supervision and Leadership	3 credits
EDUC 7586 Assessment & Collaboration	3 credits
	28 credits

(with a master's degree in Exceptional Child or Building Administration with at least 3 years of teaching experience and 2 of those years teaching in Special Education)

EDUC 8000 Orientation	0 credits
EDUC 7505 Teachers as Leaders	3 credits
EDUC 7514 Teachers as Leaders Practicum	1 credit
EDUC 7514B Teacher Leader Portfolio Binder	0 credits
EDUC 7536 Mental Health & Trauma Informed Care	3 credits
EDUC 7538 Methods in Behavioral Intervention & Treatment	3 credits
EDUC 7548 Methods & Adaptations for Exceptional Learners	3 credits

EDUC 7549 IEPs and Transition	3 credits
EDUC 7556 Conceptual Statistics & Applications for Educators	3 credits
EDUC 7581 Instructional Supervision & Leadership	3 credits
EDUC 7586 Assessment & Collaboration	3 credits
	25 credits

Signature of College Chair/Director/Dean	Heidi Curtis	**Date**	5-28-2021
Signature of Graduate Chair/Director/Dean, or other official (if applicable)	Lori Smith	**Date**	5-28-2021

**Applications without appropriate dated signatures will not be considered.*

CONSENT- SDE
TAB 15 Page 21
CONSENT
AUGUST 25, 2021
ATTACHMENT 2

STATE DEPARTMENT OF EDUCATION
AUGUST 25, 2021

TAB	DESCRIPTION	ACTION
1	**DEVELOPMENTS IN K-12 EDUCATION**	Information Item
2	**ESSA WAIVER TO ADDRESS FEDERAL ACCOUNATBILITY REQUIREMENTS FOR SY 2020-2021**	Information Item
3	**EMERGENCY PROVISIONAL CERTIFICATE – RECOMMENDATION PROCESS**	Motion to Approve

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

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

- Back-to-School Update
- Partnership with Department of Health and Welfare on Back to School Guidance
- New Superintendent Orientation
- Federal ESSER Funds Update

BOARD ACTION

This item is for informational purposes only.

SUBJECT

ESSA waiver to address federal accountability requirements for SY 2020-2021

REFERENCE

August 2017	Board approved Idaho's Every Student Succeeds Act (ESSA) Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education on behalf of the Board.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the US Department of Education.
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
August 2019	State Board received an assessment and accountability update.
March 2020	Board approved a waiver submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math and Science, in grades 3-8 and high school for the 2019-2020 school year. August 2017 Board approved Idaho's Consolidated Plan and its submission to the US Department of Education.
October 2020	Board received an update on assessment administration and accountability calculations for the 2020-2021 school year.
January 2021	Board approved an accountability addendum based on existing US Department of Education guidance for modifying calculations and identifications following the 2020-2021 school year.
April 2021	Board reviewed the proposed accountability waiver and postponed action pending waiver of the 95 percent participation rule in IDAPA 08.02.03.112.
June 2021	Board waived the 95 percent participation rule in IDAPA 08.02.03.112 and approved the accountability waiver and school identification for submission to the US Department of Education.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code
Administrative Code, IDAPA 08.02.03 – Sections 111 and 112

BACKGROUND/DISCUSSION

The current state accountability system was established by the Board through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective starting in the 2017-2018 school year. The accountability system includes measures of performance and growth based on student performance on various metrics. Additionally, schools are identified for support and improvement within several categories required under Every Student Succeeds Act (ESSA).

During the latter half of the 2019-2020 school year, assessments and accountability were affected by COVID-19 disruptions. In March 2020, the Board waived the requirements in IDAPA 08.02.03.111 for the administration of the ISATs and alternate assessments in English Language Arts/Literacy, Mathematics, and Science. In the same meeting, the Board approved the submission of a waiver request to the U.S. Department of Education addressing various assessment and accountability requirements under ESSA. The U.S. Department of Education approved this waiver the same month. As part of this waiver, Idaho did not make any new accountability identifications following school year 2019-2020.

During school year 2020-2021, the State Department of Education introduced flexibility such as longer testing windows and remote assessment (where feasible) to support assessment. Idaho students were able to participate in all of the assessments described in Idaho's Comprehensive Assessment Program (IDAPA 08.02.03.111.06). However, the ongoing disruptions caused by COVID-19 and the assessment data missing from spring 2020 created ongoing accountability concerns.

In response, the State Department of Education worked with the Board's Accountability Oversight Committee (AOC) during November and December of 2020 to draft an accountability addendum following U.S. Department of Education guidance. The Board approved this addendum in January 2021 and the State Department of Education submitted the addendum request to the U.S. Department of Education in February 2021. Subsequently, the U.S. Department of Education released new guidance inviting states to apply for a more comprehensive accountability and identification waiver.

The State Department of Education drafted a proposed accountability waiver consistent with the previously-approved addendum decisions, along with additional modifications reflecting the new flexibility introduced by the U.S. Department of Education. The Board initially reviewed this waiver during their April meeting. In their June meeting, following the waiving of a related 95 percent participation requirement in IDAPA 08.02.03.112, the Board approved the

accountability waiver for submission. The U.S. Department of Education approved the waiver later that month.

Consistent with the approved waiver request, Idaho's accountability system following the 2020-2021 school year:

- Does not make any new school identifications
- Does not adjust proficiency rates for ELA and Math participation below 95 percent
- Includes flexibility to adjust reporting for:
    - List of identified schools
    - Student growth
    - School quality and student success indicators
    - Progress toward meeting long-term goals and interim progress

Under the waiver, Idaho also assured the U.S. Department of Education that it would report on chronic absenteeism and technology access. Idaho also agreed to maintain support for all previously identified schools and to make new identifications following the 2021-2022 school year. School district and school performance is publicly reported by the Department through the Idahoschools.org.

IMPACT

Through the school report cards the public can view school and district performance on select accountability measures.

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (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.

In addition to codifying Idaho's accountability framework requirements for state and federal accountability in administrative 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. 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. 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.

At the time the Board established the existing accountability framework the intention was to provide multiple measures of school and district performance that would provide a more complete picture of school performance and opportunities provided to students and that all of the accountability measures would be made publicly available.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Emergency Provisional Certificate Application Process

REFERENCE

April 2019	Board approved Emergency Provisional Certificate Considerations and Recommendations
August 2019	Board approved a revision to Emergency Provisional Certificate Considerations and Recommendations

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1203, Idaho Code

BACKGROUND/DISCUSSION

In accordance with Section 33-1203, Idaho Code, provisional certificates may be authorized by the State Board of Education (Board) in instances of declared emergency, and issuance of these provisional certificates is based on the candidate having not less than two years of college training.

When a local education agency (LEA) applies for emergency provisional certification on behalf of a hire, under the current process the application must be submitted to the Department two (2) to three (3) weeks in advance of a Professional Standards Commission (PSC) meeting. The Authorizations Committee of the PSC reviews every emergency provisional application to ensure compliance with code, to evaluate unique circumstances that may preclude the application from recommendation for approval, and to make recommendations to the Board. The Authorizations Committee provides a report to the full PSC, and the PSC votes to submit the recommendations of the Authorizations Committee to the Board for approval. An agenda item for emergency provisional certification is provided for consideration by the Board at the next meeting.

The agenda item provided to the Board offers a recommendation to “approve” or “not approve” for each emergency provisional application. When the agenda item is comprised only of applications that are recommended for approval, the agenda item is placed on the Board’s Consent agenda. When the agenda item includes one or more applications that are not recommended for approval, the agenda item may be placed on the Board’s regular agenda. Upon Board approval of the emergency provisional certificates, the LEA receives notice from the Department of the Board’s decision, which indicates to the LEA whether the candidate is provisionally certified and whether the position will be funded. An emergency provisional certificate is valid only for the school year in which it is issued.

During a session of the 2021 Senate Education Committee, senators asked if changes could be made to streamline the emergency provisional certification process. While addressing the approval timeline is not the Department’s only means by which to streamline the process, it will substantially and positively impact the process. From application submittal to approval by the Board, the approval

timeline for an emergency provisional certificate application is lengthy. For example, if an LEA had submitted an emergency provisional application for PSC consideration on August 10, 2020, it would not have been reviewed by the PSC until their September 17-18, 2020, meeting, and it would not have been considered by the Board until their December 17, 2020, meeting. Likewise, an emergency provisional application submitted on September 1, 2020, for PSC consideration would not have been considered by the Board until their February 17-18, 2021, meeting. The length of the approval timeline is due to PSC and Board meeting scheduling and lead times for agenda item submission.

To significantly shorten the timeline of approval of emergency provisional applications, the Department requests that the Board approve the Emergency Provisional Certification Application Process (Attachment 1). Applications will no longer be reviewed and recommended by the PSC, rather they will be reviewed by the Department's certification staff based on the Board-approved process. An agenda item for emergency provisional certification applications will be provided for consideration by the Board at the next meeting of the Board that is within the six (6) week timeline of Board agenda item submission.

IMPACT

If the Board approves the Emergency Provisional Certification Application Process and no longer asks the PSC to review and provide recommendations, LEAs will know the certification and funding status of their provisional candidates two or more months earlier than the current process presently allows.

ATTACHMENTS

Attachment 1 – Emergency Provisional Certification Application Process

STAFF COMMENTS AND RECOMMENDATIONS

The state certification requirement are designed to assure there are qualified and highly effective teachers in the classroom and pupil service staff working with Idaho students. Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations. When an emergency is declared, the Board is authorized to grant a provisional certificates based on not less than two (2) years of college training. School districts have been requesting, and the PSC has been recommending, that the Board approve provisional certificates in a number of different circumstances, including:

1. When a candidate holds a certificate, but lacks an endorsement in the applicable subject area. Current administrative code, IDAPA 08.02.02.021,

provides for multiple alternative paths for individuals with a standard or interim certificate to add endorsements as well as alternative paths for individuals to receive an interim certificate while meeting the requirements for the standard certificate.

2. When a candidate has received an interim certificate but failed to complete the requirements of a standard certificate within the required time frame.
3. When a school district has conducted a failed search for a certificated teacher.
4. When a school district has received previous approval for an individual to be granted an emergency provisional certificate and is now requesting a new approval for a second year.

The two year college training minimum requirement in Section, 33-1203, Idaho Code, is undefined. The State Department of Education (SDE) has historically used 32 credits as the indicator for two (2) years of college training. Board Policy III.P.7. Full-Time Students defines a full-time student as taking 12 or more credits (or equivalent) per semester. An individual with 48 or more credits would be considered to have received two years of college training under Board Policy III.P.

Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator…" Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In many cases the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Setting an application deadline for each term would help to manage the timing of when the requests come to the Board to ensure school districts have certificated instructional staff in the classroom in a timely fashion.

In April 2019, SDE brought forward to the Board a request for direction on how the Board would like requests for Emergency Provisional Certificates to be processed. At that time, SDE requested that applications for Emergency Provisional Certification go through the Professional Standards Commission for recommendation prior to coming to the Board. The Board approved the request. There is no statutory requirement that the Professional Standards Commission review and make recommendations on the issuance of provisional certificates or any other certificate. The Professional Standards Commission's statutory responsibilities are set forth in Sections 33-1254 and 33-1258, Idaho Code, and include making recommendations to the Board around educator preparation program standards and certification standards as well as standards of ethics, conduct and professional practices applicable to teachers in Idaho public schools.

A process for approving provisional certificates was approved by the Board at the April 2019 Regular Board meeting to limit the timeline for Emergency Provisions Certificated to come to the Board. The approved provisions required requests for the current school year to come to the Board at no later than the April Regular

Board meeting. The process was amended at the August 2019 Regular Board meeting to provide an extension of this timeframe "subject to extenuating circumstances" such as when an LEA loses a staff member after the January Commission meeting deadline. In order to meet the April Board meeting agenda material deadline in March of each year the certification request is required to be submitted in January to make it through the Commission/Department process.

The process for bringing recommendations to the Board for emergency provisional emergency certification is subject to the discretion of the Board and could be amended to remove the Commission and the requests for emergency provisional certification could be processed and reviewed by SDE staff and the Director of Certification could make the recommendations to the Board for consideration.

Staff recommends approval.

BOARD ACTION

I move to approve the Emergency Provisional Certification Application Process as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Emergency Provisional Certificate Application Process

The Emergency Provisional Certificate allows a school district or charter school to request one-year certification/endorsement in an emergency situation for a candidate who does not hold the required Idaho certificate/endorsement to fill a position.

As per Idaho Code §33-1203, "… in emergencies, which must be declared, the state board may authorize the issuance of provisional certificates based on not less than two (2) years of college training.

The process for approval of Emergency Provisional Certificate Applications are as follows:

1. As per IDEA, an Emergency Provisional Certificate shall not be used for special education.
2. The applicant must pass a background check as required by Idaho Code §33-130.
3. The applicant must have two years of college training, which is defined as 48 semester credits.
4. In order to meet emergency requirements, all applications must include the following:
    a. Date the school district or charter school declared an emergency.
    b. Date applicant was hired to serve in the position that requires certification/endorsement.
    c. Summary of recruitment efforts which lead to the emergency.
5. Applications received after January 1 of the school year must be due to the school district or charter school losing a staff member after January 1 of the school year.
6. The Emergency Provisional Certificate is approved as a one-time basis per individual except under extenuating circumstances. An explanation of extenuating circumstances must be included with a second-year application.

> NOTE – IF AN INDIVIDUAL WANTS TO CONTINUE TEACHING IN A SCHOOL DISTRICT OR CHARTER SCHOOL, THEY NEED TO WORK TOWARD CERTIFICATION USING A STATE-BOARD APPROVED ROUTE TO CERTIFICATION.

State Department of Education Certification Staff will review applications based on the above Board-approved process and an agenda item listing the candidates that have met the above Board-approved process will be placed on the next meeting of the Board within the six (6) week timeline of Board agenda item submission. If necessary, a special Board meeting may be called.

TAB	DESCRIPTION	ACTION
1	**IDAHO STATE UNIVERSITY – ANNUAL PROGRESS REPORT**	Information Item
2	**BOARD POLICY I.E. EXECUTIVE OFFICERS – FIRST READING**	Action Item
3	**BOARD POLICY IV.E. DIVISION OF CAREER TECHNICAL EDUCATION – FIRST READING**	Action Item
4	**DIVISION OF CAREER TECHNICAL EDUCATION – POSTSECONDARY EDUCATOR CREDENTIALING MANUAL**	Action Item
5	**DIVISION OF CAREER TECHNICAL EDUCATION – POSTSECONDARY EDUCATOR CREDENTIALING MANUAL**	Action Item
6	**2022 LEGISLATION**	Action Item
7	**PROPOSED RULE – DOCKET 0102-2102 – RULES GOVERNING THE POSTSECONDARY CREDIT SCHOLARSHIP**	Action Item
8	**PROPOSED RULE – DOCKET 08-0110-2101 – IDAHO COLLEGE WORK STUDY PROGRAM**	Action Item
9	**PROPOSED RULE – DOCKET 08-0201-2102 – RULES GOVERNING ADMINISTRATION**	Action Item
10	**PROPOSED RULE – DOCKET 08-0202-2101 – RULES GOVERNING UNIFORMITY**	Action Item

11	**PROPOSED RULE – DOCKET 08-0203-2101 – RULES GOVERNING THOROUGHNESS**	Action Item
12	**AMERICAN RECOVERY PLAN ACT SEA ESSER STATE PLAN AMENDMENTS**	Action Item
13	**RESEARCH FINDINGS – IMPACT OF COVID-19 ON HIGH SCHOOL GRADES**	Information Item

IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University (ISU) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

IMPACT

ISU's strategic plans and initiatives drives the University's integrated planning, programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Idaho State University Annual Progress Report

STAFF COMMENTS AND RECOMMENDATIONS

The institution annual report gives the Board the opportunity to discuss progress toward the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, barriers identified and progress toward the Board's educational system initiatives. Additionally, this time will be used to update the Board on the institution Program Prioritization implementation. The institution's program prioritization five-year written report may be found under the Instruction, Research and Student Affairs section of the August 2021 Regular Board meeting agenda, Tab 7.

BOARD ACTION

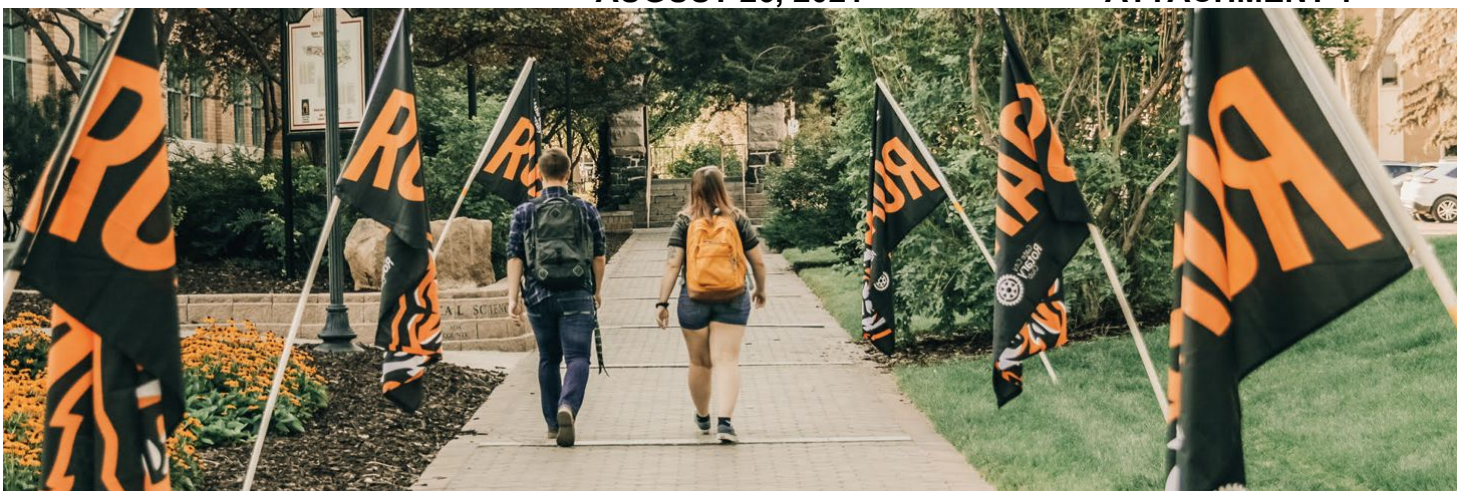
This item is for informational purposes only.

Idaho State University

Progress Report

2021

ROAR



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Executive Summary

For the academic year of 2020-2021, Idaho State University focused institutional efforts and priorities around the four major themes that align with ISU's strategic plan and the State Board of Education's strategic plan. We also focused our efforts in the context of remaining open and serving our core mission during a global pandemic. This point cannot be oversold. While many institutions across the nation did not remain physically open, ISU did and did so in cooperation with our sister institutions for the benefit of all of Idaho's students.

Idaho State's faculty and staff deserve to be celebrated by Idaho's leaders for this tremendous effort.

With regard to our four primary themes, ISU made substantial progress in developing and implementing initiatives aimed to make tangible improvements in the following areas:

1. **Recruitment and Retention:** Commit to removing barriers to student success to ensure degree completion, while improving the go-on rate in Southeast Idaho.
2. **Focus on Relationships:** Build strong relationships with community and industry, creating a pipeline to employment upon graduation.
3. **Promote Identity and Culture:** Develop an institutional identity that attracts students and fosters a student-centric approach.
4. **Efficiency and Effectiveness:** Explore operational and structural efficiencies while focusing resources to support the core mission of education.

The intent of the following report is to provide the State Board of Education with high-level accomplishments made in the academic year 2020-2021 and outline specific initiatives to be implemented in the academic year 2021-2022.

A Year in Review

The following provides a high-level overview of Idaho State's accomplishments during the academic year 2020-2021.

Theme	Title	Description
Efficiency and Effectiveness	Administrative Overhead Reduction	The Division of Finance and Business Affairs was restructured into two divisions, Campus Operations and Finance. Internal talent was leveraged to fill leadership positions in these areas. This restructuring will yield significant savings and will contribute to long-term budget-balancing efforts in a manner that does not impact our educational mission or student services.
	Program Prioritization	Working with ISU's Faculty Senate, Administrative Council, and Deans, ISU implemented a new Program Prioritization framework and completed the initial Program Prioritization report in June 2021. Program Prioritization is a process of "continuous improvement" and all improvement plans will be reviewed this Fall. In subsequent years, programs may also be triggered for evaluation based on five-year rolling average metrics of degree/certification production.
Recruitment and Retention	CCA Game Changer: Math Pathways	Implemented ISU's first Math Summit with a focus on gateway math course completion. Corerequisit support has been scaled campus-wide and is available for all students needing additional support. Open educational resources are used for STEM and statistics pathways.
	Academic Advising	ISU conducted a comprehensive review of academic advising services transitioning from a reactive model with decentralized operations, to a model by which advisors proactively engage all new and continuing students. This effort is ongoing.
	Career Path Internship Program	ISU's Career Path Internship program provides career and major-related internships for students. CPI participants have a 13% higher retention rate than non-participants. The University is undergoing outreach efforts with employers to increase the number of off-campus CPI internships to help students acquire experience in their field of study and more successfully transition into the workforce.
	CCA Game Changer: Momentum Year	ISU Implemented a new student-centric change of major process, providing students with clear and direct access to major-specific advising and information. In addition, Academic Affairs created and implemented teaching in the momentum year guidance to help build greater faculty-student connectedness for a student's first year.
	Strategic Enrollment Management Plan	ISU launched the Strategic Enrollment Management Plan last fall. The SEM committee identified ISU's competitive context, target student markets, and recruiting strategies. The SEM planning is occurring in a phased approach. Phase 1 was implemented in March 2021, focusing on four primary target markets: first-time students/high school graduates, stop-out students, transfer students, and parents. These efforts are yielding results and we have seen an increase in enrollment for these areas. Phase II has started, work continues to develop the Fall 2022 tactical plan, and Phase III will align the SEM plan with the institutional strategic planning process.
	EAB Navigate	In fall 2021, ISU will be launching a new platform called ISU Navigate that will bring about a new era of student support and retention. Navigate, an EAB platform, is designed to identify students in need of our assistance as early as possible in their academic journey and then connect them immediately to retention-supporting resources.

Theme	Title	Description
Focus on Relationships	System Collaboration	MOUs with College of Southern Idaho (February) and College of Eastern Idaho (April) were signed, and a three-way partnership document has been created between ISU, CEI, and U of I for our Idaho Falls operations with a phased approach plan.
	Top Employers	In a combined effort, our Advancement operation, our Research Office, and our Colleges of Technology and Business jointly conducted interviews and meetings with the top employers and CEO's in our region. The resultant data is being used to help us know what employers need to see from our graduates and what types of programs, credentials, and skills we need to be providing to our students to make them as employable as possible upon graduation.
Promote Identity and Culture	Marketing Campaign	In 2018, ISU launched a statewide brand image and marketing campaign. This annual investment, which ranges from $500,000 to $950,000 dollars, has yielded great results. Prior to COVID-19, new student applications were up 15% and housing deposits were up 14%. In Fall 2020, the campaign was connected to the University's recruitment goals and focused on reaching not only traditional students but also post-traditional students. Highlights of the Spring 2021 campaign include: the ISU commercials viewed more than one million times on streaming devices, a million audio impressions on Spotify and Pandora, and a half million views on YouTube. Social media impressions were also nearly 800,000 in identified target markets.
	Strategic Planning	ISU's strategic planning effort was suspended during COVID but will be back underway and complete in summer 2022. The University presented the following themes to guide the planning efforts: Career Readiness, Relevant Research, Student-Centered, and Health and the Human Experience
	Capital Projects	ISU will soon begin construction of the Idaho Central Credit Union Bengal Alumni Center. This facility will provide an event center to serve ISU and the community and house our Advancement operations. Earlier in 2021, ISU completed the renovations for Davis Field. The recent upgrades allow ISU to host track and field and soccer tournaments where we did not meet regulations before.
	University Culture	Continue to build positive culture through consistent monthly communication, transparent processes, and demonstrated trust and compassion from institutional leadership. Over the last year, the University implemented university-wide town halls to share information more broadly across campus and provide the opportunity to ask questions of administration.

College and Research Highlights

- ISU's Disaster Response Complex is open and fully operational. The DRC involves students in research and data-informed training for first responders across the Pacific Northwest. DRC training started on October 31, 2020. Since then more than 300 individuals have participated in exercises at the DRC. From these, about 150 were civilians (from the Idaho National Laboratory, the Idaho State Police, Pocatello Police, regional fire departments, regional search and rescue units, among others) and approximately 170 military members from National Guard units representing some 20 states. More than 150 additional National Guard members from across the country are expected to train at the DRC by Fall 2021. The DRC has been expanding its collaboration with local, regional, and national stakeholders, including the FBI, the Southeast Idaho Health Public District and other partners from private industry.

- Students from the ISU College of Technology Nuclear Operations Technology Program received scholarships to participate in intensive hands-on nuclear operations training with their instructor at the Chernobyl nuclear power plant in Ukraine. During their visit, students gained a depth of knowledge regarding the nuclear accident at the No. 4 reactor in April 1986, considered one of the worst nuclear disasters in history. Training included seeing the Unit 4 control room, hearing an overview of the new safe confinement installation, exploring existing environmental concerns, and learning how to prevent such disasters from occurring again.

- ISU faculty and students are working with Johns Hopkins, Bloomberg School of Public Health on CommuniVax, a national research coalition located at seven U.S. locations. The ISU team sought to raise awareness of and access to COVID-19 vaccines for the Hispanic population in rural Idaho regions of Bingham and Power counties. The ISU team used an interdisciplinary team of 21 students and community members, three public health experts and three ISU faculty members.

- The Department of Family Medicine received a five-year, $2.5 million grant to enhance the training of resident physicians in the areas of rural primary care and maternal health.

- In partnership with Southeastern Idaho Public Health and Portneuf Medical Center, over 130 students and faculty from the Kasiska Division of Health Sciences administered over 10,000 COVID vaccinations to the public.

- College of Education students from the Human Performance and Sports Studies department presented their undergraduate research projects at NCUR (National Council for Undergraduate Research). This selective conference celebrates undergraduate student research accomplishments and allows students to network with peers and faculty across a range of disciplines from all over the country. Two of these students won prestigious research awards.

- At the Center for Advanced Energy Studies (CAES), ISU leveraged its state appropriation and additional INL funding to initiate a dozen collaborative research projects involving scientists and engineers from ISU and INL. Research themes range from reactor technology to social perceptions of nuclear energy, from plastics recycling to critical mineral extraction, and from bulk storage of hydrogen to measurements of infrastructure resilience using machine learning algorithms. All projects involve students who are training to enter the Energy-related workforce, and all projects will generate proposals for enhanced external funding.

- Dr. Melanie Wright, Research Associate Professor in the Department of Biomedical and Pharmaceutical Sciences, received a $1.6 million four-year grant from the National Institutes of Health. Dr. Wright's grant, is titled "Timely Response to In-Hospital Deterioration Through Design of Actionable Augmented Intelligence" and will seek to improve patient care through researching the effectiveness of using augmented intelligence (AI). Collaborators on the grant include the University of Utah, Duke University, University of Texas Health, and Saint Alphonsus Regional Medical Center.

- The College of Arts & Letters received a $322,489 grant funded by the US Department of Agriculture (USDA) to fund the technology and installation of distance learning equipment in 29 high schools throughout eastern and central Idaho. This provided for greatly increased connectivity in rural areas as well as access to state-funded dual credit options.

- Associate Professor of Geosciences Sarah Godsey received a $1.3 million four-year National Science Foundation (NSF) Track-2 Focused EPSCoR Collaborations grant with the University of Kansas. The grant funds the study of how intermittent streams influence downstream water quality. This work has implications for recent changes to the U.S. Environmental Protection Agency's Waters of the United States (WOTUS) Clean Water Rule.

The Year Ahead

The following provides a high-level overview of ISU's initiatives that will be the focus of the academic year 2021-2022. It should be noted that many initiatives have delayed target completion dates from those previously reported, due to bandwidth limitations related to the pandemic response.

Theme	Title	Description	Target Completion
Efficiency and Effectiveness	**Strategic Plan**	Complete a 5-year strategic plan guided by the following themes: Career Readiness, Relevant Research, Student-Centered, and Health and the Human Experience	Spring 2022
	Program Review and Prioritization	ISU completed the initial phase of Program Health and Prioritization, a continuous process that supports the needs of our students with the goal of supporting growth with resource allocation. In the spirit of continuous improvement and recognizing that making use of resources is an ongoing process, the institution created a working group to further refine the program health model and processes.	Ongoing
	Data and Analytics Plan and Process	Conduct a comprehensive review of the university's data and analytics capabilities across all divisions and units. Ensure we have the appropriate data systems that are capturing the data we need with the reporting capabilities necessary to make data-informed decisions. Related to student recruitment and retention, identify the outcomes we expect to measure over time, identify the data needed to measure those outcomes, and help develop the needed reporting tools.	Fall 2023
	Budget Model	Identify a new budget model that allows the University to evaluate the base allocation, properly incentivize program growth and retention, and decentralize budgetary authority to colleges, departments and units. The model will be fully implemented for the FY2024 budget cycle (fall 2022). We will continue to make incremental progress in 2021-2022 for the FY2023 budget cycle.	Fall 2022
	Year 7 Review	ISU will complete its seven-year accreditation cycle this fall. The University will begin the renewal process by submitting to the NWCCU its Year 6&7 self-study reports (August) followed by a site visit (October 6-8). The site visit is currently scheduled as virtual, but depending on the circumstances of the pandemic, it may transition to an in-person or hybrid visit.	Fall 2021

Theme	Title	Description	Target Completion
Focus on Relationships	System Coordination: Idaho Falls and Twin Falls	Develop an educational environment in Idaho Falls and Twin Falls where students are directed to the optimal degree offering utilizing ISU, UI, CEI, and CSI institutions.	Fall 2023/Ongoing
	INL Relationship and Polytechnic Initiative	ISU will become the institution with the strongest INL partnership through the development and delivery of high-quality programs and cutting-edge research expertise that complements the laboratory mission. ISU will leverage the Polytechnic legislative funding, the Center for Advanced Energy Studies, and the INL Educational Contract, as well as existing educational and research expertise to build this relationship.	Fall 2023
	Employer Needs	ISU will work to ensure students can acquire meaningful jobs and fulfilling careers upon graduation. To meet this end, ISU will engage in a University-wide workforce analysis. Each college at ISU will perform an analysis of the top employers they currently work with. Each college dean will collaborate with regional employers to identify their specific workforce needs and determine how ISU can help meet these needs more effectively. This process will ensure that our academic majors and programs are positioned to prepare, inspire, and empower graduating students for a lifetime of meaningful work.	Spring 2022
	Systemness Exploration and Support	Work collaboratively with ISU's sister institutions and the Office of the State Board of Education to identify opportunities for system-wide efficiency and streamlining.	Ongoing
Promote Identity and Culture	Research Initiative	ISU will work with faculty, staff, students, and external stakeholders to determine the research aspirations of the campus and the role of the Office for Research at ISU as we work to strategically develop research and other scholarly activities.	Summer 2022
	Employee Engagement, Morale and Culture	ISU will focus on management philosophies, emphasizing "our people are our biggest resource." HR will serve as the campus resource in helping departments establish trust, compassion, stability and hope within their units.	Ongoing
	Marketing Campaign	Marketing and Communications will continue to execute a statewide marketing campaign that tells the Idaho State University story in a compelling and relevant way.	Ongoing

Theme	Title	Description	Target Completion
Recruitment and Retention	**Bengal Bridge Program Review**	Review the Bengal Bridge Program to assess the most impactful delivery of the program. The review should include assessing which faculty should be teaching which courses and the overall role of bridge faculty in relation to academic advising. Review the aspects of the Bengal Bridge that are successful and have the potential to positively impact our larger population, and assess how this can be scaled.	Fall 2022
	Leverage Dual Enrollment	Academic Affairs will enhance the traditional Dual Enrollment experience by better meeting the identified needs of students, high school teachers, high school administrators, faculty liaisons, and departments who oversee the curriculum. The ultimate goal will be to identify ways to enhance the experience of stakeholders, leverage the program to facilitate institutional enrollment growth, and improve student retention.	Spring 2022
	Residential Life Improvements	The University is investing in housing facilities upgrades. This project will ensure that this investment is maximized with the goal of improving the overall residential experience for our students. The focus of the improvements needs to be the items that make our housing attractive to students and meets their needs.	Summer 2021
	First-Year Experience	Redesign the onboarding process and New Student Orientation for new first-year and transfer students. Incorporate financial literacy programming and education into New Student Orientation. Develop the programming necessary to ensure that students have an opportunity for meaningful engagement during their first year.	Summer 2022
	EAB Navigate	Implement the EAB Navigate program to drive student success and communication utilizing a single software that allows for clear, action-focused, and synergistic messaging to all students. Implement a faculty and staff user-friendly early alert intervention system designed to immediately identify and intervene with students who are struggling to succeed.	Summer 2022
	Recruiting Initiatives	Enrollment Management will work to improve our ability to attract new students to ISU by hosting an annual recruiting event for high school students, working to solidify our tracking of students as they progress through our recruitment funnel, and through consistent usage and promotion of a master schedule of recruitment events/activities.	Summer 2021
	Open Educational Resources	Develop a broad-based faculty committee with the purpose of creating a University-wide Open Educational Resource plan.	Spring 2022
	Online Idaho	Create an overarching and broad-based remote learning educational plan which fully utilizes the Online Idaho platform. Develop a committee of stakeholders from across campus to expand access and opportunity to students throughout Idaho, with a particular focus on rural students.	Fall 2022
	Strategic Enrollment Plan	Continue to develop the strategic enrollment management plan that provides a comprehensive strategy designed to achieve and maintain optimum recruitment, retention, and graduation rates. The plan outlines ISU's strategy and anticipated outcomes to identify, recruit, enroll, retain, and graduate students in alignment with ISU's mission.	Spring 2021

The Numbers

- We support industry needs - 18 of 20 Idaho Hot Jobs are in fields offered at ISU
- We continue to meet community health needs - ISU teaches 32 of the Department of Labor's 46 top health care programs in the U.S.
- We offer quality education - 93% of ISU students in 2020 met or exceeded the national average for first-time pass rates for health program certification testing.
- We adapt to changes and strive for efficiency - 16 new programs added due to industry demand and 2 programs discontinued
- We strive for excellence - Once again, 100% of ISU's specialized accredited programs are in good standing with their accrediting organizations

Idaho State University Key Data	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
Total Annual Enrollment Full-Time Equivalency (FTE) [1]	10,589	10,233	9,960	9,775	9,589	9,322
- Career Technical	788	771	747	828	819	749
- Undergraduate	7,759	7,378	7,108	6,864	6,587	6,246
- Graduate	2,042	2,084	2,105	2,083	2,183	2,327
Total Idaho resident new degree-seeking undergraduate students[2]	1,562	1,500	1,643	1,681	1,584	1,437
Retention Rate: fall-to-fall, full-time, first-time bachelor degree-seeking student FYs 18-22	68%	69%	64%	63%	63%	Available 10th Day
Retention Rate: Freshman to Sophomore (all degree-seeking, fall-to-fall retention)	69%	65%	63%	62%	62%	Available 10th Day
Retention Rate: Sophomore to Junior (all degree-seeking, fall-to-fall retention)	78%	76%	80%	80%	80%	Available 10th Day
Retention Rate: Junior to Senior (all degree-seeking, fall-to-fall retention)	87%	88%	88%	90%	88%	Available 10th Day
Graduation Rate: percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length (bachelor degree-seeking)	28%	29%	32%	34%	33%	Available late August 2021
Graduation Rate: percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length (all degree-seeking)	29%	30%	33%	36%	34%	Available late August 2021
Graduation Rate: methodology includes full-time new first-year students and new transfer students. A student is given up to 6-years (18 semesters) to complete any undergraduate certificate/degree program.	38% (Fall 2010 cohort)	40% (Fall 2011 cohort)	42% (Fall 2012 cohort)	45% (Fall 2013 cohort)	43% (Fall 2014 cohort)	Available January 2022
Graduation Rate: methodology includes full-time new first-year students and new transfer students. A student is given up to 6-years (18 semesters) to complete any undergraduate certificate/degree program. Idaho Residents Only	36% (Fall 2010 cohort)	38% (Fall 2011 cohort)	40% (Fall 2012 cohort)	45% (Fall 2013 cohort)	45% (Fall 2014 cohort)	Available January 2022

1. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.

2. New students in the summer semester enrolled in the subsequent fall semester are counted as "new" in the fall semester.



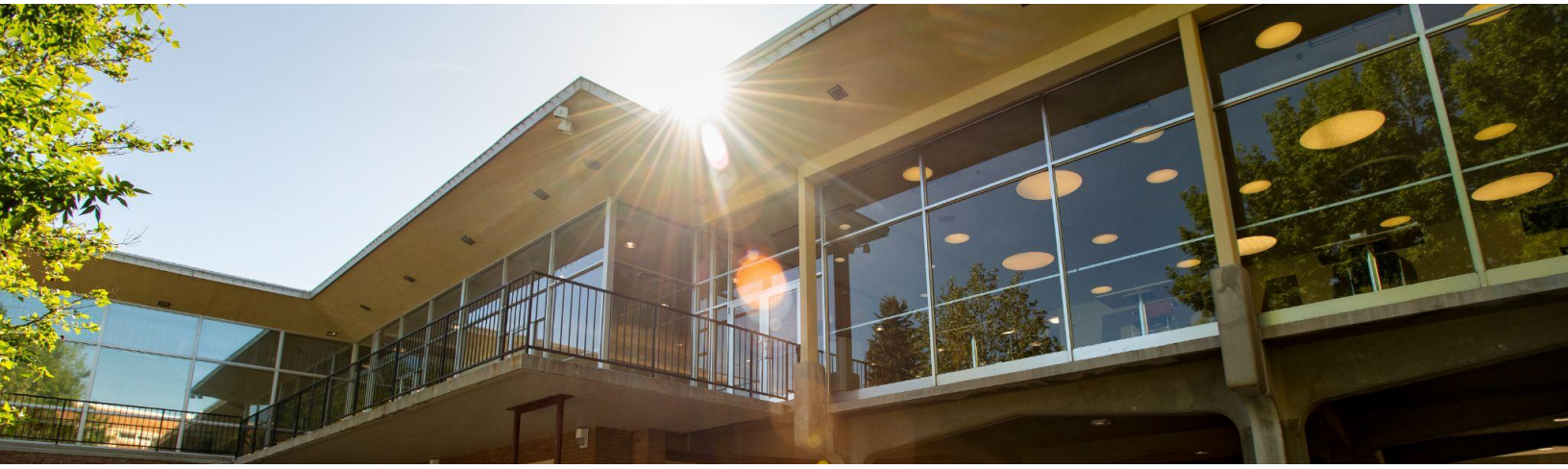
Idaho State University Foundation Key Data	FY2016	FY2017	FY2018	FY2019	FY2020
Contributions, Net[1]	$6,036,570	$5,315,986	$9,827,927	$12,444,201	$10,496,438
Cash, Property and in Kind Gifts[2]	$6,819,544	$5,150,490	$11,084,469	$13,288,124	$9,163,485
Endowment Funds[3]	$48,958,701	$53,258,798	$57,584,648	$56,133,138	$56,346,446

[1] Accrual basis - reflects adjustments for pledges and estimates for uncollectible pledges, stated at NPV
[2] Cash basis, rather than accrual
[3] Not all of the endowed funds are dedicated to scholarships

Conclusion

Substantial progress was made in the 2020-2021 academic year. The University has good momentum moving into this Fall semester. ISU successfully remained operational and continued to serve the students of Idaho despite tremendous challenges due to the COVID-19 pandemic. Plans to continue to move ISU forward are underway and we expect to see continued progress through 2022. Included in this is the effort to adopt a new strategic plan in alignment with the State Board of Education's strategic goals.

We are optimistic for the future and are looking forward to bringing students back to campus this fall. As always, Idaho State is dedicated to being a higher education leader with a mission of changing student lives.







SUBJECT

Board Policy I.E. Executive Officers – First Reading

REFERENCE

August 2016	Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance
October 2016	Board approved second reading of Board Policy I.E.
April 2018	Board approved the first reading of proposed amendments to Board policies: I.E., V.I. and V.U. removing provisions regarding housing, automobile allowances and reimbursement of entertainment expenses.
June 2018	Board approved second reading of Board policies I.E., V.I., and V.U.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E.
Sections 33-107 and 33-3730, Idaho Code

BACKGROUND/DISCUSSION

Section 33-107(4)(a) and (b), Idaho Code, authorizes the Board to delegate to its executive director:

- such powers as said officers require to carry out and administer the policies, orders and directives of the board;
- such powers as he requires to exercise discretionary authority and to perform duties vested in the state board related to the operation, control and management of Idaho's state universities and colleges.

Section 33-107(4)(c), Idaho Code, authorizes the Board to delegate to the presidents of Idaho's state universities and colleges:

- such powers as said officers require to exercise discretionary authority and to perform duties vested in the state board related to the operation, control and management of Idaho's state universities and colleges.

Delegations by the Board under section 33-107, Idaho Code, must be adopted "as statements of agency action by the state board, as provided in section 33-105(2), Idaho Code, and pursuant to a process that provides for notice, opportunity for input and formal adoption by the state board."

Section 33-3730, Idaho Code, requires that state institutions of higher education adopt "a policy for measures and procedures to prevent the spread of contagious or infectious disease, including temporary closure of the institution or any of its buildings or campuses. Such policy must be adopted in consultation with the state board of education and the district health department of any public health district in which the institution offers in-person classes." The institutions have in place policies to address the spread of infectious disease which they are in the process

of updating in consultation with the applicable public health districts and the Board through its committees and Board staff.

Section 33-3730, Idaho Code, further provides that once such policies are adopted, the Board, in accordance with the adopted policies, has the authority to:

- close an institution or any of its buildings or campuses,
- to limit its programs or activities, or
- to require other measures at the institution for the purpose of preventing the spread of contagious or infectious disease. Measures to prevent the spread of contagious or infectious disease could include, social distancing requirements, hand washing requirements, testing requirements, or use of facial coverings requirements.

IMPACT

Approval of the proposed amendments would start the process for delegating the authority to the Board's Executive Director and institution presidents to act quickly should the institutions need to implement measures in response to the pandemic.

ATTACHMENTS

Attachment 1 – Board Policy I.E. Executive Officers – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The COVID pandemic and the continuing spread of COVID through the vaccinated and unvaccinated population requires that institutions continue to take measures to protect the safety of their campus communities. In order for the Board to act on any matter, a public meeting must be scheduled pursuant to the Open Meetings Law, Title 74, Chapter 2, Idaho Code. To preserve the ability to offer in-person learning, institutions need to be able to quickly take action to mitigate the spread of the disease. The ability to take quick action may be impeded by Open Meeting Law scheduling requirements.

In order to provide the institutions with the ability to quickly take steps required to protect the safety of their campus communities, the Board is requested to delegate authority to the Board's executive director and to the institution chief executive officers.

The policy as proposed splits the three level of actions identified in section 33-3730, Idaho Code between the Executive Director and the institution presidents, followed by Board consideration at their next Board meeting. Alternate proposals could delegate all authority to the institution presidents or to the Executive Director with follow up action for the Board either as informational reports or formal Board action to ratify the action of the institution presidents.

Staff recommends balancing the delegation between the Executive Director and institution presidents with subsequent consideration by the Board of the actions as provided in Attachment 1.

In addition to consideration of the first reading, the Board is being asked to consider delegating the same authority to the Executive Director and the institution president at the August Board meeting, allowing them to act, if needed, prior to the second reading of the policy at the October Board meeting.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to delegate authority to the Board's executive director to, upon request from an institution in situations requiring immediate action, close an institution or any of its buildings or campuses or to limit its programs or activities, if needed to prevent the spread of contagious or infectious disease. Any such action taken shall be considered by the Board at its next meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to delegate authority to the institution presidents to implement measures required to prevent the spread of contagious or infectious disease. Any such action taken shall be considered by the Board at its next meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: E. Executive Officers ~~June 2018~~October 2021

1. Executive Director

   a. The Executive Director is appointed by and serves in this position at the pleasure of the Board. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Idaho Code 33-102A the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

   a. Responsibilities

      The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

      For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The Presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

   b. The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

      i. Relations with the Board

         1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.

         2) Effective communication among the Board, the Board office, and the institution or agency.

         3) Preparation of such budgets as may be necessary for proper reporting and planning.

4) Transmittal to the Board of recommendations initiated within the institution or agency.

5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of state-wide concern.

6) Notification to Board President or Executive Director of any absence exceeding one week during which time the chief executive officer will be unavailable or out-of-country.

ii. Leadership of the Institution or Agency

1) Recruitment and retention of employees

2) Development of programs, in accordance with an evolving plan for the institution or agency.

3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.

4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.

iii. Relations with the Public

1) Development of rapport between the institution or agency and the public that each serves.

2) Official representation of the institution or agency and its Board-approved role and mission to the public.

c. Appointment Terms and Conditions

Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.

d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

i. Each chief executive officer's annual compensation shall be set and approved by the Board. A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.

ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.

iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.

iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.

v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination
In the event a chief executive officer's appointment is terminated by Board action (for or without cause), than such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of

the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

4. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

i. staff privileges for activities, events and campus facilities;

ii. receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

5. Procedures to Prevent the Spread of Infectious Disease.

Pursuant to section 33-3730, Idaho Code, the executive director is delegated authority to, upon request from an institution in situations requiring immediate action, close an institution or any of its buildings or campuses if needed to prevent the spread of contagious or infectious disease. Also pursuant to section 33-3730,

ATTACHMENT 1

Idaho Code, the president of each institution is delegated the authority to implement measures required to prevent the spread of contagious or infectious disease, including limiting programs or activities. Any such action taken shall be considered by the Board at its next meeting.

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

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

REFERENCE

August 28, 2019	Board approved the first reading of proposed amendments to Board Policy IV.E adding three new sections of policy: secondary career technical program approval, allowable uses for added-cost funds, and formalizing occupational specialist certificate endorsements.
October 16-17, 2019	Board approved the second reading of proposed changes to Board Policy IV.E and pending rule amending IDAPA 08.02.02 removing language for CTE degree-based endorsements.
April 22, 2020	Board approved first reading of proposed amendments to Board Policy IV.E. grandfathering in certain occupational endorsements.
April 27, 2020	Board approved second reading proposed amendments to Board Policy IV.E.
August 26, 2020	Board approved first reading of proposed amendments to Board Policy IV.E.4.a. clarifying state programs administered by the Division.
October 21, 2020	Board approved second reading of proposed changed to Board Policy IV.E. Division of Career Technical Education.

APPLICABLE STATUTE, RULE, OR POLICY

State Board of Education Governing Policies and Procedures IV.E.
Sections 33-105, and 33-2202, Idaho Code
IDAPA 08.02.02.015

BACKGROUND/DISCUSSION

Individuals coming from the private sector into the career technical education teaching profession are awarded a three (3) year non-renewable Limited Occupational Specialist Certificate while they work to meet the necessary requirements to obtain a Standard Occupational Specialist teaching certification. Endorsements attached to Occupational Specialist Certificates focus on the content knowledge relevant to the industry from which the individual came prior to teaching. In addition to the occupational special certificate route available to career technical education teachers, there are seven degree-based endorsement areas: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Prior to 2019,

requirements for these degree-based endorsements were containing in IDAPA 08.02.02. At the request of the State Department of Education, the Board approved a pending rule with amendments to IDAPA 08.02.02 removing the language at the Board's October 2019 Regular Board meeting.

The State Board of Education adopted the first written language for Occupational Specialist endorsements in August 2019. Two "grandfathered" endorsement omissions were noted as not included in the approved version of the proposed language. Approval of this update will make technical corrections, add the two omitted grandfathered endorsements and add language for existing degree-based career technical endorsements.

IMPACT

This policy amendment will ensure that secondary instructors coming from industry will have an endorsement that aligns with their content knowledge and will help to ensure consistency statewide regarding instructor qualifications.

ATTACHMENTS

Attachment 1 – Secondary Occupational Specialist Endorsement Revisions

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Chapter 22, Title 33, Idaho Code, establishes the duties, powers, and responsibilities of the State Board for Career Technical Education, including naming the State Board of Education as the Board of Career Technical Education and granting authority to the Board to establish the Division of Career Technical Education. As the Board for Career Technical Education, the Board is granted the authority to disburse monies appropriated by the state for the promotion of career technical education. Section 33-2203, Idaho Code, further grants the Board "full power to formulate plans for the promotion of career technical education in such subjects as are an essential and integral part of the public-school system of the state of Idaho, and to provide for the preparation of teachers of such subjects…." In addition to the authority vested in the Board for career technical education, Chapter 12, Title 33, establishes minimum educator certification requirements and grants the responsibility and authority of implementing these requirements in the State Board of Education. These duties include responsibility for certification of all teachers. The Board has exercised its duties for educator certification through the establishment of certification requirements in IDAPA 08.02.02, Rules Governing Uniformity. This includes the requirements for occupation specialist certificates as industry-based career technical educator certificates. However, the occupational specialist certificate requirements established in IDAPA 08.02.02 only referenced degree-based career technical certification with no reference to endorsements for occupation specialists. The Board started the process to codify these endorsements in 2019 by adding them to the Board's Governing Policies and Procedures. This process allows for the Board to react more quickly in updating and amending the requirements in consideration of industry and stakeholder input.

Adding these additional endorsements will recodify the degree-based endorsements in a manner consistent with the occupational specialist certificates.

Staff recommends approval.

BOARD ACTION

I move to approve the First Reading of Board Policy IV.E. Division of Career Technical Education as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: E. Division of Career Technical Education **October 2020**

1. Purpose.

   The Division of Career Technical Education (Division) provides leadership and coordination for programs in career technical education in various parts of the state. The general purpose of the Division is to carry out the governing policies and procedures of the Board and the applicable provisions of state and federal career technical education regulations assigned to the Division.

2. Delegation of Authority

   The Administrator is the chief program and administrative officer of the Division, is appointed by, and serves in this position at the pleasure of the Board. The Administrator of the Division of Career Technical Education serves as the chief executive officer of the statewide career technical education system with the responsibility to supervise and manage career technical education programs in Idaho within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services pursuant to Board Policy I.E. Executive Officers. The Administrator shall report to the Board through the Executive Director. The Administrator is responsible for the preparation and submission, through the Executive Director, of any matters related to career technical education for Board review and action.

3. Definitions
   a. Concentrator means a secondary student enrolled in a capstone course.

   b. Local Education Agencies means a public school district or charter school, including specially chartered districts.

   c. Technical College Leadership Council (TCLC) means the career technical education deans of the six regional public technical colleges in Idaho.

   d. Technical Skill Assessment means an assessment given at the culmination of a pathway program during the capstone course and measures a student’s understanding of the technical requirements of the occupational pathway.

   e. Workplace Readiness Assessment means an assessment of a career technical education student’s understanding of workplace expectations.

4. Functions

   The Division provides statewide leadership, administration, supervision, planning, and coordination for career technical education activities in Idaho. The major functions include:

   a. Statewide Administration: maintaining a qualified professional staff to provide statewide leadership and coordination for career technical education and the programs offered in accordance with applicable state and federal regulation, Fire Service Training and STAR Motorcycle Safety Program.

   b. Supervisory and Consultative Services: providing technical assistance to local education agencies to assist in the implementation and maintenance of career technical education programs including support and leadership for student organizations and education equity.

   c. Planning: assisting local education agencies in the development of annual plans and data collection and analyzing services for the establishment of a five-year plan, annual plans, and accountability reports from the local education agencies.

   d. Evaluation: conducting and coordinating career technical education evaluations in accordance with state and federal guidelines to monitor program activities and to determine the status of program quality in relation to established standards and access.

   e. Budget Preparation: preparing annual budgets and maintaining a statewide finance and accountability system.

   f. Program and Professional Improvement: initiating and coordinating research, curriculum development, process improvement, and staff development statewide.

   g. Management Information: collecting, analyzing, evaluating and disseminating data and program information which provides a comprehensive source of accurate, current, and easily accessible information for statewide decision making.

   h. Coordination: providing liaison with related state agencies and organizations, business and industry, and community-based organizations.

5. Organization.

   The programs and services of the Division are organized into two (2) broad segments: (a) Regular Occupational Programs and (b) Special Programs and Support Services.

   a. Regular Occupational Programs are programs designed to prepare students at the secondary and postsecondary levels with the skills, knowledge, attitudes, and habits necessary for entry-level employment in recognized occupations in Idaho

regions, and may extend to the Northwest and nationally. These programs also provide the supplemental training to upgrade the skills of those citizens of Idaho who are currently employed. Regular programs include clusters and pathways in the following program areas:

i. Agriculture, Food & Natural Resources;
ii. Business & Marketing;
iii. Engineering & Technology Education;
iv. Family & Consumer Sciences and Human Services;
v. Health Professions and Public Safety; and
vi. Trades & Industry.

A program quality manager is employed in each program area to provide leadership and technical assistance to local education agencies.

b. Special Programs and Support Services are special programs designed to serve students who are considered special populations, students with special needs, and include other program activities not considered occupational in nature. These programs include Single Parent/Displaced Homemaker, Education Equity, and middle school career technical education.

c. Through state and federal regulations, or by contract for administration, the Division may supervise and manage other career technical training programs as appropriate.

6. Program Delivery

Career technical education programs are made available at three (3) levels in Idaho -- secondary, postsecondary, and workforce training.

7. Secondary Programs

a. Secondary Programs are provided through participating local education agencies and career technical schools. Secondary programs are established by the Division and may be categorized as either a cluster program or a pathway program.

b. Cluster Program: provides introductory and intermediate courses as an introduction to a career technical area and the opportunity to learn workplace readiness expectations. A cluster program must meet the following requirements:

i. Consist of a variety of foundation and intermediate courses within a single Career Cluster. The program does not culminate in a capstone course.
ii. Offer a program that is three or more semesters (or the equivalent) in length.
iii. Demonstrate a strong career/workplace readiness skills alignment.
iv. Participate in a related Career Technical Student Organization.
v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.

vi. Require a nationally validated, industry-based Workplace Readiness Assessment created to evaluate skills and attitudes needed for success in the workplace administered by an approved developer as part of the program.

c. Pathway Program: provides specific career area occupational preparation, the opportunity to learn workplace readiness expectations, and the knowledge and skill development required to transition into a similar postsecondary program. A pathway program must meet the following requirements:

i. Consist of a sequence of courses that culminate in a capstone course and aligns with Board approved career technical education content standards.
ii. Offer a program that is three or more semesters (or the equivalent) in length.
iii. Demonstrate a strong career/workplace readiness skills alignment.
iv. Participate in a related Career Technical Student Organization.
v. Maintain an active Technical Advisory Committee to guide program development and foster industry engagement.
vi. Require the Workplace Readiness Assessment as part of the program.
vii. Demonstrate alignment to similar postsecondary program outcomes as well as to relevant industry recognized standards.
viii. Offer work-based learning experience opportunities for students (paid or unpaid).
ix. Require a pathway-identified Technical Skill Assessment for all students enrolled in the capstone course (concentrators).
x. Ensure the program meets the requirements for concentrators to obtain Technical Competency Credit for aligned postsecondary programs.
xi. Require a nationally validated, industry-based technical skill assessment administered by an approved developer.

d. All junior and senior concentrators are required to take the technical skill assessment associated with their program. In the event a senior concentrator is enrolled in a pathway program that does not yet have an approved technical skill assessment, that student will take only the workplace readiness assessment until the pathway program technical skill assessment has been approved.

e. All seniors enrolled in more than one career technical education course are required to take the workplace readiness assessment.

f. Secondary Program Approval

The Division accepts applications each year from local education agencies to establish new secondary career technical programs, change a program type or reactivate an inactive program. To be considered in a given fiscal year the application must be received no later than February 15. Only approved programs are eligible to receive added-cost funds, or additional career technical education

funding including, Idaho Program Quality Standards, Program Quality Initiative, Workforce Readiness Incentive Grant, and federal Perkins funding. In order to receive added-cost funds, a program must also be taught by an appropriately certified career technical education teacher. Career technical education teacher certification requirements are established in IDAPA 08.02.02. Applications must be submitted in a format established by the Administrator.

The Division will evaluate applications on standard criteria. Approval of new programs and reactivation of inactive programs will be based on available funding; priority will be given to pathway programs. A local education agency must demonstrate that, as part of its decision for creating, changing, or reactivating a career technical program, the local education agency has considered the recommendations from a local technical advisory committee. If such a committee does not already exist, the local education agency must create a committee for the express purpose of evaluating local and/or regional need for the proposed career technical program and for providing guidance on the application for such program. Applications must indicate if the program is a cluster or a pathway program and will be evaluated according to the specific program type. Denial of applications will be based on failure to meet the application requirements, including but not limited to missing deadlines, information, failure to meet minimum program requirements or failure to respond to any request for additional information within the timeframe specified in the application. Local education agencies will be notified of their application status on or before April 30 of the application year. Prior to receiving added-cost funds, the local education agency must submit the applicable statement of assurances, as outlined in the application approval letter.

i. Comprehensive high school new cluster programs will be evaluated on the following criteria:

   1) Meeting minutes that reflect recommendations from the local technical advisory committee
   2) Alignment with one of four approved cluster program areas
   3) Provides basic workplace readiness skills
   4) Connection to a Career Technical Student Organization (CTSO) supported by the Division
   5) Representation on the technical advisory committee in alignment with the program area industry
   6) Realistic, applied learning, provided through lab and industry-related activities
   7) Facilities to accommodate the program with equipment and space
   8) Agreement with the Statement of Assurances, as defined in the application

ii. Comprehensive high school new pathway programs will be evaluated on the following criteria:

1) Meeting minutes that reflect recommendations from the local technical advisory committee
2) Alignment with one of the approved pathway programs established by the Division
3) Provide basic workplace readiness skills
4) Consists of sequential, intermediate and capstone courses that meet the minimum requirements
5) Connection to a Career Technical Student Organization (CTSO) supported by the Division
6) Technical advisory committee that includes representatives from the identified occupational pathway
7) Realistic, applied learning, provided through lab and industry-related activities
8) Work-based learning opportunities
9) Regional need for the program, established through labor market data
10) Alignment with Board-approved program standards
11) Alignment to related postsecondary program
12) Facilities to accommodate a pathway program with the appropriate and relevant equipment and space for the pathway
13) Agreement with the Statement of Assurances, as defined in the application

iii. Career Technical School (CTS) pathway programs must meet the evaluation criteria for a new pathway program, as well as the criteria outlined in IDAPA 55.01.03.

g. Allowable Use of Added-Cost Funds

Added-cost funds are distributed to school districts to cover instructor and program expenses beyond those normally encountered by Idaho public schools at the secondary level. Allocations are calculated based on career technical education teacher full-time equivalency (FTE) and must be used to support all career technical education programs in the school districts. Added-cost funds may only be used for expenses directly related to an approved career technical education program in five (5) categories:

i. Instructional and Program Promotion Materials and Supplies

1) Single copy reference materials, including single-user electronic reference materials
2) Consumable student lab and classroom manuals
3) Consumable materials and supplies that support the instructional program
4) Workplace Readiness Assessment (WRA) and Technical Skill Assessment (TSA) exam costs (excluding retakes) for those exams administered outside the Division-funded testing window
5) Web-based licensed products to support program instruction and management

6) Materials and supplies used in CTE program promotion

ii. Equipment

1) Equipment costing $500 or more per unit cost and having an expected life greater than two years (software is not considered equipment)
2) Computers and peripherals necessary for program instruction above and beyond equipment provided to academic classrooms

iii. Salaries

1) Time beyond the normal academic year to be defined as the last school session calendar day of the current year and before the first session calendar day of the subsequent year, which should be a documented agreement between the district and the CTE instructor
2) Time during the normal academic year for CTSO advisors who travel and stay in hotels to attend state and national leadership conferences with their students, beyond the normal school week to include one (1) day for a state leadership conference and two (2) days for a national leadership conference
3) For health professions programs only, time beyond the normal school day, i.e., evenings and weekends, for licensed professional teachers delivering required instruction to students at clinical sites

iv. Contracts

1) Services contracted by the district for maintaining and repairing CTE equipment and for operating and maintaining CTE labs and shops (e.g., equipment service contracts and hazardous waste disposal)
2) Fees and expenses for supplemental specialized instruction (e.g., certified CPR trainer, OSHA certification instructor, short-term specialized instruction from subject matter expert, supplemental staff to supervise students in a clinical environment)

v. Travel and Professional Expenses

1) Instructor travel costs and fees for CTE-related professional development (e.g., conferences, seminars, workshops, state-sponsored meetings, summer conference, and back-to-industry experiences related to the CTE program)
2) Instructor travel costs and fees related to CTE student activities and CTSO activities (e.g., conference registration fees, mileage, per diem, lodging)
3) Instructor membership dues for professional associations and CTSO affiliations related to program area.

4) Up to ten percent (10%) of the CTE added-cost funding for student transportation within the state to a state-approved CTSO leadership conference or event

vi. Added-Cost Funds may not be used for:

1) Print textbooks, electronic textbooks, and/or other electronic media used as the primary source of content delivery
2) Technology related to general instructional delivery (e.g., projectors, cell phones)
3) Classroom equipment, supplies, and web-based licensed products that are provided to all district teachers and classrooms
4) Fundraising equipment and supplies
5) Equipment not related to program instruction
6) Salaries and benefits for certified employees (i.e., teachers who hold certification) and classified employees (i.e., employees other than certified or professional teachers)
7) Salaries and benefits to replace furlough days
8) Salaries and benefits for district pre-service and/or in-service days
9) Salaries and benefits for substitutes
10) Contracted salaries or benefits to provide the basic instructional program
11) Fees to obtain or renew teaching credentials and/or professional licenses
12) Tuition and transcripted credits, including professional development credits
13) Individual student travel fees and expenses

8. Occupational Specialist Certificate Endorsements, effective July 1, 2020. Pursuant to Section 33-1201, Idaho Code, every person employed in an elementary or secondary school in the capacity of a teacher must have a certificate issued under the authority of the State Board of Education. Certification requirements are established in IDAPA 08.02.02. ~~In addition to a certificate, e~~Each certificate must have one or more endorsements indicating the occupational area the teacher is qualified in to provide instruction. Endorsement eligibility is determined by the Division of Career Technical Education. Career technical education endorsements consist of the following:

a. Endorsements A-C
   i. Administrative Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: proficiency in word processing, spreadsheet, database, presentation, and technology media applications; accounting functions; legal and ethical issues that impact business; customer relations; business communication; and business office operations.
   ii. Agribusiness (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant and animal science; agricultural economic principles; business planning and entrepreneurship; agriculture business financial concepts and recordkeeping systems; risk management

in agriculture; laws related to agriculture and landowners; marketing and sales plans; and sales.

iii. Agriculture Food Science and Processing Technologies (6-12). Industry experience that indicates applied competence in the majority of the following areas: properties of food; principles of processing; post-processing operations; safety practices; and equipment and tools used in food processing.

iv. Agriculture Leadership and Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: applied communications and leadership through agricultural education; supervised agricultural experience; career opportunities in agricultural science, communications, and leadership; agriculture's impact on society; agricultural science principles; agricultural communication principles; and agricultural leadership principles.

v. Agriculture Mechanics and Power Systems (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; tools and hardware; metal technology; power systems; electricity; mathematical applications; insulation; and careers in agricultural mechanics and powers systems.

vi. Animal Science (6-12). Industry experience that indicates applied competence in the majority of the following areas: animal agricultural industries; nutritional requirements for livestock; livestock reproductive systems; principles of evaluation for animal selection; animal welfare, handling, and quality assurance; medication and care; disease transmission and care; harvesting and processing of animal products; and animal science risk management.

vii. Apparel/Textiles (6-12). Industry experience that indicates applied competence in the majority of the following areas: fashion trends; design sketches; color and fabric selection; production of clothing and accessories; and enhancement of function and safety.

viii. Applied Accounting (6-12). Industry experience that indicates applied competence in the majority of the following areas: accounting functions; accounting ethics; software application packages; financial statements; asset protection and internal controls; inventory records; long-term assets; and payroll procedures.

ix. Automated Manufacturing (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab organization and safety practices, blueprint reading, measuring, computer-aided design (CAD); computer-aided manufacturing (CAM), computer numeric control (CNC), fundamental power system principles, manufacturing processes, electronic and instrumentation principles, machining, robotics and materials-handling systems, and additive (3D) printing.

x. Automotive Collision Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: auto body collision-repair practices; tools; trade skills in refinishing, welding, and painting.

xi. Automotive Maintenance & Light Repair (6-12). Industry experience that indicates applied competence in the majority of the following areas: service, maintenance, and repair practices for a wide variety of vehicles; and diagnosing, adjusting, repairing, and replacing individual vehicle components and systems.

xii. Business Digital Communications (6-12). Industry experience that indicates applied competence in the majority of the following areas: elements and principles of design and visual communications; professional communication skills; editing and proofreading; copyright and intellectual property law; portfolio development; content development strategy; branding and corporate identity; graphic communication production; video editing; web page development; web page design and layout; and web-related planning and organizational standards.

xiii. Business Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: planning and organizing; directing, controlling and evaluating goals and accomplishments; financial decision-making; competitive analysis and marketing strategies; human resource management; customer relations; technology; project management; operations and inventory; and social responsibility.

xiv. Cabinetmaking and Bench Carpentry (6-12). Industry experience that indicates applied competence in the majority of the following areas: cabinetmaking and millwork production; cutting, refinishing, installing, and shaping of various materials; knowledge of industry standards and construction applications; hardware; and blueprint reading.

xv. Certified Welding (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental print reading; measurement and layout/fit-up techniques; properties of metals; shielded metal arc welding (SMAW); gas metal arc welding (GMAW and GMAW-S); flux cored arc welding (FCAW-G); gas tungsten arc welding (GTAW); thermal cutting processes; welding codes; inspection and testing principles; and fabrication techniques.

xvi. Child Development & Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: early childhood-education career paths and opportunities for employment; ethical conduct; advocacy for children; child/human development and learning; family and community relations; child observation, documentation, and assessment; positive relationships and supportive interaction; and approaches, strategies, and tools for early childhood education.

xvii. Commercial Photography (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethics in photography, elements and principles of design composition, cameras and lenses, exposure settings, light sources, digital workflow, presentation techniques and portfolios, and production using industry standard software.

xviii. Computer Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic network technologies, laptop support, PC support, printer support, operating systems, security, mobile device support, troubleshooting techniques, and trends in the industry.

xix. Construction Trades Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: comprehensive knowledge of structural systems and processes, classical and contemporary construction elements, knowledge of industry standards, knowledge of architecture, basic cabinetry and millwork, and blueprint reading.

xx. Cosmetology (6-12). Industry experience that indicates applied competence in the majority of the following areas: hair design; skincare; nail care; industry guidelines and procedures; entrepreneurship; and communications. Instructor must hold a current and valid Idaho license or certificate as a cosmetologist.

xxi. Culinary Arts (6-12). Industry experience that indicates applied competence in the majority of the following areas: experience as a chef in a full-service restaurant; business operations experience in the culinary/catering industry; communication and organization skills with customers and vendors; industry-recognized food safety and sanitation certification; knowledge of proper food handling, ingredients, food quality and control practices; culinary tools and equipment; cooking methods; meal preparation; menu planning principles and industry trends and career options.

b. Endorsements D-N

i. Dental Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: dental professions pathways; ethics in dental practice; nutrition as related to oral health; infection control; occupational safety; dental-related anatomy and pathology; dental anesthesia; dental assisting skills; dental materials; and dental radiology. Instructor must hold a current and valid Idaho license or certificate as a dental assistant, dental hygienist, or dentist.

ii. Digital Media Production (6-12). Industry experience that indicates applied competence in the majority of the following areas: graphic design industry structure; elements and principles of design composition; visual communication; industry-standard software production; ethics and graphic design; digital portfolios; mathematical skills as related to design;

communication skills; editing and proofreading; video editing; digital media and production; dissemination techniques and methods; broadcasting equipment, camera, and lens operations; light sources; presentation techniques; public speaking; and writing skills.

iii. Drafting and Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: technical drawings, scale drawings, architectural drafting, mechanical drafting, orthographic projection, two- and three-dimensional drawings, manual drafting, and computer aided design.

iv. Ecology and Natural Resource Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: ecological concepts and scientific principles related to natural resource systems; forest types; forest management components and practices; fire ecology and management; importance and application of GPS/GIS in natural resource management; fish and wildlife ecology; and mineral and energy resources management.

v. Electrical Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits, DC principles, AC concepts, soldering techniques, circuits, and electrician-associated electronic components and tools. Instructor must hold a current and valid Idaho license or certificate as an electrician.

vi. Electronics Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: digital and solid-state circuits; DC principles; AC principles; soldering techniques; circuits; digital electronics; electronic circuits; electronic devices; and electronic digital circuitry simulations and associated electronic components and tools.

vii. Emergency Medical Technician (EMT) (6-12). Industry experience that indicates applied competence in the majority of the following areas: fundamental knowledge of the emergency management services (EMS) system; medical and legal/ethical issues in the provision of emergency care; EMS systems workforce safety and wellness; documentation; EMS system communication; therapeutic communication; anatomy and physiology; medical terminology; pathophysiology; and lifespan development (per the EMR and EMT sections of the Idaho EMS Education Standards located on the Idaho Department of Health and Welfare website). Instructor must have passed the National Registry exam. Instructor must hold a current and valid Idaho EMS license or certificate and be certified as an EMT instructor through Idaho EMS.

viii. Firefighting (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; firefighting procedures; firefighting tactics; firefighting equipment and vehicles; EMT basic training; first aid and CPR training; and

reporting requirements under Idaho criminal code. Instructor must hold a current and valid Idaho license or certificate as an EMT and firefighter.

ix. Graphic Design (6-12). Industry experience that indicates applied competence in the majority of the following areas: the graphic design industry; elements and principles of design and visual communication; production using industry standard software; branding and corporate identity; ethical and legal issues related to graphic design; portfolio development and evaluation; mathematics for visual communications; communication; editing and proofreading; graphic design in digital media; and applied art.

x. HVAC Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the HVAC trade as approved by the Idaho HVAC Board and the Idaho State Board for Career Technical Education: installing, altering, repairing, and maintaining HVAC systems and equipment including air conditioners, venting or gas supply systems, ductwork, and boilers. Instructor must hold a current and valid Idaho license or certificate as an HVAC Technician.

xi. Heavy Equipment/Diesel Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of diesel engine service; preliminary inspection; identification and repair of vehicle components; preventative maintenance; and heavy equipment applications.

xii. Hospitality Management (6-12). Industry experience that indicates applied competence in the majority of the following areas: business structures; economics; human resources; sales and marketing; finance and budgeting; safety and security; legal and ethical considerations; event planning and management; teamwork; communication skills; lodging operations; and food and beverage operations.

xiii. Hospitality Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: careers in the hospitality and tourism industry; customer service; event planning implementation; procedures applied to safety, security, and environmental issues; practices and skills involved in lodging occupations and travel-related services; and facilities management.

xiv. Industrial Mechanics (6-12). Industry experience that indicates applied competence in the majority of the following areas: industrial mechanics knowledge; shop skills; diagnostic and repair techniques; welding; hydraulic; electronic systems; and maintenance and preventative maintenance.

xv. Journalism (6-12). Industry experience that indicates applied competence in the majority of the following areas: legal and ethical issues related to journalism and photojournalism, principles and techniques of media design,

design formats, journalistic writing, social media and digital citizenship, and media leadership.

xvi. Law Enforcement (6-12). Industry experience that indicates applied competence in the majority of the following areas: knowledge of local, state, and federal laws and regulations; defensive strategies; investigative strategies; search principles and strategies; tactical procedures; vehicle operations; knowledge of weapons and use where appropriate; first aid and CPR training; social and psychological sciences; and identification systems.

xvii. Marketing (6-12). Industry experience that indicates applied competence in the majority of the following areas: economic systems; international marketing and trade; ethics; external factors to business; product/service management; pricing; distribution channels; advertising; sales promotion; public relations; retail management; market research and characteristics; digital marketing; and financing and financial analysis.

xviii. Medical Assisting (6-12). Industry experience that indicates applied competence in the majority of the following areas: human anatomy, physiology and pathology, medical terminology, pharmacology, clinical and diagnostic procedures, medication administration, patient relations, medical law and ethics, scheduling, records management, and health insurance. Instructor must hold a current and valid medical assistant certification as evidenced in the national registry.

xix. Networking Support (6-12). Industry experience that indicates applied competence in the majority of the following areas: PC hardware configuration, fundamental networking technologies, operating systems, basic networking, basic security, and basic network configurations.

xx. Nursing Assistant (6-12). Industry experience that indicates applied competence in the majority of the following areas: scope of practice; ethics and legal issues; communication and interpersonal relationships; documentation; care practices; infection prevention; human anatomy and physiology; medical terminology; personal care procedures; physiological measurements; nutritional requirements and techniques; procedures and processes related to elimination; quality patient environment; patient mobility; admission, transfer, and discharge procedures; care of residents with complex needs; and safety and emergency. Instructor must hold a current and valid Idaho registered nursing license and be approved as a certified CNA primary instructor through Idaho Department of Health and Welfare.

c. Endorsements O-W

i. Ornamental Horticulture (6-12). Industry experience that indicates applied competence in the majority of the following areas: safety practices; plant anatomy; plant physiology; plants identification skills; growing media; plant nutrition; integrated pest management; plant propagation; ornamental

horticulture crops; business concepts; plant technologies; ornamental design standards; and career opportunities in ornamental horticulture.

ii. Pharmacy Technician (6-12). Industry experience that indicates applied competence in the majority of the following areas: patient profile establishment and maintenance; insurance claim preparation; third-party insurance provider correspondence; prescription and over-the-counter medications stocking and inventorying; equipment and supplies maintenance and cleaning; and cash register operation. Instructor must be a pharmacist, registered nurse, or pharmacy technician holding a current and valid Idaho license or certification.

iii. Plant and Soil (6-12). Industry experience that indicates applied competence in the majority of the following areas: plant anatomy and identification; plant processes, growth, and development; soil and water; plant nutrition; integrated pest management; careers and technology; and safety.

iv. Plumbing Technology (6-12). Industry experience that indicates applied competence in technical subjects and skills related to the plumbing trade as approved by the Idaho Plumbing Board and the Idaho Board for Career Technical Education: repairing, installing, altering, and maintaining plumbing systems and fixtures including interconnecting system pipes and traps, water drainage, water supply systems, and liquid waste/sewer facilities. Instructor must hold a current and valid Idaho license or certificate as a plumber.

v. Pre-Engineering Technology (6-12). Industry experience that indicates applied competence in the majority of the following areas: lab safety; impacts of engineering; ethics of engineering; design process; documentation; technical drawing; 3D modeling; material science; power systems; basic energy principles; statistics; and kinematic principles.

vi. Precision Machining (6-12). Industry experience applied the majority of the following areas: precision machining practices; tools used to shape parts for machines; industrial mechanics; shop skills; safety in practice; blueprint reading; and diagnostic and repair techniques.

vii. Programming & Software Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: basic programming principles; problem solving; programming logic; validation; repetition; programming classes;, exceptions, events, and functionality; arrays and structure; design principles; system analysis; and implementation and support.

viii. Rehabilitation Services (6-12). Industry experience that indicates applied competence in the majority of the following areas: ethical, legal, and professional responsibilities; medical terminology; anatomy and physiology; roles and responsibilities of the rehabilitation team; patient care skills; therapeutic interventions; and common pathologies. Instructor must be a

health professional holding a current and valid Idaho license or certificate in his/her field of study.

ix. Small Engine Repair/Power Sports (6-12). Industry experience that indicates applied competence in the majority of the following areas: small gasoline engine construction and performance; industry-related resources; equipment used to diagnose and troubleshoot issues; repair; entrepreneurship; and customer service.

x. Web Design and Development (6-12). Industry experience that indicates applied competence in the majority of the following areas: web page development, web page design and layout, integration of web pages, web planning and organizational standards, and web marketing.

xi. Work-Based Learning Coordinator (6-12). Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must hold an occupational endorsement on the Degree Based Career Technical Certificate or Occupational Specialist Certificate, and complete coursework in coordination of work-based learning programs.

d. The following career technical education endorsements awarded prior to July 1, 2020 shall be grandfathered and shall not be awarded after July 1, 2020:

i. Agricultural Business Management (6-12)
ii. Agricultural Power Machinery (6-12)
iii. Agricultural Production (6-12)
iv. Animal Health and Veterinary Science (6-12)
v. Aquaculture (6-12)
vi. Business Management/Finance (6-12)
vii. Child Development Care and Guidance (6-12)
viii. Culinary Arts (6-12)
ix. Dietitian (6-12)
x. Farm and Ranch Management (6-12)
xi. Fashion and Interiors (6-12)
xii. Food Service (6-12)
xiii. Forestry (6-12)
xiv. Horticulture (6-12)
xv. Information/Communication Technology (6-12)
xvi. Microcomputer Applications (6-12)
xvii. Natural Resource Management (6-12)
xviii. Networking and Computer Support (6-12)
xix. Orientation to Health Professions (6-12)
xx. Programming and Web Design (6-12)

e. Degree Based Career Technical Certificate Endorsements:

i. Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.
ii. Business Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching business technology education, accounting, computer and technical applications in business, economics, business communication/writing, finance, marketing, business management, and office procedures. Additional coursework may include entrepreneurship or business law.
iii. Computer Science (6-12). Successful attainment of an Institutional Recommendation for the Computer Science (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience satisfying Section 4.c above.
iv. Engineering (6-12). Successful attainment of an Institutional Recommendation for the Engineering (6-12) endorsement on a Standard Instructional Certificate, completion of coursework satisfying Section 04.b above, and related industry experience satisfying Section 04.c above.
v. Family and Consumer Sciences (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching family and consumer sciences; foundations of family and consumer sciences; consumer economics and family resources; child/human development; early childhood laboratory or practicum teaching experience; family and interpersonal relationships; food safety; the science of food preparation or culinary arts; lifespan nutrition and wellness; living environments and interior design; and apparel and textiles. Additional coursework may include hospitality and tourism, and entrepreneurship.
vi. Marketing Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching marketing technology education, marketing, business management, economics, merchandising/retailing, finance, and accounting. Additional coursework may include entrepreneurship.
vii. Technology Education (6-12). Twenty (20) semester credit hours to include coursework in methods of teaching technology education; communication technology; computer applications; construction technology; electronics technology; manufacturing technology; power, energy, and transportation; principles of engineering design; and other relevant emerging technologies.

9. Postsecondary Programs

a. Postsecondary Programs are provided through the state system of six (6) regional technical colleges. Postsecondary programs are defined in Board Policy III.E and are reviewed by the Administrator. In accordance with Board Policy III.G., the

Administrator shall meet with the Technical College Leadership Council (TCLC) on a regular basis. The regional technical colleges are:

i. College of Western Idaho (Nampa)
ii. College of Southern Idaho (Twin Falls)
iii. College of Eastern Idaho (Idaho Falls)
iv. Idaho State University College of Technology (Pocatello)
v. Lewis-Clark State College (Lewiston)
vi. North Idaho College (Coeur d'Alene)

b. Workforce Training Programs are primarily provided through the six (6) regional technical colleges to provide upgrading and retraining programs for persons in the work force and to support regional industry needs. These offerings range from brief seminar classes to intensive courses which normally are fewer than 500 hours of annual instruction.

10. The Idaho Agricultural Education Quality Program Standards shall be used to evaluate the quality of Agricultural, Food and Natural Resource education programs. The Idaho Agricultural Education Quality Program Standards as approved August 14, 2014, are adopted and incorporated by reference into this policy. The standards may be found on the Division of Career Technical Education website at http://cte.idaho.gov.

11. Internal Policies and Procedures

The chief executive officer may establish additional policies and procedures for the internal management of the Division of Career Technical Education that complement, but do not supplant, the Governing Policies and Procedures of the Board. Such internal policies and procedures are subject to Board review and action.

12. Industry Partner Fund

In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

a. Industry Partner Fund Definitions:

i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges
ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.

iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)

v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.

vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.

vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

b. Roles and Responsibilities

The Administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The Administrator shall review all eligible proposals and make the final determination on the award of those proposals.

The Division shall be responsible for management and distribution of all moneys associated with the fund.

c. Submission and Review Process

Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the Administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the Administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the Administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

d. Eligibility Criteria

Each proposal will be reviewed and evaluated according to the following criteria:

i. The extent to which the proposal meets regional demand
ii. Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)
iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
iv. Impact potential
v. Degree of employer commitment
vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
vii. the anticipated administrative costs
viii. any special populations that may benefit from the proposed education or training
ix. sustainability of the program

Preference will be given to proposals that include:

i. Multiple employers
ii. Higher number of impacted workers
iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

e. Distribution and Use of Funds

The Administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the Administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:

i. Facility improvement/expansion
ii. Facility leasing
iii. Curriculum development

iv. Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
v. Staff development
vi. Operating expenses
vii. Equipment and supplies
viii. Travel related to the project
ix. Approved administrative costs, as outlined in the application

Funds may not be used for:

i. Real property
ii. indirect costs
iii. the cost of transcribing credits
iv. tuition and fees
v. materials and equipment normally owned by a student or employee for use in the program or training

f. Performance Measures and Reporting Requirements

In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:

i. Number of affected workers
ii. Number of enrolled or participating students
iii. Placement rate of training completers
iv. Average wages and any wage differential
v. Industry match
vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or micro certifications of value toward postsecondary certificates or degrees.
vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Career Technical Educator Postsecondary Credentialing Manual

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2203, Idaho Code

BACKGROUND/DISCUSSION

Postsecondary career technical teachers and administrators in Idaho currently must obtain and maintain a certificate to teach or administer career technical education courses and programs. Pursuant to Section 33-2203, Idaho Code, the State Board of Education is authorized to "… prescribe qualifications for teachers, directors and supervisors for such subjects, and to have full authority to provide for the certification of such teachers, directors and supervisors, subject to the laws and rules governing the state board of education …." Secondary Career Technical Educator certification requirements are established in IDAPA 08.02.02, with secondary educator endorsements established in Board Policy IV. E. Division of Career Technical Education. Instructors and administrators of career technical education programs in postsecondary institutions must also hold a certificate and an endorsement(s) in an appropriate occupational discipline. In December 2003 the Postsecondary Credentialing Manual was authored through collaboration between Idaho technical college deans and Division personnel. This manual served as the guidance for postsecondary career technical education (CTE) certification for educators and administrators to this point. In October 2020 the Postsecondary Credentialing Manual was reviewed and revised in collaboration with Idaho technical college deans and Division personnel.

IMPACT

Adopting the Idaho Postsecondary Credentialing Manual by the Board for the first time will ensure that the postsecondary certification process is transparent and legitimate. As a result, CTE postsecondary instructors will continue to have certification that aligns to their content expertise and ensures statewide consistency in instructor qualifications and professional development.

ATTACHMENTS

Attachment 1 – Idaho Postsecondary Credentialing Manual

STAFF COMMENTS AND RECOMMENDATIONS

While the Board has the authority to establish the requirements proposed in the amendments to Board Policy IV.E., the current practices of the Division have developed over the past decade or more without any record of Board action approving the practices or formal delegation through the process required in Section 33-105, Idaho Code, for the Board to delegate statutory responsibilities to its chief executive officers.

Similar to the process started in August 2019 for secondary career technical educator certification requirements, this action will start the process for incorporating the Postsecondary Credentialing Manual into Board policy. Prior to formal incorporation of the manual into Board policy IV.E., an analysis of this section of policy will be completed in order to develop recommendations on the restructuring of the policy in light of the additional areas that are being asked to be included in the policy.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Postsecondary Credentialing Manual as provided in Attachment 1

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO POSTSECONDARY CREDENTIALING MANUAL

Career Technical Education Faculty and Administrators

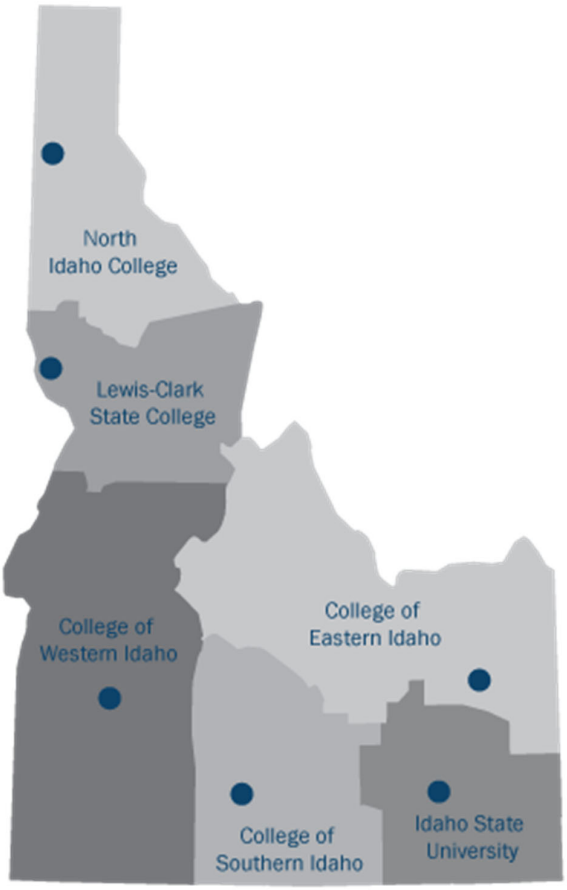
Legacy Challenge

Turn the page for your guide to obtaining postsecondary teacher certification in Idaho.
Leave a legacy by sharing your knowledge with others at one of Idaho's six technical colleges.

Clay Long, Ph.D., State Administrator
Idaho Division of Career Technical Education

IDAHO

Postsecondary Career Technical Education Institutions of Higher Education



Technical College	Location	Region
North Idaho College	Coeur d'Alene	I
Lewis-Clark State College	Lewiston	II
College of Western Idaho	Nampa	III
College of Southern Idaho CTE	Twin Falls	IV
Idaho State University College of Technology	Pocatello	V
College of Eastern Idaho	Idaho Falls	VI

For information on postsecondary career technical education programs or hiring, contact the above institutions.

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FORWARD

This manual is proof of a strong commitment to high standards for postsecondary career technical education. Idaho's future depends on the quality of Idaho's postsecondary career technical education programs and the preparation, professionalism, and commitment of its instructors and administrators.

Teaching competency is defined as the knowledge, skills, and attitudes necessary to perform a critical teaching task. The competent career technical instructor and administrator must demonstrate a solid understanding of technical subject matter and professional skills and knowledge. The Postsecondary Occupational Specialist and Postsecondary CTE Administrator Certificates and related endorsement(s) acknowledge these competencies.

The State Board of Education is responsible for prescribing qualifications for postsecondary teachers and administrators in the career technical education system. The Idaho Division Career Technical Education (IDCTE) adheres to a philosophy of shared responsibility between IDCTE, higher-education institution administration, and local career technical teacher educators.

The Division provides leadership and coordination in assuring that persons with responsibility for instruction and administration in Idaho's postsecondary career technical institutions are capable and qualified to perform tasks assigned.

The following policies recognize the wide variance in background, experience, and credentials among postsecondary educators. These standards identify the minimum criteria as established by the Division. The respective higher-education institutions may institute requirements in addition to those listed herein.

Clay Long, Ph.D.
State Administrator
Idaho Division Career Technical Education

Section I: General Information for Postsecondary Career Technical Education Credentialing

OVERVIEW

1. Shared Responsibility. The State Board of Education, along with the office of Idaho Division of Career Technical Education (IDCTE) is responsible for prescribing qualifications for postsecondary teachers and administrators in the career technical education system. The system is comprised of the Career Technical Education (CTE) Institutions of Higher Education (IHE) including North Idaho College – Career Technical Division, Lewis Clark State College, College of Western Idaho, College of Southern Idaho – Career Technical Division, Idaho State University College of Technology, and College of Eastern Idaho – Career Technical Division. IDCTE supports a philosophy of shared responsibility with the IHE administration and local career technical educators.

2. Postsecondary Information. This manual addresses the certification process for individuals wanting to teach or administer postsecondary career technical education programs. Individuals holding secondary-level credentials may also serve at the postsecondary level. Information for obtaining a certificate for secondary teachers, supervisors, and administrators is on the Idaho State Department of Education (SDE) website and the IDCTE website. Secondary certification standards are developed in cooperation with Idaho career technical education educator-preparation program faculty, career technical education teachers, and administrators.

3. Statutory Requirement for Certification. Postsecondary career technical teachers and administrators in Idaho must obtain and maintain a certificate to teach or administer career technical education courses and programs. This responsibility is found in Idaho Statute 33-2203 for Career Technical Education, requiring the State Board of Education to "… prescribe qualifications for teachers, directors and supervisors for such subjects, and to have full authority to provide for the certification of such teachers, directors and supervisors, subject to the laws and rules governing the state board of education …" Instructors and administrators of career technical education programs in postsecondary institutions must hold a certificate and an endorsement(s) in an appropriate occupational discipline. The State Board of Education has delegated the responsibility of establishing and maintaining these certification standards and processes to IDCTE.

4. Cooperation with Colleges to Assure Current Industry Standards. CTE instructors and administrators demonstrate the skills and knowledge in career technical education programs through the certification process. This process relies on documented experience in industry, instructional, and administrative skills and training, and is the reason for periodic recertification to ensure teachers and administrators are current with industry standards. Each career technical college advertises its own vacancies and maintains its own employment procedures. Applicants must meet the institutional hiring standards, one of which must be state certification for career technical education instructors and administrators.

LEVELS OF POSTSECONDARY CAREER TECHNICAL EDUCATION CERTIFICATIONS

There are two levels of postsecondary CTE certificates: instructor and administrator.

1. Instructor Certificates. There are three levels of CTE instructor certificates. Postsecondary CTE instructors deliver CTE content knowledge and practices to postsecondary students.

a. Postsecondary Limited Occupational Specialist Certificate: Three year, non-renewable
b. Postsecondary Standard Occupational Specialist Certificate: Five year, renewable
c. Postsecondary Advanced Occupational Specialist Certificate: Five years, renewable

2. Administrator Certificates. There are two types of Postsecondary CTE Administrator Certificates. Postsecondary CTE administrators manage CTE divisions within a college to ensure programs work in concert with each other and CTE principles are of high quality for students and reflect industry needs.

    a. Interim Postsecondary CTE Administrator Certificate: One year, renewable twice depending on adequate progress toward renewable Postsecondary CTE Administrator Certificate
    b. Postsecondary CTE Administrator Certificate: Five year, renewable

Adjunct Faculty. Short- and long-term adjunct faculty are valuable partners in delivering career technical education programs and can make up a significant amount of a given program's instructors. However, in most cases, adjunct faculty are part-time or contingent instructors who primarily work in positions outside of higher education. They are not typically responsible for developing curriculum or establishing course outcomes consistent with program outcomes. The full-time program faculty hold this responsibility.

The Northwest Commission on Colleges and Universities (NWCCU) accredits each institution and, as such, each institution must meet the standards and policies of the Commission. NWCCU requires all faculty to be evaluated commensurate with the institutions' expectations for teaching, service, scholarship, research and/or artistic creation. This requirement includes adjunct faculty, and evaluation must be conducted in a regular, systematic, substantive, and collegial manner.

As such, IDCTE recognizes the difficulty IHEs have in securing adjunct faculty. Further, the NWCCU evaluation requirement provides assurances that these faculty members contribute to strong CTE programs. As such, IDCTE will not require adjunct faculty within CTE programs to hold Idaho CTE postsecondary certification. It is important, however, that IHE CTE administrators understand the following:

- Adjunct faculty moving into full-time faculty positions must complete the certification application process prior to or while moving into the faculty position.
- Despite having taught in an adjunct position, the aforementioned adjunct-to-full-time-faculty candidate for certification will be required to meet or show evidence of meeting all requirements to move from a Postsecondary Limited Occupational Specialist Certificate to a Postsecondary Standard or Advanced Occupational Specialist Certificate.

OBTAINING AN INITIAL POSTSECONDARY CAREER TECHNICAL EDUCATION CERTIFICATE

1. Application. Applicants for postsecondary certification will find the application materials on the IDCTE website. For more information, contact IDCTE's certification staff at 650 W State Street Ste 324, Boise, ID 83720-5936, (208) 429-5513 or fax us at (208) 334-2365. The Division website is https://cte.idaho.gov, and information on becoming a CTE educator can be found at https://cte.idaho.gov/educators-5/.

    a. There is no application fee for postsecondary certification at this time.

2. Initial Certificates. To obtain an initial certificate, applicants must complete the following steps:

a. Carefully read the policies and requirements in Section II to make sure you meet minimum qualifications. Definitions are located in Section III, in the *Career Technical Education Glossary of Terms*.
b. Submit the ***CTE Postsecondary Occupational Specialist: Idaho CTE Educator Certification Application*** depicted in Section IV of this manual. All information requested is necessary for a complete application. A ***Professional Development Plan*** form, among other documents, must also be submitted. Incomplete applications will not be considered.
c. Provide official transcripts of all college preparation. Transcripts submitted become part of the permanent certification record maintained by IDCTE.
d. Idaho Division Career Technical Education issues initial Limited Occupational Specialist Certificates effective the day of receipt of the application packet. Standard and Advanced Occupational Specialist Certificates are issued effective Sept. 1 of the current year.

3. Credentials are issued within 14 days after the IDCTE credentialing office receives the completed application packet. Certificates for postsecondary personnel are authorized by the IDCTE Director of Educator Certification and issued by the IDCTE State Administrator.

4. Appeals regarding postsecondary career technical education credentialing should be made in writing to the State Administrator at the address in Item 1 of this section.

RENEWING A POSTSECONDARY CAREER TECHNICAL EDUCATION CERTIFICATE

1. Most Idaho postsecondary career technical certificates are renewable. Submit an application for renewal on the ***CTE Postsecondary Occupational Specialist: Idaho CTE Educator Certification Renewal Application*** depicted in Section IV of this manual. Applications for renewal are made between Jan. 1 and Aug. 31 of the year in which the credential expires.

2. Your supervisor must approve professional development hours or credits. Use the ***Professional Development Activities: Occupational Specialist Certification*** form depicted in Section IV of this manual or your college's professional development form. Forward the form and supporting documentation (e.g., unofficial transcript, certificate of completion, verification letter, etc.) to the attention of educator certification at IDCTE; once signed and scanned, the form and documentation will be returned for your records. Professional development activities may include industry experience, workshops, seminars, and/or conferences.

    a. Six credits are required for renewal. A credit is equal to one semester hour of transcripted university credit. All renewal activities must relate to the educator's endorsement area and/or teaching pedagogy. Alternative activities may count toward renewal credits at the following rate:
        i. Fifteen clock hours of professional development in-service/activity units equal one semester hour of university credit.
        ii. Forty back-to-industry hours equal one semester hour of university credit.

3. Credits and other professional development may not carry over from one certification period to another to renew a postsecondary credential.

4. IDCTE maintains an official electronic portfolio for each credentialed individual. In most cases, any documents submitted with the initial application packet for certification will already be on hand when you renew. Postsecondary occupational specialists only need to submit new documents necessary for recertification. The individual's certification history includes

professional development activities previously submitted to IDCTE Educator Certification for approval.

a. Renewal applicants should complete the following steps:

i. Complete a ***Renewal Application Form*** in Section IV, and submit it to the address noted in the application packet instructions.

ii. Submit official or unofficial university transcripts and approved Professional Development Activities (PDA) forms, found in Section IV, to document state recertification requirements. If the PDA documents workshop or back-to-industry hours, attach supporting documentation to the PDA form (e.g., certificates of completion, pay stubs, etc.)

iii. Develop your PDP on the form depicted in Section IV of this document, or use the local college form previously approved by IDCTE. Submit the PDP or equivalent to the college administrator(s) responsible for monitoring professional development. The original PDP is sent to the IDCTE Director of Certification for approval and filing in the individuals' certification electronic portfolio. Once IDCTE provides approval, the original will be returned to the applicant; the applicant should file this plan with the CTE IHE administrator responsible for monitoring compliance with the PDP provisions. The applicant should also make a copy for his or her records.

OTHER GENERAL POSTSECONDARY CTE CERTIFICATION INFORMATION

1. **Reinstatement Certificates**. When a valid credential has expired, a person must apply for reinstatement. The reinstatement certificate will be valid for three years. During this timeframe, the applicant must accrue six credits or their equivalent (as described in 2a in the previous section) before applying for renewal during the validity period of the reinstatement certificate expires. The reinstated instructor will also need to provide copies of their faculty evaluation for two of the three years during the validity of the reinstatement certificate.

2. **Holders of 9-12 Certificates**. Holders of the Idaho Standard Secondary Certificate endorsed in the appropriate career technical education field of study are certified to teach at the postsecondary level. Renewal requirements may be found on the Idaho State Department of Education website or the IDCTE website.

3. **Out of State Certificates**. Except for a secondary teaching certificate issued by another state under the Council for the Accreditation of Educator Preparation (CAEP) guidelines, all applicants for postsecondary certification will be evaluated and approved solely on the guidelines listed in this section

4. **Credentialing and Program Funding.** All postsecondary instructors and administrators employed to work with state-reimbursable career technical classes/programs must hold an appropriate Idaho Postsecondary CTE Certificate. Non-CTE postsecondary educators teaching only general education courses supporting Associate of Applied Science degrees are not required to apply for career technical education credentials if they meet institutional standards and are not teaching "related subjects." See Section II, 1.a. (3) (b) for information on "related subjects" endorsements.

5. **Legal Name and Change of Name.** When writing about credentials or service records, instructors and administrators should provide full information as to the legal name under which credentials were issued, the certificate holder's birthdate, and his or her EDUID number. This information will facilitate efficient record keeping and permit a prompt reply. Changes in name and contact information for a valid certificate are reported directly to IDCTE certification staff.

6. **Revision of Certificate Level or Endorsement.** When an individual has completed and documented the requirements and can move to a higher certification level or desires to add endorsements, they should submit an Application Form C1, Section IV, and request a reprint of the credential to reflect the change.

Section II: Certification

INSTRUCTOR CERTIFICATIONS

1. **Overview: Postsecondary Occupational Specialist Certification Requirements**. The general requirements for achieving one of the three types of Occupational Specialist Certificates—Limited Occupational Specialist (LOS), Standard Occupational Specialist (SOS) or, Advanced Occupational Specialist (AOS)—are outlined below.

    a. Applicants must:
        i. Possess at least a high school diploma or General Educational Development (GED) certificate; and,
        ii. Document recent, gainful employment in the area for which certification is requested as per one of the following and;
            a. Hold or have held an approved industry certification in a field closely related to the content area in which the individual seeks to each as defined by IDCTE.
            b. Have three years or 6,000 hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five years.
            c. Hold or have held an approved industry certification in a field closely related to the content area in which the individual seeks to each as defined by the Division of career technical education.
        iii. Meet other provisions of Idaho Code; and,
        iv. Meet the requirements of occupationally related state agencies, when applicable.

    b. **Special Career Technical Education Endorsements**. Other endorsements may attach to the Occupational Specialist Certificates. These endorsements must meet the education and experience criteria above. Two endorsements with special application to postsecondary education are:

        i. **Work-Based Learning Coordinator Endorsement**. Educators assigned to coordinate approved work-based experiences must hold this endorsement. Applicants must complete coursework in coordination of work-based learning programs.

        ii. **Related Subjects Endorsement**. Non-CTE educators assigned to teach subject matter related to career technical education programs must hold a "related subjects" endorsement attached to an Occupational Specialist Certificate. Non-

CTE educators teaching only general education courses to support Associate of Applied Science degrees are not required to apply for career technical education credentials if they meet institutional standards and do not incorporate CTE-related materials.

2. Postsecondary Limited Occupational Specialist Certificate (three-year, non-renewable)

    a. This non-renewable certificate is issued to an individual certifying in Idaho for the first time who does not qualify for a Standard Occupational Specialist Certificate. After three years, the holder must meet, at a minimum, the requirements for the Standard Occupational Specialist Certificate.

        i. Participation in professional development is a condition of holding the Postsecondary Limited Occupational Specialist Certificate. A CTE teacher educator at Idaho State University or the University of Idaho may review an individual's professional teaching experience and coursework for possible waiver of part or all of the coursework requirements listed below.

            1. Within the three-year period of the Limited Occupational Specialist Certificate, the instructor must:
                a. Satisfactorily complete the pre-service training prescribed by IDCTE.
                b. Satisfactorily complete or demonstrate competency through coursework or teaching experiences in four of the following five areas:

                    i. Required:
                        1. Methods of teaching occupational education;
                        2. Principles and foundations of occupational education;
                    ii. Choose two of the following three:
                        1. Career pathways and guidance;
                        2. Education measurement and evaluation;
                        3. Occupational analysis and curriculum development.

        ii. Two options exist for meeting these educator-preparation standards.

            1. University Course Route
                a. Required:
                    i. Principles and foundations of occupational education; and,
                    ii. Methods of teaching occupational education.
                b. Two of the following three courses:
                    i. Career pathways and guidance; and/or
                    ii. Occupational analysis, integration, and curriculum development; and/or
                    iii. Measurement and evaluation.
            2. InSpIRE (Industry Specialists Integrating Real-world Experience) Ready!
                a. Read more at https://cte.idaho.gov/educators-5/professional-development/inspire-educate/

3. Postsecondary Standard Occupational Specialist Certificate (five-year, renewable):

a. This renewable certificate is issued to individuals who have already completed the coursework or demonstrated competencies identified above but have not attained a Bachelor's Degree or a total of 30 semester credits of teacher preparation coursework.

   i. The certificate may be renewed if the following requirements are met:
      1. A minimum of six credits of professional development are required for recertification.
      2. Professional development may include university-transcripted credits; in-service, conference, or workshop hours; or back-to-industry hours. One transcripted credit is equivalent to:
         a. 15 in-service, conference, or workshop hours; OR
         b. 40 related back-to-industry hours; OR
         c. A combination of the above.
      3. Prepare a new PDP, which outlines the coursework for completing the certification requirements using the PDP Form depicted in Section IV of this manual, or an IDCTE-approved institutional PDP form. The plan should align with professional skills/content, instructional goals, and institutional goals. Submit the plan with the renewal application packet. Once approved, IDCTE will return the signed PDP to the applicant. The applicant should file the plan with his or her CTE IHE administrator and keep a copy for their records.

b. The process to renew this certificate is located in Section I, Renewal of Certificate.

4. **Postsecondary Advanced Occupational Specialist Certificate (five-year, renewable)**

   a. This renewable certificate is issued to individuals who meet the following requirements:

      i. Meet the requirements for the Standard Occupational Specialist Certificate; and,

      ii. Provide evidence of completion of a bachelor's degree in the subject area or a program of study agreed upon by the on-campus teacher educator amounting to 30 semester credits of coursework, professional skills/content activities. Submit documentation with a completed ***Postsecondary Professional Development Activities*** Form C3, Section IV.

   b. A PDP that aligns with professional skills/content, instructional goals, and institutional goals must be submitted with the renewal application plan and filed with the IHE administrator, using the PDP form depicted in Section IV, or an institutional-acceptable plan form. The plan should align with both professional skills/content, instructional goals, and institutional goals and be filed with your administrator. Submit a copy to IDCTE as an element of the renewal certification application packet.

   c. The process to renew this certificate is located in Section I, Renewal of Certificate.

ADMINISTRATOR CERTIFICATIONS

1. **Postsecondary Interim Career Administrator Certificate** (one-year; renewable twice)

a. This renewable certificate is issued to Administrators who meet the following qualification requirements but who have not completed the required administrative coursework:

b. Qualify for or hold an Occupational Specialist Certificate, or hold an occupational endorsement on the Standard Instructional teaching credential; and,

c. Provide evidence of a minimum of four years teaching in an occupational discipline, or have a minimum of four years management experience in a CTE-related field; and,

d. The Interim certificate may be renewed twice, at which time the applicant must meet the certificate's requirements. The process to renew this certificate is located in Section I, Renewal of Certificate.

2. Postsecondary Career Technical Education Administrator Certificate (five-year; renewable)

a. This renewable certificate is required for an individual serving as an instructional and/or program administrator overseeing CTE programs' daily operations.

b. Individuals must meet the following prerequisites to qualify for the Postsecondary Career Technical Education Administrator Certificate:

i. Qualify for or hold a Postsecondary Occupational Specialist Certificate or hold an occupational endorsement on a secondary teaching credential; and,

ii. Complete or show equivalent training or experience in at least 15 semester credits of administrative coursework. Applicants must have completed coursework or documented experiences that have provided competency in the following:
   1. financial aspects of education;
   2. administration of personnel, and
   3. legal aspects of education.

   Additional coursework or competency experiences may be selected from the following areas:
   1. administration and supervision of occupational programs;
   2. instructional supervision;
   3. administration internship;
   4. curriculum development;
   5. curriculum evaluation;
   6. research in curriculum;
   7. school community relations;
   8. communication;
   9. teaching the adult learner;
   10. coordination of work-based learning programs; and/or
   11. measurement and evaluation

   Equivalence (professional and/or work experience that provides the knowledge and skills necessary) in each area will be determined individually by the IDCTE Certification Director with input from the appropriate CTE IHE dean.

iii. Provide evidence of a minimum of four years teaching in an occupational discipline, **or** have a minimum of four years management experience in a CTE-related field; **or**, successfully complete the 27-month IDCTE Leadership Institute integrating equivalent content.

c. The certificate may be renewed if the following requirements are met:
   i. A minimum of six credits of professional development are required for recertification.
      1. Professional development may include university-transcripted credits; in-service, conference, or workshop hours; or back-to-industry hours. One transcripted credit is equivalent to:
         a. Fifteen in-service, conference, or workshop hours; OR
         b. Forty related back-to-industry hours; OR
         c. A combination of the above.

      2. Prepare a new PDP, which outlines the coursework for completing the certification requirements using the PDP Form depicted in Section IV of this manual, or an IDCTE-approved institutional PDP form. The plan should align with professional skills/content, instructional goals, and institutional goals. The plan is submitted with the renewal application packet. Once approved, the signed PDP is returned to the applicant. The applicant should file the plan with his or her CTE IHE administrator and keep a copy for their records.

   ii. The process to renew this certificate is located in Section I, Renewal of Certificate.

Section III: Career Technical Education Glossary of Terms

Work Experience Definitions

1. Cumulative: Successive additions of work (hours/months) in the occupation or closely related occupations (maximum of one year is allowable).

2. Gainful: Services rendered in an industry for which the remuneration would enable one to sustain a livelihood.

3. Successful Competency in the Occupational Area: Competency verification may be requested in writing from previous employers and/or results of competency testing.

Other Definitions

1. Approved Course: A course offered by an approved Idaho career technical education teacher preparation program institution (Idaho State University or The University of Idaho) OR a course evaluated and approved as meeting Idaho standards by an approved Idaho career technical teacher educator and IDCTE.

2. EDUID: A nine-digit educational identification number assigned by the institution of higher education (IHE), the Office of the State Board of Education (OSBE), or the Idaho Division Career Technical Education (IDCTE).

3. CACREP: Council for Accreditation of Counseling and Related Educational Programs

4. Journeyman: A journeyman is a person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and either the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency.

5. Occupational Competency Test: A test designed to measure technical and/or manipulative abilities in a given occupational area. The National Occupational Testing Institution (NOCTI) examination will be used if a test is available in the desired area.

6. Career Technical Education Programs: Programs that have received State Board of Education approval and are eligible for state and/or federal funds through reimbursement.

7. Specific Occupations: Restricted to a particular category, such as machinist, welder, food service worker, practical nursing, etc.

Section IV: Postsecondary CTE Endorsements

Effective 10/9/2020 (Endorsement Codes Yet to be Determined)

Agriculture, Food, and Natural Resources (AFNR)
- Agribusiness
- Agricultural Power Machinery
- Animal Science
- Horticulture
- Natural Resources Management

Business and Marketing (BAM)
- Business Management and Administration
- Digital Communications
- Hospitality and Tourism
- Marketing

Engineering and Technology Education (ETE)
- Digital Media Production
- Engineering Technology
- Information Technology
- Manufacturing Technology

Family and Consumer Sciences & Human Services (FCS&HS)
- Apparel and Textiles
- Early Childhood Services
- Hospitality and Tourism
- Human Services

Health Professions & Public Safety (HPPS)
- Dental Assisting
- Dental Hygiene
- Dietitian
- Emergency Medical Technician
- Medical Assisting
- Medical Lab Technologies
- Mental Health Assisting
- Nursing Assistant
- Occupational Therapy Technologies
- Paramedic
- Pharmacy Technology
- Physical Therapy Technologies
- Practical Nursing
- Public Safety Technology
- Radiological Technologies
- Rehabilitation Services
- Surgical Technician

Trades and Industry (T&I)
- Automated Manufacturing
- Building Trades Construction
- Ecology and Natural Resources Management
- Electronics Technology
- Transportation Systems Technology

Other
- Work-Based Learning Coordinator Related Subjects

Section IV: Certification Forms

POSTSECONDARY OCCUPATIONAL SPECIALIST APPLICATION - INITIAL - REVISION - REINSTATEMENT

IDAHO
Division of Career Technical Education

POSTSECONDARY OCCUPATIONAL SPECIALIST
INITIAL – REVISION – REINSTATEMENT
EDUCATOR CERTIFICATION APPLICATION

THIS SECTION FOR OFFICAL USE ONLY	Cert Expired	App Received	New Cert Issued

Section I: Application Type Check the box that applies to your situation

- ☐ **Occupational Specialist**
  Applicant has a combination of postsecondary education and industry experience
- ☐ **Limited Occupational Specialist Completer**
  Applicant has completed the requirements necessary to qualify for a Standard Occupational Specialist (SOS) or Advanced Occupational Specialist (AOS) Certificate
- ☐ **CTE Administrator**
  Applicant has completed the requirements to secure a CTE Administrator Certificate
- ☐ **Reinstatement**
  Applicant is applying to reinstate an expired Idaho CTE Educator Credential
- ☐ **Revision**
  Applicant is adding another certificate/endorsement to an existing current and valid Idaho CTE Educator Credential

Section II: Personal Information

Full Legal Name	**EDUID**
Maiden/Other Name	**Birth Date**
Email Address	☐ **Male** ☐ **Female**
Home Street or PO Box #	
City, State, Zip Code	**Phone**

Are you currently teaching or contracted to work in a career technical program? If so, what school and in what program? ☐ **Yes** ☐ **No**
School? **Program?**

Section III: Occupational Area and Endorsements
Check the occupational area(s) for which you are applying, then list the endorsements for which you are applying. Please refer to the list of Idaho CTE endorsements on page 2.

Occupational Area
Check all at the right that apply

- ☐ Agriculture, Food, and Natural Resources
- ☐ Business and Marketing
- ☐ Career Guidance
- ☐ CTE Administrator
- ☐ Engineering and Technology Education
- ☐ Family and Consumer Sciences, and Human Services
- ☐ Health Professions and Public Safety
- ☐ Trades and Industry
- ☐ Work Based Learning Coordinator

Endorsements
List, at the right, the endorsements for which you are applying

# 1		**# 4**	
# 2		**# 5**	
# 3		**# 6**	

Section IV: Education

List the colleges/universities where you have earned credit and/or a degree. You will need to include transcripts for each college/university listed, if not already on file with the State Department of Education or Idaho Division of Career and Technical Education.

	College/University Name and Location	Major	Certificate or Degree Earned	Date Granted
a.				
b.				
c.				

Section V: Licensing History

You must answer "yes" to each question that applies to you, even if you have already answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in denial of educator license/certificate.

1. **Have you ever had an educator or teacher license/certificate denied by any professional licensing authority?**
   ◯ Yes ◯ No
2. **Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.**
   ◯ Yes ◯ No
3. **Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?**
   ◯ Yes ◯ No
4. **Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?**
   ◯ Yes ◯ No

All applicants answering yes – Include a detailed written explanation for each questions marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section VI: Legal History

As part of the application process, IDCTE may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

By signing this application I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – In order to expedite your application, please include a detailed written explanation of each felony criminal issue and a copy of the judgment of conviction for any felony conviction.
  - Please obtain court records from the court house.
  - A printout from the State Judiciary Repository will NOT be accepted as relevant court documents.

  NOTE: If you have provided these documents with a previous application, you do not need to re-submit them.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT – Failure to respond to a request for information will result in your application not being approved.

Section VII: Attestations and Signature

☐ I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to http://sde.idaho.gov/cert-psc/psc/ethics.html).

☐ I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

☐ I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

Signature of Applicant:	Date:

Return application packet and supporting materials in one file or packet to:

Email:
certification@cte.idaho.gov

OR *Mail to:*
Idaho Division of Career Technical Education
ATTN: Certification
650 W State St Ste 324
Boise, ID 83702-5936

We will mail your certificate upon application approval.

THIS SECTION FOR IDCTE OFFICIAL USE ONLY

Applicant Name:	
Date of Birth:	EDUID:
CERTIFICATION RECOMMENDATION Occupational Specialist Certificate:	
Endorsements:	
Dates Valid:	Approved Date:
Authorization Signature:	

POSTSECONDARY OCCUPATIONAL SPECIALIST APPLICATION - RENEWAL

IDAHO
Division of Career Technical Education

POSTSECONDARY OCCUPATIONAL SPECIALIST
RENEWAL
EDUCATOR CERTIFICATION APPLICATION

THIS SECTION FOR OFFICAL USE ONLY	Fee	Date Paid	Check #	Date Entered	Date Issued	Date Expired	BIC Status

Section I: Personal Information

Full Legal Name	**EDUID**
Maiden/Other Name	**Birth Date**
Email Address	☐ **Male** ☐ **Female**
Home Street or PO Box #	
City, State, Zip Code	**Phone**

Are you currently teaching or contracted to work in a career technical program? If so, what school and in what program? ☐ **Yes** ☐ **No**

School? **Program?**

Section II: Occupational Area and Endorsements

Check the occupational area(s) for which you are applying, then list the endorsements for which you are applying. If adding new endorsement(s), please list the endorsement(s) here and include transcripts, an updated resume, and other information to support the endorsement consideration. Please refer to the list of Idaho CTE endorsements on page 2. *If no changes to a current certificate are being requested, please write "SAME" next to Endorsement #1.*

Occupational Area
Check all at the right that apply

- ☐ Agriculture, Food, and Natural Resources
- ☐ Business and Marketing
- ☐ Career Guidance
- ☐ CTE Administrator
- ☐ Engineering and Technology Education
- ☐ Family and Consumer Sciences and Human Services
- ☐ Health Professions and Public Safety
- ☐ Trades and Industry
- ☐ Work Based Learning Coordinator

Endorsements
List, at the right, the endorsements for which you are applying

# 1		**# 4**	
# 2		**# 5**	
# 3		**# 6**	

Section III: Professional Development – Six (6) Semester Credits

Renewal applicant must have earned at least six (6) semester credits during the validity period of the credential. Semester credits may be earned at the rate of one (1) transcripted credit = 15 hours of workshop/conference = 40 hours back-to-industry. Below, list only education institutions where transcripted credits were earned and include transcripts. All other professional development activities need to be documented through the use of a *Professional Development Activities* form found at https://cte.idaho.gov/educators-5/become-a-cte-educator/.

	College/University Name and Location	Major	Certificate or Degree Earned	Date Granted
a.				
b.				
c.				
d.				

Section IV: Licensing History

You must answer "yes" to each question that applies to you, even if you have already answered "yes" on a previous application.

IMPORTANT: Discrepancies in this section will result in denial of educator license/certificate.

1. **Have you ever had an educator or teacher license/certificate denied by any professional licensing authority?**

   ◯ Yes ◯ No

2. **Have you ever had disciplinary action taken against a professional license/certificate? Disciplinary action on a license/certificate includes revocation, suspension, probation, letters of reprimand, or conditions imposed by a professional licensing authority.**

   ◯ Yes ◯ No

3. **Have you ever voluntarily surrendered a professional license/certificate to avoid disciplinary proceedings by a professional licensing authority?**

   ◯ Yes ◯ No

4. **Are there pending disciplinary proceedings or investigations against your license/certificate by a professional licensing authority?**

   ◯ Yes ◯ No

All applicants answering yes – Include a detailed written explanation for each questions marked yes. You do not need to re-submit a written explanation if you have previously provided one.

Section V: Legal History

As part of the application process, ICTE may conduct a background investigation check, which involves a review of criminal history such as arrests and misdemeanor or felony convictions.

By signing this application I acknowledge that I may be required to provide additional information, such as court records.

- **Felonies** – In order to expedite your application, please include a detailed written explanation of each felony criminal issue and a copy of the judgment of conviction for any felony conviction.
  - Please obtain court records from the court house.
  - A printout from the State Judiciary Repository will NOT be accepted as relevant court documents.

  NOTE: If you have provided these documents with a previous application, you do not need to re-submit them.
- **Misdemeanors** – There is no need to submit documentation with your application for misdemeanor arrest and/or convictions. We will contact you if we need any information.

IMPORTANT – Failure to respond to a request for information will result in your application not being approved.

Section VI: Attestations and Signature

- ☐ I attest and affirm that I have read the Code of Ethics for Idaho Professional Educators (for a copy, go to http://sde.idaho.gov/cert-psc/psc/ethics.html).
- ☐ I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.
- ☐ I understand that it is a violation of the Code of Ethics for Idaho Professional Educators to make any false statement(s) on this application or required documents. Disciplinary action, which may include revocation, suspension, denial, letter of reprimand, or conditions, may be imposed under Section 33-1208, Idaho Code.

Signature of Applicant:	Date:

Return application and supporting materials in one file or packet to:

Email:
certification@cte.idaho.gov

OR *Mail to:*
Idaho Division of Career Technical Education
ATTN: Certification
650 W State St Ste 324
Boise, ID 83702-5936

You will be mailed a copy of your certificate upon application approval.

THIS SECTION FOR OFFICIAL USE ONLY

Applicant Name:	
Date of Birth:	EDUID:
CERTIFICATION RECOMMENDATION Occupational Specialist Certificate:	
Endorsements:	
Dates Valid:	Approved Date:
Authorization Signature:	

PROFESSIONAL DEVELOPMENT PLAN (PDP) – UNIVERSITY COURSES

PROFESSIONAL DEVELOPMENT PLAN
Idaho Division of Career Technical Education Certificated Personnel

Date_____to _____

This **Professional Development Plan** (PDP) will be developed by you, the career technical education (CTE) professional, with the agreement of your employer or supervisor and an approved Idaho State University or University of Idaho CTE teacher educator (when appropriate), as indicated by signatures below. Develop the plan prior to applying for initial certification, and update and submit it each time you apply for certificate renewal. File it with **Idaho Division of Career Technical Education** (IDCTE) certification, 650 W State St Ste 324, Boise, ID 83702-5936 or email it to certification@cte.idaho.gov.

Name:	EDUID Number:
Home Address:	Home/Cell Phone:
Work Address:	Work Phone:
Current Position:	
Current Credential(s) Held: Currently applying for Limited Occupational Specialist Certificate.	
Credential(s) Sought: Seeking Standard or Advanced Occupational Specialist Certificate.	
Professional Development Plan Goal Statement: Within the three-year validity period of the Limited Occupational Specialist, engage in educator pedagogical training to qualify for a Standard or Advanced Occupational Specialist Certificate upon renewal.	

ACTIVITY PLANNED*: Course / Workshop / Seminar	Location of Activity/University	Date(s) Planned	Anticipated Earnings Toward PD Requirements	
			Credits	Clock Hours
Pre-Service Academy - Year One	To be determined yearly	Summer 2021		80
Methods of Teaching CTE/CTSOs	ISU or U of I	TBD	3	
Principles/Philosophies of CTE	ISU or U of I	TBD	3	
Evaluation and Assessment	ISU or U of I	TBD	3	
Guidance/Transition to Work	ISU or U of I	TBD	3	
Occ Analysis/Curriculum Design	ISU or U of I	TBD	3	

Local Supervisor: *Printed Name*	Title/Institution: *For Local Supervisor*
Local Supervisor's Signature	Date
University CTE Teacher Educator: *Printed Name*	Title/Institution: *For University CTE Teacher Educator*
University CTE Teacher Educator's *Signature*	Date
Applicant's *Signature*	Date

Revisions to this professional development plan can be made at any time. Make note of changes on this sheet and send a copy to the director for IDCTE educator certification at the address noted in the directions above.

IDCTE Educator Certification Director, date:

PROFESSIONAL DEVELOPMENT PLAN (PDP) – POSTSECONDARY INSPIRE READY!

IDAHO Career & Technical Education

PROFESSIONAL DEVELOPMENT PLAN
Idaho Division of Career Technical Education Certificated Personnel

Date _____ to _____

This Professional Development Plan (PDP) will be developed by you, the career technical education (CTE) professional, with the agreement of your employer or supervisor and an approved Idaho State University or University of Idaho CTE teacher educator (when appropriate), as indicated by signatures below. Develop the plan prior to applying for initial certification, and update and submit it each time you apply for certificate renewal. File it with Idaho Division of Career Technical Education (IDCTE) certification, 650 W State St Ste 324, Boise, ID 83702-5936 or email it to certification@cte.idaho.gov.

Name:	EDUID Number:
Home Address:	Home/Cell Phone:
Work Address:	Work Phone:
Current Position:	
Current Credential(s) Held: Submitting application for Postsecondary Limited Occupational Specialist Certificate	
Credential(s) Sought: Seeking Postsecondary Standard or Advanced Occupational Specialist Certificate	
Professional Development Plan Goal Statement: Within the three-year validity period of the Postsecondary Limited Occupational Specialist Certificate, engage in educator pedagogical training to qualify for Postsecondary Standard or Advanced Occupational Specialist Certificate.	

ACTIVITY PLANNED*: Course / Workshop / Seminar	Location of Activity/University	Date(s) Planned	Anticipated Earnings Toward PD Requirements	
			Credits	Clock Hours
Pre-service Academy, Year One	CONNECT or online	2021 as offered		40
Summer Academy, Year Two	CONNECT or online	Summer 2022		40
CTE Learn courses, including Postsecondary Portfolio (evidence of teaching competency.	Online	Fall/Spring/Summer		Approx. 200

Local Supervisor: *Printed Name*	Title/Institution: *For Local Supervisor*
Local Supervisor's Signature	Date
University CTE Teacher Educator: *Printed Name*	Title/Institution: *For University CTE Teacher Educator*
University CTE Teacher Educator's *Signature*	Date
Applicant's *Signature*	Date

Revisions to your professional development plan can be made at any time. Make note of changes on this sheet and send a copy to the director for IDCTE educator certification at the address noted in the directions above.

IDCTE Educator Certification Director, date:

PROFESSIONAL DEVELOPMENT PLAN (PDP) - BLANK

PROFESSIONAL DEVELOPMENT PLAN
Idaho Division of Career Technical Education Certificated Personnel

Date _____ to _____

This **Professional Development Plan** (PDP) will be developed by you, the career technical education (CTE) professional, with the agreement of your employer or supervisor and an approved Idaho State University or University of Idaho CTE teacher educator (when appropriate), as indicated by signatures below. Develop the plan prior to applying for initial certification, and update and submit it each time you apply for certificate renewal. File it with **Idaho Division of Career Technical Education** (IDCTE) certification, 650 W State St Ste 324, Boise, ID 83702-5936 or email it to certification@cte.idaho.gov.

Name:	EDUID Number:
Home Address:	Home/Cell Phone:
Work Address:	Work Phone:
Current Position:	
Current Credential(s) Held:	
Credential(s) Sought:	
Professional Development Plan Goal Statement:	

ACTIVITY PLANNED*: Course / Workshop / Seminar	Location of Activity/University	Date(s) Planned	Anticipated Earnings Toward PD Requirements	
			Credits	Clock Hours

Local Supervisor: *Printed Name*	Title/Institution: *For Local Supervisor*
Local Supervisor's Signature	Date
University CTE Teacher Educator: *Printed Name*	Title/Institution: *For University CTE Teacher Educator*
University CTE Teacher Educator's *Signature*	Date
Applicant's *Signature*	Date

Revisions to your professional development plan can be made at any time. Make note of changes on this sheet and send a copy to the director for IDCTE educator certification at the address noted in the directions above.

IDCTE Educator Certification Director, date:

PROFESSIONAL DEVELOPMENT ACTIVITIES (PDA) FORM - BLANK

IDAHO Division of Career Technical Education

APPROVAL OF PROFESSIONAL DEVELOPMENT ACTIVITIES
FOR OCCUPATIONAL SPECIALIST CERTIFICATION

Name: _____ Date: _____

Address: _____ EDUID: _____

College/School: _____ Date of Birth: _____

Directions: You may include information about **more than one activity per form**, but you may not duplicate hours and/or credits. It is expected that you will attach information/documentation to support the hours and/or credits you claim.

Check As Applies	Activity Type	Choose ONE column only per Activity Type	
		Hours	Credit
☐	Program or Professional Development Credit (attach grade report or transcript)		
☐	Paid or Unpaid Work or Clinical Experience		
☐	Workshop, Seminar		
☐	Conference		
☐	Independent Research/Activities Related to Teaching		

Description of Activity(ies):	Completion Date

Participant's Signature	Date	Local Administrator's Signature	Date

This Portion To Be Completed By *Idaho Division of Career Technical Education*	
Circle one: Will apply	Will not apply
Reason declined:	
Director, Idaho Division of Career Technical Certification	**Date**

Send **all** copies to:

Educator Certification
Idaho Division of Career Technical Education
650 W State St, Ste 324
Boise, ID 83702-5936

After processing, a copy will be retained in the applicant's file in the state office and the original will be returned to the applicant.

DIVISION OF CAREER TECHNICAL EDUCATION (DIVISION)

SUBJECT

Career Technical Education Secondary Programs – Workplace Readiness Standards

REFERENCE

June 16, 2016	The Board approved six career technical education secondary content standards to include standards for Workplace Readiness.
August 2016	Board approved proposed rule amendments to IDAPA 08.02.03., incorporating six career technical education secondary content standards into rule by reference.
November 2016	Board approved pending rule amendments to IDAPA 8.02.03.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-118, 33-1612, and 33-2211, Idaho Code
Idaho Administrative code, IDAPA 08.02.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Idaho's Workplace Skills for Career Readiness Standards were first approved by the Board, and then incorporated by reference into IDAPA 08.02.03 in 2016. Similar to academic programs, career technical education (CTE) standards are regularly reviewed and updated. This revision represents current, required workplace skills identified by business and industry employers. Although the original twenty-one skills remain the same, the characterization of most and grouping of some have been updated. Two new skills, initiative and self-direction and information literacy, have been added. The Workplace Skills for Career Readiness Standards are taught and assessed in all CTE pathways across the state.

For a complete explanation of the process and revisions, visit https://www.ctecs.org/sites/default/files/files/WRS%20Summary%20Report%20FINAL%202-15-19.pdf.

Included in the 2016 Workplace Skills for Career Readiness Standards were Definitions and Instructional Strategies and a Correlation of Employability Skills for Career Readiness Standards and the Idaho Core Standards and Idaho Science Standards. The Idaho English Language Arts/Literacy, Math and Science Standards are currently being reviewed. The final recommendations will be forwarded to the legislature in 2022. Once these updates are complete, IDCTE will revisit the Definitions and Instructional Strategies and Correlation pieces as possible addendums to these revisions.

IMPACT

Approval of amendments to the Workplace Skills for Career Readiness Standards will align with current workplace skills identified by employers and with our CTE consortium of states. They are the basis of the Divisions Workplace Readiness Assessment for the 2021-2022 school year.

ATTACHMENTS

Attachment 1 – Workplace Skills for Career Readiness Standards

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Currently, the career technical education content standards are incorporated by reference into IDAPA 08.02.03. As standards incorporated by reference into administrative rule, in order for changes in them to take effect they must go through the negotiated rulemaking process. Given the Governor's initiative to remove from administrative rule those things that can be accomplished through Board policy, as part of this year's negotiated rulemaking process the Board will be considering moving all of the career technical education content standards to Board policy. The remaining five content areas would be moved without amendments into the Board's policy for the Division of Career Technical Education, should the Board approve the removal of the content standards from IDAPA 08.02.03 through Docket 08-0203-2101 under a separate agenda item.

Staff recommends approval.

BOARD ACTION

I move to approve the revisions to the Workplace Skills for Career Readiness Standards as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

WORKPLACE SKILLS FOR CAREER READINESS STANDARDS ~~2015~~ 2021

CONTENT STANDARD 1.0: DEMONSTRATE WORKPLACE SKILLS FOR CAREER READINESS	
PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND ~~PEOPLE SKILLS~~ ABILITIES	
1.1.1	~~Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand~~ Demonstrate creativity ~~and innovation~~and innovation by employing originality, inventiveness, and resourcefulness in the workplace
1.1.2	~~Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability~~ Demonstrate critical-thinking and problem-solving by using sound reasoning to analyze problems, evaluating potential solutions, and implementing effective courses of action
1.1.3	~~Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed~~ Demonstrate initiative and self-direction by independently looking for ways to improve the workplace and accomplish tasks
1.1.4	~~Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace~~ Demonstrate integrity by complying with laws, procedures, and workplace policies; demonstrating honesty, fairness, and respect~~.~~
1.1.5	~~Demonstrate diversity awareness by working well with all customers and co-workers~~ Demonstrate work ethic by consistently working to the best of one's ability being diligent, dependable, and accountable for one's actions
~~1.1.6~~	~~Demonstrate conflict resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues~~
~~1.1.7~~	~~Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative~~
PERFORMANCE STANDARD 1.2: DEMONSTRATE ~~PROFESSIONAL KNOWLEDGE AND SKILLS~~ INTERPERSONAL SKILLS	
1.2.1	~~Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions~~ Demonstrate conflict-resolution by negotiating diplomatic solutions to interpersonal and workplace issues
1.2.2	~~Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly~~ Demonstrate customer service by anticipating and addressing the needs of customers and coworkers; providing thoughtful, courteous, and knowledgeable service
1.2.3	~~Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks~~ Demonstrate listening and speaking by listening attentively and asking questions to clarify meaning; articulating ideas clearly in a manner appropriate for the setting and audience

Draft

1.2.4	~~Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health~~ Demonstrate respect for diversity by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences
1.2.5	~~Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace~~ Demonstrate teamwork by sharing responsibility for collaborative work and respecting the thoughts, opinions, and contributions of other team members
~~1.2.6~~	~~Demonstrate lifelong learning skills by continually acquiring new industry-related information and improving professional skills~~
~~1.2.7~~	~~Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion~~
~~1.2.8~~	~~Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work~~
~~1.2.9~~	~~Demonstrate mathematical skills by using mathematical reasoning to accomplish tasks~~
~~1.2.10~~	~~Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service~~

PERFORMANCE STANDARD 1.3 DEMONSTRATE ~~TECHNOLOGY KNOWLEDGE AND SKILLS~~ PROFESSIONAL COMPETENCIES	
1.3.1	~~Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner~~ Demonstrate big picture thinking by understanding one's role in fulfilling the mission of the workplace and considering the social, economic, and environmental impacts of one's actions
1.3.2	~~Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively~~ Demonstrate career and life management by planning, implementing, and managing personal and professional development goals related to education, career, finances, and health
1.3.3	~~Demonstrate proper Internet use and security by using the Internet appropriately for work~~ Demonstrate continuous learning and adaptability by accepting constructive feedback and being open to new ideas and ways of doing things; continuously develop professional skills and knowledge to adjust to changing requirements
1.3.4	~~Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications~~ Demonstrate efficiency and productivity by planning, prioritizing, and adapting work goals to manage time and resources effectively
1.3.5	Demonstrate information literacy by locating information efficiently, evaluating the credibility and relevance of sources and facts, and using information effectively to accomplish work-related tasks
1.3.6	Demonstrate information security including basic internet use and email safety by following workplace protocols to maintain the security of information, computers, networks, and facilities

Draft

1.3.7	Demonstrate information technology by maintaining a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions
1.3.8	Demonstrate job-specific tools and technologies by properly selecting and safely using industry-specific technologies, tools, and machines to complete job tasks effectively
1.3.9	Demonstrate the application of mathematical skills to complete tasks as necessary
1.3.10	Demonstrate professionalism by meeting organizational expectations regarding work schedule, behavior, appearance, and communication
1.3.11	Demonstrate reading and writing skills by reading and interpreting workplace documents and writing effectively
1.3.12	Demonstrate workplace safety by maintaining a safe work environment through adherence to safety guidelines and identifying risks to self and others

Draft

~~2015~~ 2021 WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

~~DEFINITIONS AND INSTRUCTIONAL STRATEGIES FOR WORKPLACE SKILLS FOR CAREER READINESS STANDARDS~~

~~PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS~~

~~Performance Indicators~~	~~Definitions and Instructional Strategies~~
~~1.1.1~~	~~**Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand**~~ ~~**Demonstration may include:**~~ ~~• Maintaining punctual and consistent attendance (e.g., accounting for hours worked, arriving on time for work or appointments).~~ ~~• Taking direction willingly (e.g., using active listening techniques, approaching the assigned task with motivation).~~ ~~• Exhibiting motivation to accomplish the task at hand (e.g., remaining on task, working independently, completing the task efficiently, being a self-directed learner).~~ ~~**Instructional strategies may include:**~~ ~~• Define positive work ethic.~~ ~~• Calculate daily/weekly time sheets.~~ ~~• Identify employee traits desired by employers.~~ ~~• Identify and practice active listening techniques.~~ ~~• Role-play an employer or employee that exemplifies good work ethic.~~
~~1.1.2~~	~~**Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability**~~ ~~**Demonstration may include:**~~ ~~• Identifying and abiding by laws and workplace policies (e.g., using personal and sick leave only when necessary, understanding harassment and discrimination policies).~~ ~~• Respecting the property of the employer and co-workers.~~ ~~• Identifying how one's actions and behavior can have far-reaching effects (e.g., personal behavior affects others nearby; business decisions can have global implications or impact the environment).~~ ~~• Exhibiting honesty and reliability.~~ ~~**Instructional strategies may include:**~~ ~~• Define integrity.~~ ~~• Review samples of human resource policies.~~ ~~• Investigate common employer-personnel issues.~~ ~~• Differentiate between honest and reliability.~~

Draft

1.1.3	**Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed** **Demonstration may include:** • Contributing to the success of the team (e.g., brainstorming solutions, volunteering, collaborating, compromising, valuing individual contributions, performing in accordance with the assigned role). • Assisting others (E.g., supporting team members and leaders, taking initiative). • Requesting help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from co-workers and supervisors). **Instructional strategies may include:** • Define teamwork. • Interpret the critical skills exhibited by effective team members. • Compare and contrast the various roles of team members. • Participate in team projects to practice communication skills.
1.1.4	**Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace** **Demonstration may include:** • Dressing appropriately (e.g., adhering to professional rather than personal standards, following dress code). • Maintaining personal hygiene. • Using language and manners suitable for the workplace (e.g., adhering to respectful, polite and professional practices). **Instructional strategies may include:** • Research the values of dressing appropriately for a variety of settings including school and business. • Compare and contrast workplace dress versus personal dress. • Analyze different body languages to understand the messages they send. • Practice professional business etiquette and communications.
1.1.5	**Demonstrate diversity awareness by working well with all customers and co-workers** **Demonstration may include:** • Working in a respectful and friendly manner with all customers and co-workers (e.g., treating all with the same degree of professional respect) regardless of national origin, race, appearance, religion, gender, disability, or age. • Respecting cultural differences encountered in the workplace. **Instructional strategies may include:** • Define diversity. • Summarize the Civil Rights Act of 1964 and the American with Disabilities Act of 1990. • Explain the importance of cultural awareness in the global market. • Identify cultural differences that affect communication (e.g., hand gestures, body language, and customs).

Draft

1.1.6	**Demonstrate conflict resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues** **Demonstration may include:** • Negotiating diplomatic solutions to interpersonal conflicts in the workplace (e.g., personality issues, cultural difference issues, disagreements over how to handle work projects, performance issues). **Instructional strategies may include:** • Identify different types of conflicts. • Identify various viewpoints of an issue in order to encourage sensitivity and to resolve conflicts. • Introduce a problem-solving procedure and role play various conflict scenarios.
1.1.7	**Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative** **Demonstration may include:** • Contributing new and innovative ideas (e.g., for improving products and procedures). • Displaying initiative readily, independently, and responsibly. • Dealing skillfully and promptly with new situations and obstacles. • Developing operation policies and procedures that use resources in a sustainable manner. **Instructional strategies may include:** • Define creativity and creative thinking. • Research great inventors. • Analyze a problem, brainstorm solutions, and identify a solution. • Create a futuristic product.

PERFORMANCE STANDARD 1.2: DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.2.1	**Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions** **Demonstration may include:** • Communicating effectively with customers and co-workers (e.g., understanding the role of nonverbal communication, avoiding the use of slang, being pleasant and helpful, and utilizing an appropriate medium for conveying messages with dignity and respect). • Exhibiting public and group speaking skills. • Comprehending details and following directions. • Repeating directions or requests to ensure understanding (e.g., practicing active listening). **Instructional strategies may include:** • Define effective communication. • Participate in group discussions and oral presentations. • Compare and contrast the speaker's verbal and nonverbal messages. • Practice active listening.

Draft

1.2.2	**Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly** **Demonstration may include:** • Reading and correctly interpreting workplace documents (e.g., instructional manuals, work orders, invoices, memorandums). • Writing clear, correct language, appropriate to audience. **Instructional strategies may include:** • Utilize instructional manuals to solve a problem. • Interpret and complete work orders, invoices, and other workplace documents. • Create technical reports.
1.2.3	**Demonstrate critical thinking and problem solving skills by analyzing and resolving problems that arise in completing assigned tasks** **Demonstration may include:** • Recognizing, analyzing, and solving problems that arise in completing assigned tasks. • Identifying resources that may help solve a specific problem. • Using a logical approach to make decisions and solve problems. **Instructional strategies may include:** • Define critical thinking and problem solving skills. • Analyze a problem and predict a solution. • Utilize a problem solving procedure to solve a problem.
1.2.4	**Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health** **Demonstration may include:** • Managing personal health (e.g., setting short , medium , and long term physical fitness goals; eating non or minimally processed foods). • Following safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacture guidelines). **Instructional strategies may include:** • Explain importance/impact of personal health as it relates to employment and work. • Create goals to promote health behaviors. • Design a chart that illustrates safety guidelines. • Pass a safety test.

Performance Indicators	Definitions and Instructional Strategies
1.2.5	**Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace** **Demonstration may include:** • Identifying "big picture" issues and goals (e.g., the organization's structure, culture, policies, and procedures, as well as its role and status within the industry, economy, and community). • Acknowledging the economic, political, and social relationships that impact multiple levels of an organization (e.g., local, national, international). **Instructional strategies may include:** • Investigate corporate visions and identify their importance. • Illustrate the hierarchy of a company. • Define vision and mission statements. • Develop a business concept and its vision and mission statements.

Draft

~~1.2.6~~	**~~Demonstrate lifelong learning skills by continually acquiring new industry-related information and improving professional skills~~** **~~Demonstration may include:~~** • ~~Continually acquiring new industry-related knowledge.~~ • ~~Improving professional skills to stay current in the field and promote personal advancement.~~ • ~~Seeking education and experiences that enhance personal growth.~~ **~~Instructional strategies may include:~~** • ~~Describe the relationship of lifelong learning to financial success.~~ • ~~Develop an educational/career plan.~~ • ~~Create a portfolio.~~
~~1.2.7~~	**~~Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion~~** **~~Demonstration may include:~~** • ~~Preparing to apply for a job (e.g., complete personal aptitude and interest inventories, performing a job search, developing a résumé, preparing for an interview).~~ • ~~Identifying steps for seeking promotion (e.g., taking advantage of professional development opportunities, offering to accept additional assignments, learning new skills, understanding the benefits of mentor relationships).~~ **~~Instructional strategies may include:~~** • ~~Utilize different media sources to perform job searches.~~ • ~~Practice job interview skills.~~ • ~~Develop a résumé.~~ • ~~Complete a job application.~~
~~1.2.8~~	**~~Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work~~** **~~Demonstration may include:~~** • ~~Organizing and implementing a productive plan of work (e.g., setting and meeting short-, medium-, and long-term professional goals).~~ • ~~Working efficiently to make the best use of time.~~ • ~~Managing personnel to capitalize on their strengths while respecting professional desires.~~ • ~~Maintaining equipment to ensure longevity and efficiency.~~ • ~~Using resources in a sustainable manner.~~ **~~Instructional strategies may include:~~** • ~~Develop a plan of work to reach identified goals.~~ • ~~Develop and utilize a time-management plan.~~ • ~~Describe the importance of using natural resources effectively.~~
~~1.2.9~~	**~~Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks~~** **~~Demonstration may include:~~** • ~~Using mathematical reasoning and processes to accomplish job-specific tasks (e.g., using geometry and algebra to predict required supplies for a construction job, using computer mathematics to create a programming algorithm).~~ • ~~Making calculations related to personal finance (e.g., wage rates, paycheck deductions, taxes).~~ **~~Instructional strategies may include:~~** • ~~Estimate manufacturing, repair of food costs.~~ • ~~Prepare a small business budget.~~ • ~~Calculate wage rates, paycheck deductions, and taxes.~~

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~~1.2.10~~	**~~Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service~~** **~~Demonstration may include:~~** • ~~Addressing the needs of all customers (e.g., proactively engaging customers until they are satisfied).~~ • ~~Providing helpful, courteous, and knowledgeable service (e.g., displaying a positive attitude, treating all customers with the same degree of profession respect, sharing information and knowledge honestly and forthrightly).~~ **~~Instructional strategies may include:~~** • ~~Identify the importance of internal and external customer service.~~ • ~~Explain the importance of achieving and maintaining customer satisfaction.~~ • ~~Role play good customer service.~~

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~~2015~~ 2021 WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

~~PERFORMANCE STANDARD 1.3: DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS~~

~~Performance Indicators~~	~~Definitions and Instructional Strategies~~
~~1.3.1~~	~~**Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner**~~ ~~**Demonstration may include:**~~ ~~• Demonstration includes selecting and safely using technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively, while considering environmental impacts of such technologies.~~ ~~**Instructional strategies may include:**~~ ~~• Identify the appropriate tools to accomplish a task.~~ ~~• Describe safety procedures.~~ ~~• Identify local and federal regulations that affect safety and equipment.~~
~~1.3.2~~	~~**Demonstrate proficiency with information technology by using computers, file management techniques and software/programs effectively**~~ ~~**Demonstration may include:**~~ ~~• Working with hardware, file management techniques, and IT software/programs effectively on various operating systems.~~ ~~• Working with equipment and software specific to occupation.~~ ~~• Seeking additional technology to improve work processes and products.~~ ~~**Instructional strategies may include:**~~ ~~• Identify the appropriate use of various software tools.~~ ~~• Utilize presentation software to communicate ideas to a group.~~ ~~• Utilize word processing software to produce workplace documents.~~ ~~• Utilize spreadsheet software to create meaningful workplace records.~~
~~1.3.3~~	~~**Demonstrate proper Internet use and security by using the Internet appropriately for work**~~ ~~**Demonstration may include:**~~ ~~• Using the Internet efficiently and ethically for work.~~ ~~• Identifying the risks of posting personal and work information on the Internet (e.g., on social networking sites, job search sites).~~ ~~• Taking measures to avoid Internet security risks (e.g., viruses, malware).~~ ~~**Instructional strategies may include:**~~ ~~• Review Internet use policies.~~ ~~• Define and describe risks associated with improper Internet use.~~ ~~• Compare and contrast the risks and benefits of social media sites.~~ ~~• Research laws and regulations associated with Internet content (e.g., copyright laws).~~
~~1.3.4~~	~~**Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications**~~ ~~**Demonstration may include:**~~ ~~• Selecting and using telecommunications devices (e.g., portable digital assistants, smart devices, cellular phones), services (e.g., digital subscriber line, cellular network, cable, Internet), and Web-based applications (e.g., Webmail, social networking, online auctions, wikis) appropriate to work assignments.~~ ~~**Instructional strategies may include:**~~ ~~• Identify the appropriate usage of various devices in the workplace.~~ ~~• Create a timeline of the evolution of telecommunications.~~ ~~• Explain workplace uses of Web-based applications.~~ ~~• Describe the effectiveness and impact of telecommunications resources.~~

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CORRELATION AND ALIGNMENTS OF WORKPLACE SKILLS FOR CAREER READINESS STANDARDS AND THE IDAHO CORE STANDARDS AND THE IDAHO SCIENCE STANDARDS

CORRELATION

The correlation of the Employability Skills for Career Readiness Standards shows links to the Idaho Core Standards for English Language Arts; the Idaho Core Standards for History/Social Studies, Science, and Technical Subjects; and the Idaho Core Standards for Mathematics. The correlation identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts; History/Social Studies, Science, and Technical Subjects; and Mathematics Idaho Core Standards.

ALIGNMENTS

In addition to correlation with the Idaho Core Standards for Mathematics, many performance indicators support the Idaho Core Standards Mathematical Practices. The following table illustrates the alignment of the Employability Skills of Career Readiness Standards Performance Indicators and the Idaho Core Standards Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning.

CORRELATION OF EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS AND THE IDAHO CORE STANDARDS AND IDAHO SCIENCE STANDARDS

Performance Indicators	Idaho Core Standards and Idaho Science Standards
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
1.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
1.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
1.1.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

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	SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.1.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
1.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Performance Indicators	Idaho Core Standards and Idaho Science Standards
1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Writing Standards** W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.

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	~~W.11-12.2d~~	~~Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.~~
	~~W.11-12.2e~~	~~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.~~
	~~W.11-12.2f~~	~~Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).~~
~~1.2.3~~	~~**English Language Arts: Writing Standards**~~	
	~~W.11-12.8~~	~~Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.~~
~~1.2.5~~	~~**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**~~	
	~~RST.11-12.7~~	~~Integrate and evaluate multiple sources of information presented in diverse formats and media (E.g., quantitative data, video, multimedia) in order to address a question or solve a problem.~~
	~~RST.11-12.9~~	~~Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.~~
~~1.2.8~~	~~**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**~~	
	~~WHST.11-12.4~~	~~Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.~~
~~1.2.10~~	~~**English Language Arts: Speaking and Listening Standards**~~	
	~~SL.11-12.1~~	~~Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics texts, and issues, building on others' ideas and expressing their own clearly and persuasively.~~
	~~SL.11-12.6~~	~~Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)~~

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~~2015~~ 2021 WORKPLACE SKILLS FOR CAREER READINESS STANDARDS

~~Performance Indicators~~	~~Idaho Core Standards and Idaho Science Standards~~
~~1.3.1~~	~~English Language Arts: Speaking and Listening Standards~~ ~~SL.11-12.4~~ Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ~~SL.11-12.5~~ Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ~~SL.11-12.6~~ Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) ~~English Language Arts: Reading Standards for Literacy in Science and Technical Subjects~~ ~~ST.11-12.5~~ Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. ~~RST.11-12.6~~ Analyze the author's purpose in providing an explanation, describing a procedure or discussing an experiment in a text, identifying important issues that remain unresolved. ~~RST.11-12.7~~ Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. ~~RST.11-12.9~~ Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
~~1.3.4~~	~~English Language Arts: Speaking and Listening Standards~~ ~~SL.11-12.5~~ Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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ALIGNMENT OF EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS AND THE IDAHO CORE STANDARDS MATHEMATICAL PRACTICES

Idaho Core Standards Mathematical Practices	Employability Skills for Career Readiness Performance Indicators
1. Make sense of problems and persevere in solving them.	1.1.7 1.2.3, 1.2.8. 1,2.9
2. Reason abstractly and quantitatively.	1.1.7 1.2.3, 1.2.15, 1.2.8, 1.2.9
3. Construct viable arguments and critique the reasoning of others.	1.1.7 1.2.3, 1.2.8
4. Model with mathematics.	1.2.9
5. Use appropriate tools strategically.	1.2.3, 1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
6. Attend to precision.	1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
7. Look for and make use of structure	1.1.6, 1.1.7 1.2.5, 1.2.9
8. Look for and express regularity in repeated reasoning.	1.2.9

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SUBJECT

2022 Legislative Session

REFERENCE

June 2019	Board approved thirteen (13) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2019	Board approved five (5) pieces of legislation move forward through the Executive Agency Legislative process.
June 2020	Board approved nine (9) legislative ideas to be submitted through the Executive Agency Legislative process.
August 2020	Board approved four (4) pieces of legislation move forward through the Executive Agency Legislative process.
June 2021	Board approved seven (7) 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 at the Board's regular June Board meeting. 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 is brought back to the Board August Board meeting for approval as a legislative proposal prior to re-submittal to the Governor's office and the legislature for consideration during the 2022 legislative session. Once DFM and the Governor's Office approve the legislative proposals Board staff will work with stakeholders to finalize the legislative language.

The Board approved the following legislative ideas for submittal to DFM at the Board's regular June 2021 Board meeting:

<u>Legislative Ideas – Task Force Related</u>

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.

Other Legislative Ideas

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.

Unlike in previous years, DFM has not given final approval for the legislative ideas to move forward, rather they are waiting to see the legislative proposal before taking final action.

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
Attachment 2 – Full-time/Full-day Kindergarten Funding Legislative Proposal
Attachment 3 – FTE Enrollment Methodology Legislative Proposal
Attachment 4 – Rural Educator Incentive Program Legislative Proposal
Attachment 5 – Career Technical School Added Cost Funding Eligibility Legislative Proposal
Attachment 6 – Charter School Authorization/Management Legislative Proposal
Attachment 7 – Postsecondary Credit Scholarship Legislative Proposal
Attachment 8 – Armed Forces/Public Safety Officer Scholarship Legislative Proposal
Attachment 9 – Extended Employment Services Program Legislative Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Legislative ideas are required to be submitted to DFM in July each year with legislative proposal (legislative language) 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 proposal 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."

Once approved by the Board, DFM, and the Governor's office additional work would be done with stakeholder groups to fine tune the final language of the bills. Any substantive changes will be brought back to the Board for consideration prior to any approved legislative proposals being assigned a Routing Slip (RS) number.

Of the legislative ideas approved by the Board at the Regular June 2021 Board meeting, the legislative idea on Line Item Consolidation and Virtual School Funding are not moving forward at this time. While there is broad support for both legislative ideas, additional work will need to be done during the 2022 Legislative Session with legislators and over the next year with stakeholders to bring forward a comprehensive proposal for Board consideration for the 2023 Legislative Session.

In addition to the legislative ideas approved by the Board at the Regular June 2021 Board meeting, the Board has been requested by DFM to submit a legislative proposal to incorporate the negotiated rulemaking work conducted by the Idaho Division of Vocational Rehabilitation on the Extended Employment Services Program into statute rather than providing clarification through administrative rule. This additional legislative proposal is provided in Attachment 10. Using the authority granted by the Board to the Executive Director in June, two additional

legislative ideas were submitted, both provide administrative updates, the first updates the Postsecondary Credit Scholarship and the second updates the Armed Forces and Public Safety Officer Scholarship. These two legislative proposals are provided in Attachments 8 and 9.

Attachment 1 provides a brief summary of each piece of legislation, while the subsequent attachments provide the draft language for each piece of legislation.

Staff recommends approval of all legislative proposals.

BOARD ACTION

I move to approve the proposed legislation in substantial conformance to the form provided in Attachments 2 through 9 and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

2022 LEGISLATIVE PROPOSALS

1. **Full-time/day 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 parents who chose to send their students to a full-time kindergarten program. If an estimated 80% of 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 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.

3. Rural Educator Incentive Program (based on Task Force recommendation)

Statement of Purpose
The purpose of this legislation would be to establish a rural educator incentive program for educators who work in high-need or rural school districts or charter schools. 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 funds could be used for education loan repayments or reimbursement of other educations costs.

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)

4. 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.

5. 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 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.

6. Postsecondary Credit Scholarship

Statement of Purpose

The purpose of this legislation would be to amend Section 33-4605, Idaho Code, Postsecondary Credit Scholarship. Currently, this scholarship requires students to also earn an academic merit-based scholarship from business or industry to match the state award. Due to the challenge it often is for students to find merit based scholarships from business and industry, it has been very difficult for students to qualify for the full amount

available and the scholarship has been under prescribed. The proposed amendment would remove the requirement that the matching scholarship be merit based.

Fiscal Impact

There would be no fiscal impact above the total award amount limit contained in Section 33-4605(8), Idaho Code. This scholarship program is statutorily limited to $2,000,000 dollars from the Advanced Opportunities line item funding.

7. Armed Forces and Public Safety Officer Scholarship

Statement of Purpose

The purpose of this legislation is to make a technical correction updating the language in Section 33-4302(7), Idaho Code, regarding the determination of disability for members of the Armed Forces. Currently, the statute references the disability determinations made by the United States Social Security Administration. The proposed amendment would change this language to the disability determinations for this class of awardees to the entity used by the Office of Veterans Affairs.

Fiscal Impact

It is not expected this change will have a measureable fiscal impact. While the change to the process for receiving the disability determinations will be streamlined with the Office of Veterans Affairs, making it easier to receive documentation of an individual's disability, it does not broaden the overall eligibility pool.

8. Extended Employment Services Program

Statement of Purpose

The Extended Employment Services program was first codified by legislature in 2020. The Division of Vocational Rehabilitation has worked with stakeholders since that time to establish provisions for the administration of the program. The proposed legislation would provide additional clarification on how the program would be administered within the framework codified in 2020.

Fiscal Impact

There would be no fiscal impact. The Extended Employment Services Program is limited by its annual appropriation. Proposed amendments would not require an increase in the annual appropriation.

ATTACHMENT 2

1. Full-time Kindergarten Funding

33-512. GOVERNANCE OF SCHOOLS. The board of trustees of each school district shall have the following powers and duties:

(1) To fix the days of the year and the hours of the day when schools shall be in session. However:

(a) Each school district shall annually adopt and implement a school calendar that provides its students at each grade level with the following minimum number of instructional hours:

Grades	Hours
9-12	990
4-8	900
1-3	810
K, half-time	450
K, full-time	800
Alternative schools	
(any grades)	900

(b) School assemblies, testing and other instructionally related activities involving students directly may be included in the required instructional hours.

(c) When approved by a local school board, annual instructional hour requirements stated in paragraph (a) of this subsection may be reduced as follows:

(i) Up to a total of twenty-two (22) hours to accommodate staff development activities conducted on such days as the local school board deems appropriate.

(ii) Up to a total of eleven (11) hours of emergency school closures due to adverse weather conditions and facility failures.

However, transportation to and from school, passing times between classes, recess and lunch periods shall not be included.

(d) Student and staff activities related to the opening and closing of the school year, grade reporting, program planning, staff meetings, and other classroom and building management activities shall not be counted as instructional time or in the reductions provided in paragraph (c)(i) of this subsection.

(e) For multiple shift programs, this rule applies to each shift (i.e., each student must have access to the minimum annual required hours of instruction).

(f) The instructional time requirement for grade 12 students may be reduced by action of a local school board for an amount of time not to exceed eleven (11) hours of instructional time.

(g) The state superintendent of public instruction may grant an exemption from the provisions of this section for an individual

building within a district, when the closure of that building, for unforeseen circumstances, does not affect the attendance of other buildings within the district.

(h) The state board of education may grant a waiver of the minimum number of instructional hours for a school district when districtwide school closures are necessary as a result of natural occurrences creating unsafe conditions for students. A county or state disaster declaration must have been issued for one (1) or more of the counties in which the school district is located. A waiver request to the state board of education must describe the efforts by the school district to make up lost instructional hours, the range of grades impacted, and the number of hours the school district is requesting be waived.

(i) The reduction of instructional hours allowed in paragraphs (f) through (h) of this subsection may not be combined in a single school year.

(2) To adopt and carry on and to provide for the financing of a total educational program for the district. Such programs in other than elementary school districts may include education programs for out-of-school youth and adults, and such districts may provide classes in kindergarten;

(3) To provide, or require pupils to be provided with, suitable textbooks and supplies and, for advice on textbook selections, may appoint a curricular materials adoption committee as provided in section 33-512A, Idaho Code;

(4) To protect the morals and health of the pupils;

(5) To exclude from school children not of school age;

(6) To prescribe rules for the disciplining of unruly or insubordinate pupils, including rules on student harassment, intimidation and bullying, such rules to be included in a district discipline code adopted by the board of trustees and a summarized version thereof to be provided in writing at the beginning of each school year to the teachers and students in the district in a manner consistent with the student's age, grade and level of academic achievement;

(7) To exclude from school pupils with contagious or infectious diseases who are diagnosed or suspected as having a contagious or infectious disease or those who are not immune and have been exposed to a contagious or infectious disease; and to close school if the board determines that conditions warrant such closure, based on consultation with the district health department of the public health district in which the school district is located;

(8) To equip and maintain a suitable library or libraries in the school or schools and to exclude therefrom, and from the schools, all books, tracts, papers, and catechisms of sectarian nature;

(9) To determine school holidays. Any listing of school holidays shall include not less than the following: New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day. Other days listed in section 73-108, Idaho Code, if the same shall fall on a school day, shall be observed with appropriate ceremonies; and any days the state board of education may designate, following the proclamation by the governor, shall be school holidays;

(10) To erect and maintain on each schoolhouse or school grounds a suitable flagstaff or flagpole and display thereon the flag of the United States of America on all days, except during inclement weather, when the school is in session; and for each Veterans Day, each school in session shall conduct and observe an appropriate program of at least one (1) class period remembering and honoring American veterans;

(11) To prohibit entrance to each schoolhouse or school grounds, to prohibit loitering in schoolhouses or on school grounds and to provide for the removal from each schoolhouse or school grounds of any individual or individuals who disrupt the educational processes or whose presence is detrimental to the morals, health, safety, academic learning or discipline of the pupils. A person who disrupts the educational process or whose presence is detrimental to the morals, health, safety, academic learning or discipline of the pupils, or who loiters in schoolhouses or on school grounds, is guilty of a misdemeanor;

(12) To supervise and regulate, including by contract with established entities, those extracurricular activities that are by definition outside of or in addition to the regular academic courses or curriculum of a public school, and which extracurricular activities shall not be considered to be a property, liberty or contract right of any student, and such extracurricular activities shall not be deemed a necessary element of a public school education but shall be considered to be a privilege. For the purposes of extracurricular activities, any secondary school located in this state that is accredited by an organization approved through a process defined by the state department of education shall be able to fully participate in all extracurricular activities described in and governed by the provisions of this subsection;

(13) To govern the school district in compliance with state law and rules of the state board of education;

(14) To submit to the superintendent of public instruction not later than July 1 of each year documentation that meets the reporting requirements of the federal gun-free schools act of 1994 as contained within the federal improving America's schools act of 1994;

(15) To require that all certificated and noncertificated employees hired on or after July 1, 2008, and other individuals who are required by the provisions of section 33-130, Idaho Code, to undergo a criminal history check shall submit a completed ten (10) finger fingerprint card or scan to the department of education no later than five (5) days following the first day of employment or unsupervised contact with students in a K-12 setting, whichever is sooner. Such employees and other individuals shall pay the cost of the criminal history check. If the criminal history check shows that the employee has been convicted of a felony crime enumerated in section 33-1208, Idaho Code, it shall be grounds for immediate termination, dismissal or other personnel action of the district, except that it shall be the right of the school district to evaluate whether an individual convicted of one of these crimes and having been incarcerated for that crime shall be hired. Provided however, that any individual convicted of any felony offense listed in section 33-

1208(2), Idaho Code, shall not be hired. For the purposes of criminal history checks, a substitute teacher is any individual who temporarily replaces a certificated classroom educator and is paid a substitute teacher wage for one (1) day or more during a school year. A substitute teacher who has undergone a criminal history check at the request of one (1) district in which he has been employed as a substitute shall not be required to undergo an additional criminal history check at the request of any other district in which he is employed as a substitute if the teacher has obtained a criminal history check within the previous five (5) years. If the district next employing the substitute still elects to require another criminal history check within the five (5) year period, that district shall pay the cost of the criminal history check or reimburse the substitute teacher for such cost. To remain on the statewide substitute teacher list maintained by the state department of education, the substitute teacher shall undergo a criminal history check every five (5) years;

(16) To maintain a safe environment for students by developing a system that cross-checks all contractors or other persons who have irregular contact with students against the statewide sex offender registry by developing a school safety plan for each school and by meeting annually with emergency first responders to update the plans and discuss emergency exercises and operations;

(17) To provide support for teachers in their first two (2) years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development.

33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support program is calculated as follows:

(1) State Educational Support Funds. Add the state appropriation, including the moneys available in the public school income fund, together with all miscellaneous revenues to determine the total state funds.

(2) From the total state funds subtract the following amounts needed for state support of special programs provided by a school district:

(a) Pupil tuition-equivalency allowances as provided in section 33-1002B, Idaho Code;

(b) Transportation support program as provided in section 33-1006, Idaho Code;

(c) Feasibility studies allowance as provided in section 33-1007A, Idaho Code;

(d) The approved costs for border district allowance, provided in section 33-1403, Idaho Code, as determined by the state superintendent of public instruction;

(e) The approved costs for exceptional child approved contract allowance, provided in subsection 2. of section 33-2004, Idaho Code, as determined by the state superintendent of public instruction;

(f) Salary-based apportionment calculated as provided in sections 33-1004 through 33-1004F, Idaho Code;

(g) Unemployment insurance benefit payments according to the provisions of section 72-1349A, Idaho Code;
(h) For expenditure as provided by the public school technology program;
(i) For employee severance payments as provided in section 33-521, Idaho Code;
(j) For distributions to the Idaho digital learning academy as provided in section 33-1020, Idaho Code;
(k) For charter school facilities funds and reimbursements paid pursuant to section 33-5208(5), Idaho Code;
(l) For an online course portal as provided for in section 33-1024, Idaho Code;
(m) For advanced opportunities as provided for in chapter 46, title 33, Idaho Code;
(n) For additional math and science courses for high school students as provided in section 33-1021, Idaho Code;
(o) For leadership premiums as provided in section 33-1004J, Idaho Code;
(p) For master teacher premiums as provided in section 33-1004I, Idaho Code;
(q) For the support of provisions that provide a safe environment conducive to student learning and maintain classroom discipline, an allocation of three hundred dollars ($300) per support unit;
(r) An amount specified in the appropriation bill for the public schools educational support program for counseling support as provided for in section 33-1212A, Idaho Code, shall be distributed for grades 8 through 12 as follows:
(i) For school districts and public charter schools with one hundred (100) or more students enrolled in grades 8 through 12, a pro rata distribution based on students enrolled in grades 8 through 12 or eighteen thousand dollars ($18,000), whichever is greater;
(ii) For school districts and public charter schools with fewer than one hundred (100) students enrolled in grades 8 through 12, one hundred eighty dollars ($180) per student enrolled in grades 8 through 12 or nine thousand dollars ($9,000), whichever is greater;
(s) An amount specified in the public schools educational support program appropriation bill for literacy intervention pursuant to section 33-1807, Idaho Code, the disbursements made to the school districts and public charter schools in the aggregate shall not exceed the total amount appropriated for this purpose and shall be based on the actual costs of such intervention programs. School districts and public charter schools shall be reimbursed in full or in pro rata based on the average number of students in kindergarten through grade 3 who score basic or below basic on the fall statewide reading assessment in the prior three (3) years;
(t) For mastery-based education as provided for in section 33-1632, Idaho Code;

(u) For pay for success contracting as provided in section 33-125B, Idaho Code; and

(v) Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation;

to secure the total educational support distribution funds.

(3) Average Daily Attendance. The total state average daily attendance shall be the sum of the average daily attendance of all of the school districts of the state. The state board of education shall establish rules setting forth the procedure to determine average daily attendance and the time for, and method of, submission of such report. Average daily attendance calculation shall be carried out to the nearest hundredth. Computation of average daily attendance shall also be governed by the provisions of section 33-1003A, Idaho Code.

(4) Full-time kindergarten programs must include a parent participation component and curriculum that incorporates current research based strategies for full-time or all-day kindergarten programs. At a minimum, parent participation must include, but is not limited to, parent or guardian training on how to support their student's learning at home through home learning activities and parent engagement practices established by ~~the~~ a local education ~~agencies~~ agency's local governing board. Parent engagement may be school based or home based.

(4) Support Units. The total state support units shall be determined by using the tables set out hereafter called computation of kindergarten support units, computation of elementary support units, computation of secondary support units, computation of exceptional education support units, and computation of alternative school support units. The sum of all of the total support units of all school districts of the state shall be the total state support units.

COMPUTATION OF KINDERGARTEN SUPPORT UNITS

Average Daily Attendance	Attendance Divisor	Units Allowed
~~41~~ 40 or more….	~~40~~20…….	~~1~~ 2 or more as computed
~~31~~30 – ~~40~~39.99 ADA….	-……..	1.75
~~26~~20 – ~~30~~29.99 ADA….	-……..	~~.85~~1.5
~~21~~10 – ~~25~~19.99 ADA….	-……..	.75
1~~6~~ – ~~20~~9.99 ADA….	-……..	~~.6~~count as elementary
~~8 – 15.99 ADA…..~~	~~-……..~~	~~.5~~
~~1 – 7.99 ADA…..~~	~~-……..~~	~~count as elementary~~

COMPUTATION OF ELEMENTARY SUPPORT UNITS

Average Daily Attendance	Attendance Divisor	Minimum Units Allowed
300 or more ADA…….	…….	.. 15
	..23…grades 4,5 & 6….	
	..22…grades 1,2 & 3….1994-95	
	..21…grades 1,2 & 3….1995-96	
	..20…grades 1,2 & 3….1996-97	
	and each year thereafter.	
160 to 299.99 ADA…	20 .....8.4	
110 to 159.99 ADA…	19 .....6.8	
71.1 to 109.99 ADA…	16 .....4.7	
51.7 to 71.0 ADA…	15 .....4.0	
33.6 to 51.6 ADA…	13 .....2.8	
16.6 to 33.5 ADA…	12 .....1.4	
1.0 to 16.5 ADA…	n/a 1.0	

COMPUTATION OF SECONDARY SUPPORT UNITS

Average Daily Attendance	Attendance Divisor	Minimum Units Allowed

750 or more….	18.5	47
400 – 749.99 ADA….	16	28
300 – 399.99 ADA….	14.5	22
200 – 299.99 ADA….	13.5	17
100 – 199.99 ADA….	12	9
99.99 or fewer	Units allowed as follows:	
Grades 7-12	.....	8
Grades 9-12	.....	6
Grades 7- 9	.....	1 per 14 ADA
Grades 7- 8	.....	1 per 16 ADA

COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

Average Daily Attendance	Attendance Divisor	Minimum Units Allowed
14 or more….	14.5	1 or more as computed
12 – 13.99….	–	1
8 – 11.99….	–	75
4 – 7.99….	–	5
1 – 3.99….	–	25

COMPUTATION OF ALTERNATIVE SCHOOL SUPPORT UNITS
(Computation of alternative school support units shall include grades 6 through 12)

ATTACHMENT 2

Pupils in Attendance	Attendance Divisor	Minimum Units Allowed
12 or more…….	12	1 or more as computed

In applying these tables to any given separate attendance unit, no school district shall receive less total money than it would receive if it had a lesser average daily attendance in such separate attendance unit. In applying the kindergarten table to a kindergarten program of fewer days than a full school year, the support unit allowance shall be in ratio to the number of days of a full school year. The attendance of students attending an alternative school in a school district reporting fewer than one hundred (100) secondary students in average daily attendance shall not be assigned to the alternative table if the student is from a school district reporting fewer than one hundred (100) secondary students in average daily attendance, but shall instead be assigned to the secondary table of the school district in which they are attending the alternative school, unless the alternative school in question serves students from multiple districts reporting fewer than one hundred (100) secondary students in average daily attendance. The tables for exceptional education and alternative school support units shall be applicable only for programs approved by the state department of education following rules and policies established by the state board of education. Moneys generated from computation of support units for alternative schools shall be utilized for alternative school programs. School district administrative and facility costs may be included as part of the alternative school expenditures.

(5) State Distribution Factor per Support Unit. Divide educational support program distribution funds, after subtracting the amounts necessary to pay the obligations specified in subsection (2) of this section, by the total state support units to secure the state distribution factor per support unit.

(6) District Support Units. The number of support units for each school district in the state shall be determined as follows:

(a) (i) Divide the actual average daily attendance, excluding students approved for inclusion in the exceptional child educational program, for the administrative schools and each of the separate schools and attendance units by the appropriate divisor from the tables of support units in this section, then add the quotients to obtain the district's support units allowance for regular students, kindergarten through grade 12 including alternative school students. Calculations in application of this subsection shall be carried out to the nearest hundredth.

(ii) Divide the combined totals of the average daily attendance of all preschool, kindergarten, elementary, secondary, juvenile detention center students and students with disabilities approved for inclusion in the exceptional child program of the district by the appropriate divisor from the table for computation of exceptional education support units to obtain the number of support units allowed for the district's approved exceptional child program. Calculations for this subsection shall be carried out to the nearest hundredth when more than one (1) unit is allowed.

(iii) The total number of support units of the district shall be the sum of the total support units for regular students, subparagraph (i) of this paragraph, and the support units allowance for the approved exceptional child program, subparagraph (ii) of this paragraph.

(b) Total District Allowance Educational Program. Multiply the district's total number of support units, carried out to the nearest hundredth, by the state distribution factor per support unit and to this product add the approved amount of programs of the district provided in subsection (2) of this section to secure the district's total allowance for the educational support program.

(c) District Share. The district's share of state apportionment is the amount of the total district allowance, paragraph (b) of this subsection.

(d) Adjustment of District Share. The contract salary of every noncertificated teacher shall be subtracted from the district's share as calculated from the provisions of paragraph (c) of this subsection.

(7) Property Tax Computation Ratio. In order to receive state funds pursuant to this section, a charter district shall utilize a school maintenance and operation property tax computation ratio for the purpose of calculating its maintenance and operation levy that is no greater than that which it utilized in tax year 1994, less four-tenths of one percent (.4%). As used herein, the term "property tax computation ratio" shall mean a ratio determined by dividing the district's certified property tax maintenance and operation budget by the actual or adjusted market value for assessment purposes as such values existed on December 31, 1993. Such maintenance and operation levy shall be based on the property tax computation ratio multiplied by the actual or adjusted market value for assessment purposes as such values existed on December 31 of the prior calendar year.

33-1027. STUDENT ENROLLMENT COUNTS AND RULEMAKING. The state board of education shall promulgate rules that set forth the procedures for determining student enrollment counts by school, school district, and statewide, and the process for reporting such counts. Such rules shall be consistent with the following:

(1) Full-time enrollment (FTE) shall be based on enrollment in any school district or public charter school;

ATTACHMENT 2

(2) A student, including a kindergarten student in a full-time kindergarten program, shall not exceed a total of one (1.0) unweighted FTE in a single school year, except as provided in subsection (4) of this section;

(3) A kindergarten student in a half-time kindergarten program shall not exceed a total of one-half (0.5) unweighted enrollment in a single school year;

(4) A student attending a summer school or night school program shall not exceed a total of one-fourth (0.25) unweighted enrollment. Such student may be counted pursuant to both this subsection and subsection (2) of this section;

(5) A fractional enrollment count schedule shall be specified for any student enrolled less than one (1.0) FTE in a given school district or public charter school;

(6) FTE is based on the courses a student is enrolled in at the time of the official count, as specified in board rule, except that a student may be counted as enrolled if the term for which such student is enrolled begins after the time of the official count;

(7) Each school district or public charter school shall conduct an official count of enrolled students in the district or school on the first day of October, the first day of December, the first day of February, and the first day of April, or the previous school day if those dates do not fall on a school day; and

(8) A school district or public charter school may not count as enrolled any student who has unexcused absences totaling eleven (11) or more consecutive school days immediately prior to and including the official count date.

ATTACHMENT 3

2. FTE Enrollment Funding

33-1001. DEFINITIONS. As used in this chapter:

(1) "Administrative schools" means and applies to all elementary schools and kindergartens within a district that are situated ten (10) miles or less from both the other elementary schools and the principal administrative office of the district and all secondary schools within a district that are situated fifteen (15) miles or less from other secondary schools of the district.

(2) "Administrative staff" means those who hold an administrator certificate and are employed as a superintendent, an elementary or secondary school principal, or are assigned administrative duties over and above those commonly assigned to teachers.

(3) "At-risk student" means a student in grades 6 through 12 who:

(a) Meets at least three (3) of the following criteria:

(i) Has repeated at least one (1) grade;

(ii) Has absenteeism greater than ten percent (10%) during the preceding semester;

(iii) Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;

(iv) Has failed one (1) or more academic subjects in the past year;

(v) Is below proficient, based on local criteria, standardized tests, or both;

(vi) Is two (2) or more credits per year behind the rate required to graduate or for grade promotion; or

(vii) Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment; or

(b) Meets any of the following criteria:

(i) Has documented substance abuse or a pattern of substance abuse;

(ii) Is pregnant or a parent;

(iii) Is an emancipated youth or unaccompanied youth;

(iv) Is a previous dropout;

(v) Has a serious personal, emotional, or medical issue or issues;

(vi) Has a court or agency referral; or

(vii) Demonstrates behavior detrimental to the student's academic progress.

(4) "Average daily attendance" or "pupils in average daily attendance" means the aggregate number of days enrolled students are present, divided by the number of days of school in the reporting period; provided, however, that students for whom no ~~Idaho school district~~local education agency is a home ~~district~~ local education agency shall not be considered in such computation.

(5) "Average full-time equivalent enrollment" means the average number of enrolled students reported pursuant to Section 33-1027, Idaho code, who are receiving instructional and student services from an appropriately qualified individual through the local education

agency. To be included in the average the student must be receiving instruction or student services, ~~the student must be~~ participating in course work and have regular communication with the instructional staff, pupil service staff, or other local education agency staff as applicable to the course, services, or student individualized education plan.

(~~5~~6) "Career ladder" means the compensation table used for determining the allocations ~~districts~~ local education agencies receive for instructional staff and pupil service staff based on specific performance criteria and is made up of a residency compensation rung and a professional compensation rung.

(~~6~~7) "Child with a disability" means a child evaluated as having an intellectual disability, a hearing loss including deafness, a speech or language impairment, a visual impairment including blindness, an emotional behavioral disorder, an orthopedic impairment, autism, a traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(~~7~~8) "Compensation rung" means the rung on the career ladder that corresponds with the compensation level performance criteria.

(~~8~~9) "Economically disadvantaged student" means a student who:

(a) Is eligible for a free or reduced-price lunch under the Richard B. Russell national school lunch act, 42 U.S.C. 1751 et seq., excluding students who are only eligible through a school's community eligibility program;

(b) Resides with a family receiving assistance under the program of block grants to states for temporary assistance for needy families (TANF) established under part A of title IV of the social security act, 42 U.S.C. 601 et seq.;

(c) Is eligible to receive medical assistance under the medicaid program under title XIX of the social security act, 42 U.S.C. 1396 et seq.; or

(d) Is considered homeless for purposes of the federal McKinney-Vento homeless assistance act, 42 U.S.C. 11301 et seq.

(~~9~~10) "Elementary grades" ~~or "elementary average daily attendance"~~ means and applies to students enrolled in grades 1 through 6, inclusive, or any combination thereof.

(~~10~~11) "Elementary schools" are schools that serve grades 1 through 6, inclusive, or any combination thereof.

(~~11~~12) "Elementary/secondary schools" are schools that serve grades 1 through 12, inclusive, or any combination thereof.

(~~12~~13) "English language learner" or "ELL" means a student who does not score proficient on the English language development assessment established by rule of the state board of education.

(~~13~~14) "Gifted and talented" shall have the same meaning as provided in section 33-2001(4), Idaho Code.

(~~14~~15) "Homebound student" means any student who would normally and regularly attend school, but is confined to home or hospital because of an illness or accident for a period of ten (10) or more consecutive days.

(~~15~~16) "Instructional staff" means those who hold an Idaho certificate issued under section 33-1201, Idaho Code, and who are either involved in the direct instruction of a student or group of students or who serve in a mentor or teacher leader position for individuals who hold an Idaho certificate issued under section 33-1201, Idaho Code.

(~~16~~17) "Kindergarten" ~~or "kindergarten average daily attendance"~~ means and applies to all students enrolled in a school year, less than a school year, or summer kindergarten program.

(18) "Local education agency" means an Idaho school district or Idaho public charter school that has been established pursuant to chapter 52, title 33, Idaho code.

(~~17~~19) "Local salary schedule" means a compensation table adopted by a ~~school district~~ local education agency or public charter school, which table is used for determining moneys to be distributed for instructional staff and pupil service staff salaries. Minimum compensation provided under a local salary schedule shall be at least equal to thirty-eight thousand five hundred dollars ($38,500) or, for staff holding a professional endorsement, forty-two thousand five hundred dollars ($42,500).

(~~18~~20"Measurable student achievement" means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. Measures and targets shall be chosen at the school level in collaboration with the staff member impacted by the measures and applicable ~~district~~ local education agency staff and approved by the school board. Measures and targets must also align with the performance measures and benchmarks in the continuous improvement plan described in section 33--320, Idaho Code. The most effective measures and targets are those generated as close to the actual work as possible. Targets may be based on grade or department level achievement or growth goals that create collaboration within groups. Individual measurable student achievement targets and the percentage of students meeting individual targets must be reported annually to the state. Assessment tools that may be used for measuring student achievement and growth include:

(a) Idaho standards achievement test (ISAT), including interim ISAT assessments;

(b) Student learning objectives;

(c) Teacher constructed assessments of student growth;

(d) Pre and posttests, including ~~district~~ local education agency adopted tests;

(e) Performance based assessments;

(f) Idaho reading indicator, which will be one (1) of the required assessment tools for applicable staff;

(g) College entrance exams or preliminary college entrance exams such as PSAT, SAT, PACT, and ACT;

(h) Advanced placement exams;

(i) Career technical exams;

(j) Number of business or industry certificates or credentials earned by students in an approved career technical education program;

(k) Number of students completing career technical education capstone courses; and

(l) Number of students enrolled in career technical education courses that are part of a program that culminates with business or industry certificates or credentials.

(~~19~~21) "Performance criteria" means the standards specified for instructional staff and pupil service staff to demonstrate teaching proficiency for a given compensation rung. Each element of the professional compensation rung and advanced professional compensation rung performance criteria, as identified in this section and as applicable to a staff member's position, shall be documented, reported, and subject to review for determining movement on the career ladder.

(~~20~~22)(a) "Professional compensation rung performance criteria" means:

(i) An overall rating of proficient or higher, and no components rated as unsatisfactory, on the state framework for teaching evaluation; and

(ii) Demonstrating the majority of students have met measurable student achievement targets or student success indicator targets.

(b) "Advanced professional compensation rung performance criteria" means:

(i) An overall rating of proficient or higher, no components rated as unsatisfactory or basic, and rated as distinguished overall in domain two – classroom environment, or domain three – instruction and use of assessment, on the state framework for teaching evaluation or equivalent for pupil service staff; and

(ii) Demonstrating seventy-five percent (75%) or more of their students have met their measurable student achievement targets or student success indicator targets.

(~~21~~23) "Public school district" or "school district" or "district" means any public school district organized under the laws of this state, including specially chartered school districts.

(~~22~~24) "Pupil service staff" means those who provide services to students but are not involved in direct instruction of those students, and hold a pupil personnel services certificate.

(~~23~~25) "Secondary grades" ~~or "secondary average daily attendance"~~ means and applies to students enrolled in grades 7 through 12, inclusive, or any combination thereof.

(~~24~~26) "Secondary schools" are schools that serve grades 7 through 12, inclusive, or any combination thereof.

(~~25~~27) "Separate elementary school" means an elementary school located more than ten (10) miles on an all-weather road from both the nearest elementary school and elementary/secondary school serving like grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.

(~~26~~28) "Separate kindergarten" means a kindergarten located more than ten (10) miles on an all-weather road from both the nearest

kindergarten school within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools.

(~~27~~29) "Separate secondary school" means any secondary school located more than fifteen (15) miles on an all-weather road from any other secondary school and elementary/secondary school serving like grades operated by the district.

(~~28~~30) "Special education" means specially designed instruction or speech/language therapy at no cost to the parent to meet the unique needs of a student who is a child with a disability, including instruction in the classroom, the home, hospitals, institutions, and other settings; instruction in physical education; speech therapy and language therapy; transition services; travel training; assistive technology services; and vocational education.

(~~29~~31) "Student success indicators" means measurable indicators of student achievement or growth, other than academic, within a predefined interval of time for a specified group of students. Measures and targets shall be chosen at the ~~district~~ local education agency or school level in collaboration with the pupil service staff member impacted by the measures and applicable ~~district~~ local education agency staff. Individual measurable student achievement targets and the percentage of students meeting each target must be reported annually to the state. Student success indicators include:

(a) Quantifiable goals stated in a student's 504 plan or individualized education plan.

(b) Quantifiable goals stated in a student's behavior improvement plan.

(c) School or ~~district~~ local education agency identified measurable student objectives for a specified student group or population.

(d) The percentage of students who create student learning plans in grade 8 or who annually update their student learning plans thereafter.

(e) The percentage of students who satisfactorily complete one (1) or more advanced opportunities options as identified in section 33-4602, Idaho Code, or who earn business or industry certificates or credentials. This indicator shall be one (1) of the required indicators for applicable staff.

(~~30~~32) "Support program" means the educational support program as described in section 33-1002, Idaho Code, the transportation support program described in section 33-1006, Idaho Code, and the exceptional education support program as described in section 33-1007, Idaho Code.

(~~31~~33) "Support unit" means a function of average ~~daily attendance~~full-time equivalent enrollment used in the calculations to determine financial support provided to the public school ~~districts~~local education agencies.

(~~32~~34) "Teacher" means any person employed in a teaching, instructional, supervisory, educational administrative or educational and scientific capacity in any ~~school district~~local education agency.

In case of doubt, the state board of education shall determine whether any person employed requires certification as a teacher.

33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support program is calculated as follows:

(1) State Educational Support Funds. Add the state appropriation, including the moneys available in the public school income fund, together with all miscellaneous revenues to determine the total state funds.

(2) From the total state funds subtract the following amounts needed for state support of special programs provided by a ~~school district~~local education agency:

(a) Pupil tuition-equivalency allowances as provided in section 33-1002B, Idaho Code;

(b) Transportation support program as provided in section 33-1006, Idaho Code;

(c) Feasibility studies allowance as provided in section 33-1007A, Idaho Code;

(d) The approved costs for border district allowance, provided in section 33-1403, Idaho Code, as determined by the state superintendent of public instruction;

(e) The approved costs for exceptional child approved contract allowance, provided in subsection 2. of section 33-2004, Idaho Code, as determined by the state superintendent of public instruction;

(f) Salary-based apportionment calculated as provided in sections 33-1004 through 33-1004F, Idaho Code;

(g) Unemployment insurance benefit payments according to the provisions of section 72-1349A, Idaho Code;

(h) For expenditure as provided by the public school technology program;

(i) For employee severance payments as provided in section 33-521, Idaho Code;

(j) For distributions to the Idaho digital learning academy as provided in section 33-1020, Idaho Code;

(k) For charter school facilities funds and reimbursements paid pursuant to section 33-5208(5), Idaho Code;

(l) For an online course portal as provided for in section 33-1024, Idaho Code;

(m) For advanced opportunities as provided for in chapter 46, title 33, Idaho Code;

(n) For additional math and science courses for high school students as provided in section 33-1021, Idaho Code;

(o) For leadership premiums as provided in section 33-1004J, Idaho Code;

(p) For master teacher premiums as provided in section 33-1004I, Idaho Code;

(q) For the support of provisions that provide a safe environment conducive to student learning and maintain classroom discipline, an allocation of three hundred dollars ($300) per support unit;

(r) An amount specified in the appropriation bill for the public schools educational support program for counseling support as provided for in section 33-1212A, Idaho Code, shall be distributed for grades 8 through 12 as follows:

(i) For ~~school districts and public charter schools~~local education agencies with one hundred (100) or more students enrolled in grades 8 through 12, a pro rata distribution based on students enrolled in grades 8 through 12 or eighteen thousand dollars ($18,000), whichever is greater;

(ii) For ~~school districts and public charter schools~~local education agencies with fewer than one hundred (100) students enrolled in grades 8 through 12, one hundred eighty dollars ($180) per student enrolled in grades 8 through 12 or nine thousand dollars ($9,000), whichever is greater;

(s) An amount specified in the public schools educational support program appropriation bill for literacy intervention pursuant to section 33-1616, Idaho Code, the disbursements made to the ~~school districts and public charter schools~~local education agencies in the aggregate shall not exceed the total amount appropriated for this purpose and shall be based on the actual costs of such intervention programs. ~~School districts and public charter schools~~Local education agencies shall be reimbursed in full or in pro rata based on the average number of students in kindergarten through grade 3 who score basic or below basic on the fall statewide reading assessment in the prior three (3) years;

(t) For mastery-based education as provided for in section 33-1630, Idaho Code;

(u) For pay for success contracting as provided in section 33-125B, Idaho Code; and

(v) Any additional amounts as required by statute to effect administrative adjustments or as specifically required by the provisions of any bill of appropriation;

to secure the total educational support distribution funds.

(3) Average ~~Daily Attendance~~Full-time Equivalent Enrollment. The total state average ~~daily attendance~~full-time equivalent enrollment shall be the sum of the average ~~daily attendance~~full-time equivalent enrollment of all of the ~~school districts~~local education agencies of the state. The state board of education shall establish rules setting forth the procedure to determine average ~~daily attendance~~full-time equivalent enrollment and the time for, and method of, submission of such report. Average ~~daily attendance~~full-time equivalent enrollment calculation shall be carried out to the nearest hundredth. Computation of average ~~daily attendance~~full-time equivalent enrollment shall also be governed by the provisions of section 33-1003A, Idaho Code.

(4) Support Units. The total state support units shall be determined by using the tables set out hereafter called computation of kindergarten support units, computation of elementary support units, computation of secondary support units, computation of exceptional education support units, and computation of alternative school support units. The sum of all of the total support units of all ~~school districts~~local education agencies of the state shall be the total state support units.

COMPUTATION OF KINDERGARTEN SUPPORT UNITS

Average Daily

ATTACHMENT 3

~~Attendance~~Enrollment	~~Attendance~~Enrollment Divisor	Units Allowed
41 or more….	40…….	1 or more as computed
31 – 40.99 ~~ADA~~FTE….	-……..	1
26 – 30.99 ~~ADA~~FTE….	-……..	.85
21 – 25.99 ~~ADA~~FTE….	-……..	.75
16 – 20.99 ~~ADA~~FTE….	-……..	.6
8 – 15.99 ~~ADA~~FTE….	-……..	.5
1 – 7.99 ~~ADA~~FTE….	-……..	count as elementary

COMPUTATION OF ELEMENTARY SUPPORT UNITS

Average Daily ~~Attendance~~Enrollment	~~Attendance~~Enrollment Divisor	Minimum Units Allowed
300 or more ~~ADA~~FTE…….	…….	.. 15
	~~..23…grades 4,5 & 6….~~	
	~~..22…grades 1,2 & 3….1994-95~~	
	~~..21…grades 1,2 & 3….1995-96~~	
	..20…grades 1,2 & 3~~….1996-97~~	
	~~and each year thereafter.~~	
160 to 299.99 ~~ADA~~FTE…	20	8.4
110 to 159.99 ~~ADA~~FTE…	19	6.8
71.1 to 109.99 ~~ADA~~FTE…	16	4.7
51.7 to 71.0 ~~ADA~~FTE…		4.0

ATTACHMENT 3

	15	
33.6 to 51.6 ~~ADA~~FTE…	13	2.8
16.6 to 33.5 ~~ADA~~FTE…	12	1.4
1.0 to 16.5 ~~ADA~~FTE…	n/a	1.0

COMPUTATION OF SECONDARY SUPPORT UNITS

Average ~~Daily~~Full-time Equivalent ~~Attendance~~Enrollment	~~Attendance~~Enrollment Divisor	Minimum Units Allowed
750 or more….	18.5	47
400 – 749.99 ~~ADA~~FTE….	16	28
300 – 399.99 ~~ADA~~FTE….	14.5	22
200 – 299.99 ~~ADA~~FTE….	13.5	17
100 – 199.99 ~~ADA~~FTE….	12	9
99.99 or fewer	Units allowed as follows:	
Grades 7-12		8
Grades 9-12		6
Grades 7- 9		1 per 14 ~~ADA~~FTE

Grades 7- 8	.....	1 per 16 ~~ADA~~FTE

COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

Average ~~Daily~~Full-time Equivalent ~~Attendance~~Enrollment	~~Attendance~~Enrollment Divisor	Minimum Units Allowed
14 or more….	14.5	1 or more as computed
12 – 13.99….	–	1
8 – 11.99….	–	.75
4 – 7.99….	–	.5
1 – 3.99….	–	.25

COMPUTATION OF ALTERNATIVE SCHOOL SUPPORT UNITS
(Computation of alternative school support units shall include grades 6 through 12)

~~Pupils in Attendance~~Average Full-time Equivalent Enrollment	~~Attendance~~ Enrollment Divisor	Minimum Units Allowed
12 or more…….	12	1 or more as Computed

In applying these tables to any given separate attendance unit, no school district shall receive less total money than it would receive if it had a lesser average ~~daily attendance~~full-time equivalent enrollment in such separate attendance unit. In applying the kindergarten table to a kindergarten program of fewer days than a full school year, the support unit

allowance shall be in ratio to the number of days of a full school year. The attendance or enrollment of students attending an alternative school in a school district reporting fewer than one hundred (100) secondary students in average ~~daily attendance~~full-time equivalent enrollment shall not be assigned to the alternative table if the student is from a school district reporting fewer than one hundred (100) secondary students in average ~~daily attendance~~full-time equivalent enrollment, but shall instead be assigned to the secondary table of the school district in which they are attending the alternative school, unless the alternative school in question serves students from multiple districts reporting fewer than one hundred (100) secondary students in average ~~daily attendance~~full-time equivalent enrollment. The tables for exceptional education and alternative school support units shall be applicable only for programs approved by the state department of education following rules established by the state board of education. Moneys generated from computation of support units for alternative schools shall be utilized for alternative school programs. School district administrative and facility costs may be included as part of the alternative school expenditures.

(5) State Distribution Factor per Support Unit. Divide educational support program distribution funds, after subtracting the amounts necessary to pay the obligations specified in subsection (2) of this section, by the total state support units to secure the state distribution factor per support unit.

(6) District Support Units. The number of support units for each school district in the state shall be determined as follows:

(a) (i) Divide the actual average ~~daily attendance~~full-time equivalent enrollment, excluding students approved for inclusion in the exceptional child educational program, for the administrative schools and each of the separate schools and attendance units by the appropriate divisor from the tables of support units in this section, then add the quotients to obtain the district's support units allowance for regular students, kindergarten through grade 12 including alternative school students. Calculations in application of this subsection shall be carried out to the nearest hundredth.

(ii) Divide the combined totals of the average ~~daily attendance~~full-time equivalent enrollment of all preschool, kindergarten, elementary, secondary, juvenile detention center students and students with disabilities approved for inclusion in the exceptional child program of the district by the appropriate divisor from the table for computation of exceptional education support units to obtain the number of support units allowed for the district's approved exceptional child program. Calculations for this subsection shall be carried out to the nearest hundredth when more than one (1) unit is allowed.

(iii) The total number of support units of the district shall be the sum of the total support units for regular students, subparagraph (i) of this paragraph, and the support units allowance for the approved exceptional child program, subparagraph (ii) of this paragraph.

(b) Total District Allowance Educational Program. Multiply the district's total number of support units, carried out to the nearest hundredth, by the state distribution factor per support unit and to this product add the approved amount of programs of the district

provided in subsection (2) of this section to secure the district's total allowance for the educational support program.

(c) District Share. The district's share of state apportionment is the amount of the total district allowance, paragraph (b) of this subsection.

(d) Adjustment of District Share. The contract salary of every noncertificated teacher shall be subtracted from the district's share as calculated from the provisions of paragraph (c) of this subsection.

(7) Property Tax Computation Ratio. In order to receive state funds pursuant to this section, a charter district shall utilize a school maintenance and operation property tax computation ratio for the purpose of calculating its maintenance and operation levy that is no greater than that which it utilized in tax year 1994, less four-tenths of one percent (.4%). As used herein, the term "property tax computation ratio" shall mean a ratio determined by dividing the district's certified property tax maintenance and operation budget by the actual or adjusted market value for assessment purposes as such values existed on December 31, 1993. Such maintenance and operation levy shall be based on the property tax computation ratio multiplied by the actual or adjusted market value for assessment purposes as such values existed on December 31 of the prior calendar year.

33-1002B. PUPIL TUITION-EQUIVALENCY ALLOWANCES. ~~1.~~(1) Districts which educate pupils placed by Idaho court order in licensed homes, agencies, institutions or juvenile detention facilities shall be eligible for an allowance equivalent to forty-two percent (42%) of the previous year's gross per pupil cost calculated on a daily basis. This district allowance shall be in addition to support unit funding and included in district apportionment payments, subject to approval of district applications by the state superintendent of public instruction.

~~2.~~(2) Districts which educate pupils placed by Idaho court order in a juvenile detention facility with a summer school program shall be eligible for an allowance equivalent to one-half (1/2) of forty-two percent (42%) of the previous year's gross per pupil cost calculated on a daily basis. This district allowance shall be in addition to support unit funding and included in district apportionment payments, subject to approval of district applications by the state superintendent of public instruction.

~~3.~~(3) Districts which educate school age special education students who, due to the nature and severity of their disabilities, are residing in licensed public or private residential facilities or homes, and whose parents are not patrons of the district, shall be eligible for an allowance equivalent to forty-two percent (42%) of the previous year's gross per pupil cost per child plus the excess cost rate that is annually determined by the state superintendent of public instruction. This district allowance shall be in addition to exceptional education support unit funding and included in district apportionment payments, subject to approval of district applications by the state superintendent of public instruction.

~~4.~~(4) For school age special education students from outside the state of Idaho who, due to the nature and severity of their disabilities, are residing in licensed public or private residential

facilities within the state of Idaho, the local school district shall provide education services to such students if requested by the licensed public or private residential facility, provided that the local school district has been given the opportunity to provide input on any federally required education plans for any such students. A local school district providing education services for such students shall sign a contract with any such licensed public or private residential facilities, which contract shall delineate the education services to be provided by the local school district and the amount to be paid by the licensed public or private residential facility. The amount paid shall be equal to the local school district's full cost of providing the education services delineated by the contract, as determined by the local school district. Such students shall be excluded from all average ~~daily attendance~~full-time equivalent enrollment and other reports provided to the state that would result in the distribution of state funding to the local school district.

~~5.~~(5) For school age nonspecial education students from outside the state of Idaho who are residing in licensed public or private residential facilities within the state of Idaho, the local school district may provide education services to such students if requested by the licensed public or private residential facility. A local school district providing education services for such students shall sign a contract with any such licensed public or private residential facilities, which contract shall delineate the education services to be provided by the local school district and the amount to be paid by the licensed public or private residential facility. The amount paid shall be equal to the local school district's full cost of providing the education services delineated by the contract, as determined by the local school district. Such students shall be excluded from all average ~~daily attendance~~full-time equivalent enrollment and other reports provided to the state that would result in the distribution of state funding to the local school district.

33-1002C. ALTERNATIVE SUMMER AND ALTERNATIVE NIGHT SCHOOL PROGRAM SUPPORT UNITS — ALTERNATIVE SCHOOL — JUVENILE DETENTION FACILITY. (1) Alternative summer or alternative night school programs of not less than two hundred twenty-five (225) hours of instruction, which shall be included in the educational support units calculated as provided in section 33-1002, Idaho Code, may be established as approved by the state board of education. The average ~~daily attendance~~ full-time equivalent enrollment divided by forty (40) shall determine the number of allowable support units which shall be included in the alternative school support units calculated for the ~~school district~~local education agency for the succeeding school term.

(2) For any alternative school designated pursuant to section 46-805, Idaho Code, full-term average ~~daily attendance~~full-time equivalent enrollment shall be used to calculate support units for each cohort of students that meets the minimum instructional hours requirement provided for in section 33-512, Idaho Code. The support units so calculated shall be used for all state funding formulas in which support units are used.

(3) Districts that educate pupils placed by court order in a juvenile detention facility may establish a summer or night school program that shall be included in the educational support units calculated as provided in section 33-1002, Idaho Code. The average ~~daily attendance~~full-time equivalent enrollment divided by forty (40) shall determine the number of allowable support units that shall be included in the exceptional education school support units calculated for the school district for the succeeding school term.

(4) Average ~~daily attendance~~full-time equivalent enrollment and the support units generated by this section shall not be included in or subject to the provisions of section 33-1003, Idaho Code, and shall be included as an addition to any other support units generated pursuant to Idaho Code.

33-1003. SPECIAL APPLICATION OF EDUCATIONAL SUPPORT PROGRAM. (1) Decrease in Average ~~Daily Attendance~~Full-time Equivalent Enrollment. — For any school district that has a decrease in total average ~~daily attendance~~full-time equivalent enrollment of three percent (3%) or more of its average ~~daily attendance~~full-time equivalent enrollment in the current school year from the total average ~~daily attendance~~full-time equivalent enrollment used for determining the allowance in the educational support program for the prior school year, the allowance of funds from the educational support program may be based on the average ~~daily attendance~~full-time equivalent enrollment of the prior school year, less three percent (3%). When this provision is applied, the decrease in average ~~daily attendance~~full-time equivalent enrollment shall be proportionately distributed among the various categories of support units that are appropriate for the district. After applying the provisions of this subsection, the state department of education shall calculate the percentage of additional statewide support units to total statewide support units and shall then reduce each school district's support units by this uniform percentage. The provisions of this subsection shall not apply to public charter schools.

(2) Application of Support Program to Separate Schools/Attendance Units in District.

(a) Separate Elementary School. — Any separate elementary school shall be allowed to participate in the educational support program as though the school were the only elementary school operated by the district.

(b) Hardship Elementary School. — Upon application of the board of trustees of a school district, the state board of education is empowered to determine that a given elementary school or elementary schools within the school district, not otherwise qualifying, are entitled to be counted as a separate elementary school as defined in section 33-1001, Idaho Code, when, in the discretion of the state board of education, special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average ~~daily attendance~~full-time equivalent enrollment above the average cost per pupil in average

~~daily attendance~~full-time equivalent enrollment of the remainder of the district's elementary grade school pupils. An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education.

(c) Separate Secondary School. — Any separate secondary school shall be allowed to participate in the educational support program as though the school were the only secondary school operated by the district.

(d) Elementary/Secondary School Attendance Units. — Elementary grades in an elementary/secondary school will be funded as a separate attendance unit if all elementary grades served are located more than ten (10) miles distance by an all-weather road from both the nearest like elementary grades within the same school district and from the location of the office of the superintendent of schools of such district, or from the office of the chief administrative officer of such district if the district employs no superintendent of schools. Secondary grades in an elementary/secondary school will be funded as a separate attendance unit if all secondary grades served are located more than fifteen (15) miles by an all-weather road from the nearest like secondary grades operated by the district.

(e) Hardship Secondary School. — Any district that operated two (2) secondary schools separated by less than fifteen (15) miles, but which district was created through consolidation subsequent to legislative action pursuant to chapter 111, laws of 1947, and which school buildings were constructed prior to 1935, shall be entitled to count the schools as separate attendance units.

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

(3) Remote Schools. — The board of trustees of any Idaho school district that operates and maintains a school that is remote and isolated from the other schools of the state because of geographical or topographical conditions may petition the state board of education to recognize and approve the school as a remote and necessary school. The petition shall be in form and content approved by the state board of education and shall provide such information as the state board of education may require. Petitions for the recognition of a school as a remote and necessary school shall be filed annually at least ninety (90) days prior to the date of the regular June meeting of the board of trustees.

Within forty-five (45) days after the receipt of a petition for the recognition of a remote and necessary school, the state board of education shall either approve or disapprove the petition and notify the board of trustees of its decision. Schools that the state board of education approves as being necessary and remote shall be allowed adequate funding within the support program for an acceptable

educational program for the students of the school. In the case of a remote and necessary secondary school, grades 7-12, the educational program shall be deemed acceptable when, in the opinion of the state board of education, the accreditation standard relating to staff size, established in accordance with the provisions of section 33-119, Idaho Code, has been met. The final determination of an acceptable program and adequate funding in the case of a remote and necessary elementary school shall be made by the state board of education.

(4) Support Program When District Boundaries are Changed.

(a) In new districts formed by the division of a district, the support program computed for the district, divided in its last year of operation, shall be apportioned to the new districts created by the division in the proportion that the average ~~daily attendance~~full-time equivalent enrollment of pupils, elementary and secondary combined, residing in the area of each new district so created, is to the average ~~daily attendance~~full-time equivalent enrollment of all pupils, elementary and secondary combined, in the district divided in its last year of operation before the division.

(b) When boundaries of districts are changed by excision or annexation of territory, the support program of any district from which territory is excised for the last year of operation before such excision shall be divided, and apportioned among the districts involved, as prescribed in paragraph (a) of this subsection.

(c) In new districts formed by consolidation of former districts after January 1, 2007, the support program allowance, for a seven (7) year period following the formation of the new district, shall not be less than the combined support program allowances of the component districts in the last year of operation before consolidation. After the expiration of this period, the state department of education shall annually calculate the number of support units that would have been generated had the previous school districts not consolidated. All applicable state funding to the consolidated district shall then be provided based on a support unit number that is halfway between this figure and the actual support units, provided that it cannot be less than the actual support units.

33-1003A. CALCULATION OF AVERAGE ~~DAILY ATTENDANCE~~FULL-TIME EQUIVALENT ENROLLMENT. In computing the average ~~daily attendance~~full-time equivalent enrollment the entire school year shall be used except that the ~~twenty-eight (28) weeks~~three (3) reporting periods having the highest average ~~daily attendance~~full-time equivalent enrollment, not necessarily consecutive, may be used. When a school is closed, or if a school remains open but attendance is significantly reduced because of storm, flood, failure of the heating plant, loss or damage to the school building, quarantine or order of any city, county or state health agency, or for reason believed by the board of trustees to be in the best interests of the health, safety or welfare of the pupils, the board of trustees having certified to the state department of

education the cause and duration of such closure or impacted attendance, the average ~~daily attendance~~full-time equivalent enrollment for such ~~day or days of closure or impacted attendance~~reporting periods shall be considered as being the same as for the days when the school actually was in session or when attendance was not impacted. A decision by the state department to disallow such a consideration shall be subject to appeal to the state board of education.

For illness or accident that necessitates an absence from school for more than ten (10) consecutive school days, the ~~school district~~local education agency may include homebound students in its total attendance, provided that academic instruction has been given by appropriate certified professional staff employed by the ~~district~~local education agency.

33-1003C. SPECIAL APPLICATION – TECHNOLOGICAL INSTRUCTION – BLENDED LEARNING. In order to acquire and maintain technology for individualized computer, ~~and/or~~ distance learning, or blended learning programs, a ~~school district~~local education agency may use students' documented contact hours on individualized computer education or distance learning programs in determining the ~~district~~local education agency's average ~~daily attendance~~full-time equivalent enrollment, whether the student is actually in the computer lab or distance learning center, or has logged on to the computer from another location. On-line or distance education courses instructional time shall be based on the identified in-person instructional time when a local education agency offers a course in-person and online or through a distance learning formal. A ~~district~~local education agency's technology instruction or blended learning programs shall be subject to the following provisions:

(1) The certification requirements for an alternative school using the individualized computer education or distance learning program may be met by having a properly certificated teacher available on a consultant tutorial basis. The consultant tutors will be available by telephone, fax, e-mail, or in person at the school site on a daily basis.

(2) ~~Districts~~Local education agencies claiming average ~~daily attendance~~full-time equivalent enrollment pursuant to this section shall submit annual evaluations of the program to the state board of education.

(3) ~~Districts~~ Local education agencies may offer individualized computer education, ~~or~~ distance learning programs, or blended learning programs on a calendar which may differ from the rest of the ~~district~~local education agency's instruction, but in no case may a ~~district~~local education agency claim more average ~~daily attendance~~full-time equivalent enrollment for a student than the full-time equivalency of a regular term of attendance for a single student.

(4) Nonalternative ~~high~~ school students may participate in a local education agencies online or blended learning program or may receive individualized computer education or distance learning instruction and credit through an alternative school ~~site~~program.

33-1006. TRANSPORTATION SUPPORT PROGRAM. (1) The state board of education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 CFR part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education-approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts.

(2) Any costs associated with the addition of vehicle features that are not part of the basic vehicle shall not be allowable in computing the transportation support program of school districts. A basic vehicle is hereby defined as the cost of the vehicle without optional features, plus the addition of essential safety features and features necessary for the transportation of pupils with disabilities.

(3) Each school district shall maintain records and make reports as are required for the purposes of this section.

(4) The transportation support program of a school district shall be based upon the allowable costs of:

(a) Transporting public school pupils one and one-half (1 1/2) miles or more to school;

(b) Transporting pupils less than one and one-half (1 1/2) miles as provided in section 33-1501, Idaho Code, when approved by the state board of education;

(c) Payments when transportation is not furnished, as provided in section 33-1503, Idaho Code;

(d) The transportation program for grades 6-12, upon the costs of payments pursuant to a contract with other public or private transportation providers entered into as provided in section 33-1510, Idaho Code, if the school district establishes that the reimbursable costs of transportation under the contract are equal to or less than the costs for school buses;

(e) The employer’s share of contributions to the public employee retirement system and to social security; and

(f) Providing transportation to and from approved school activities as may be approved by the rules of the state board of education.

(5) The state’s share of the transportation support program shall be fifty percent (50%) of reimbursable transportation costs of the district incurred during the immediately preceding state fiscal year, except for the cost of state department of education training and fee assessments and bus depreciation and maintenance, for which the state’s share shall be eighty-five percent (85%) of such costs. For school districts that contract for pupil transportation services, the state’s share shall be the average state share of costs for district-run operations, based on the statewide total of such costs. Provided however, that the reimbursable costs for any school district shall not exceed one hundred three percent (103%) of the statewide average reimbursable cost per mile or the state average reimbursable

cost per student rider, whichever is more advantageous to the school district. If a school district's costs exceed the one hundred three percent (103%) limit when computed by the more advantageous of the two (2) methods, that school district shall be reimbursed at the appropriate percentage designated by this subsection, multiplied by the maximum limit for whichever method is more favorable to the school district. A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. However, the percentage increase in the one hundred three percent (103%) cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run, pursuant to this subsection. Any costs above the new level established by the state board of education shall not be reimbursed. Such a change shall only be granted by the state board of education for hardship bus runs. To qualify as a hardship bus run, such bus run shall meet at least two (2) of the following criteria:

(a) The number of student riders per mile is less than fifty percent (50%) of the statewide average number of student riders per mile;

(b) Less than a majority of the miles on the bus run are by paved surface, concrete or asphalt road;

(c) Over ten percent (10%) of the miles driven on the bus run are a five percent (5%) slope or greater.

(6) Beginning on July 1, 2005, any eligible home-based public virtual school may claim transportation reimbursement for the prior fiscal year's cost of providing educational services to students. In order to be eligible, such a school shall have at least one (1) average ~~daily attendance~~full-time equivalent enrollment divisor, pursuant to section 33-1002, Idaho Code, that is greater than the median divisor shown for any category of pupils, among the actual divisors listed. For the purposes of paragraphs (a), (b) and (c) of this subsection (6), "education provider" means the home-based public virtual school or an entity that has legally contracted with the home-based public virtual school to supply education services. Reimbursable costs shall be limited to the costs of:

(a) Providing an internet connection service between the student and the education provider, not including the cost of telephone service;

(b) Providing electronic and computer equipment used by the student to transmit educational material between the student and the education provider;

(c) Providing a toll-free telephone service for students to communicate with the education provider;

(d) Providing education-related, face-to-face visits by representatives of the home-based public virtual school, with

such reimbursements limited to the mileage costs set for state employee travel by the state board of examiners; and

(e) Any actual pupil transportation costs that would be reimbursable if claimed by a school district.

The total reimbursement for such home-based public virtual schools shall be exempt from the statewide average cost per mile limitations of this section. The state's share of reimbursable costs shall be eighty-five percent (85%), subject to the statewide cost per student rider provisions of this section. For the purposes of such home-based public virtual school, the number of student riders shall be the same as the number of pupils in average ~~daily attendance~~full-time equivalent enrollment.

(7) The state department of education shall calculate the amount of state funds lost in fiscal year 2010 by each school district as a result of the decrease in the state reimbursement from eighty-five percent (85%) to fifty percent (50%) of certain eligible costs, including the reduction calculated for districts that contract for pupil transportation services, and excluding any reductions made due to the limitation on reimbursable expenses, all pursuant to subsection (5) of this section. The amount so calculated shall be distributed to each school district in fiscal year 2010. For each fiscal year thereafter, the amount distributed pursuant to this subsection (7) for each school district shall be determined as follows:

(a) Divide the amount distributed to the district pursuant to this subsection (7) in fiscal year 2010 by the district's support units for fiscal year 2010;

(b) Multiply the result of the calculation found in subsection (7)(a) of this section by the number of support units in the current fiscal year;

(c) Determine the percentage change in statewide transportation reimbursements as provided for in subsection (5) of this section since fiscal year 2010;

(d) Determine the percentage change in statewide student enrollment since fiscal year 2010;

(e) Subtract the result of the calculation found in subsection (7)(d) of this section from the result of the calculation found in subsection (7)(c) of this section;

(f) Adjust the result of the calculation found in subsection (7)(b) of this section by the percentage result from subsection (7)(e) of this section.

For school districts divided after fiscal year 2010, the calculation in subsection (7)(a) of this section shall still be based on the fiscal year 2010 figures for the formerly consolidated district. For public charter schools beginning operations on or after July 1, 2009, all calculations in this subsection (7) that are based on fiscal year 2010 shall instead be based on the public charter school's first fiscal year of operations. For the purposes of this subsection (7), the support units used shall be the number used for calculating salary-based apportionment. Funds distributed pursuant to this subsection (7) shall be used to defray the cost of pupil transportation. If the amount distributed is in excess of a school district's actual pupil

transportation costs, less any state reimbursements provided by subsection (5) of this section, the excess funds may be used at the school district's discretion.

(8) The total moneys paid to school districts and public charter schools for eligible transportation costs shall be reduced by a proportionate amount to equal seven million five hundred thousand dollars ($7,500,000) and shall be used as discretionary spending.

33-1009. PAYMENTS FROM THE PUBLIC SCHOOL INCOME FUND. ~~1.~~(1) ~~a.~~(a) Payments of the state general account appropriation for public school support shall be made each year by the state department of education to the public school districts of the state in four (4) payments. Payments to the districts shall be made not later than the fifteenth day of August, the fifteenth day of November, the fifteenth day of February, and the fifteenth day of May each year. The first payment by the state department of education shall be approximately fifty percent (50%) of the total general account appropriation for the fiscal year, while the second and third payments shall be approximately twenty percent (20%) each, and the fourth payment approximately ten percent (10%) respectively, except as provided for in section 33-5209C, Idaho Code. Amounts apportioned due to a special transfer to the public school income fund to restore or reduce a deficiency in the prior year's transfer pursuant to subsection 4. of this section shall not be subject to this limitation.

~~b.~~(b) Payments of moneys, other than the state general account appropriation, that accrue to the public school income fund shall be made by the state department of education to the school districts of the state on the fifteenth day of November, February, May and July each year. The total amount of such payments shall be determined by the state department of education and shall not exceed the amount of moneys available and on deposit in the public school income fund at the time such payment is made.

~~c.~~(c) Amounts apportioned due to a special transfer to the public school income fund to restore or reduce a deficiency in the prior year's transfer pursuant to subsection 4. of this section shall not be subject to the limitation imposed by paragraphs a. and b. of this subsection.

~~2.~~(2) Payments made to the school districts in August and November are advance payments for the current year and may be based upon payments from the public school income fund for the preceding school year. Each school district may receive its proportionate share of the advance payments in the same ratio that its total payment for the preceding year was to the total payments to all school districts for the preceding year.

~~3.~~(3) No later than the fifteenth day of February in each year, the state department of education shall compute the state distribution factor based on the total average ~~daily attendance~~full-time equivalent enrollment through the first Friday in November. The factor will be used in payments of state funds in February and May. Attendance shall be reported in a format and at a time specified by the state ~~department~~ board of education or its delegate.

As of the thirtieth day of June of each year the state department of education shall determine final payments to be made on July fifteenth next succeeding to the several school districts from the public school income fund for the school year ended June 30. The July payments shall take into consideration:

~~a.~~(a) The average ~~daily attendance~~full-time equivalent enrollment of the several school districts for the twenty-eight (28) best weeks of the school year completed not later than the thirtieth of June;

~~b.~~(b) All funds available in the public school income fund for the fiscal year ending on the thirtieth of June;

~~c.~~(c) All payments distributed for the current fiscal year to the several school districts;

~~d.~~(d) The adjustment based on the actual amount of discretionary funds per support unit required by the provisions of section 33-1018, Idaho Code;

~~e.~~(e) Payments made or due for the transportation support program and the exceptional education support program. The state department of education shall apportion and direct the payment to the several school districts the moneys in the public school income fund in each year, taking into account the advance made under subsection 2. of this section, in such amounts as will provide in full for each district its support program, and not more than therefor required, and no school district shall receive less than fifty dollars ($50.00).

~~4.~~(4) If the full amount appropriated to the public school income fund from the general account by the legislature is not transferred to the public school income fund by the end of the fiscal year, the deficiency resulting therefrom shall either be restored or reduced through a special transfer from the general account in the first sixty (60) days of the following fiscal year, or shall be calculated in computing district levies, and any additional levy shall be certified by the state superintendent of public instruction to the board of county commissioners and added to the district's maintenance and operation levy. If the deficiency is restored or reduced by special transfer, the amount so transferred shall be in addition to the amount appropriated to be transferred in such following fiscal year and shall be apportioned to each school district in the same amount as each would have received had the transfer been made in the year the deficiency occurred. The state department of education shall distribute to the school district the full amount of the special transfer as soon as practical after such transfer is made. In making the levy computations required by this subsection the state department of education shall take into account and consider the full amount of money receipted into the public school income fund from all sources for the given fiscal year. Deficits in the transfer of the appropriated amount of general account revenue to the public school income fund shall be reduced by the amount, if any, that the total amount receipted from other sources into the public school income fund exceeds the official estimated amount from those sources. The official estimate of receipts from other sources shall be the total amount stated by the

legislature in the appropriation bill. The provisions of this subsection shall not apply to any transfers to or from the public education stabilization fund.

~~5.~~(5) Any apportionments in any year, made to any school district, which may within the succeeding ~~three (3)~~ fiscal year ~~period~~ be found to have been in error either of computation or transmittal, may be corrected during the ~~three (3)~~fiscal year period by reduction of apportionments to any school district to which over-apportionments may have been made or received, and corresponding additions to apportionments to any school district to which under-apportionments may have been made or received.

33-1027. STUDENT ENROLLMENT COUNTS AND RULEMAKING. The state board of education shall promulgate rules that set forth the procedures for determining student enrollment counts by school, school district, and statewide, and the process for reporting such counts. Such rules shall be consistent with the following:

(1) Full-time enrollment (FTE) shall be based on enrollment in any school district or public charter school;

(2) A student shall not exceed a total of one (1.0) unweighted FTE in a single school year, except as provided in subsection (4) of this section;

(3) A kindergarten student shall not exceed a total of one-half (0.5) unweighted enrollment in a single school year;

(4) A student attending a summer school or night school program shall not exceed a total of one-fourth (0.25) unweighted enrollment. Such student may be counted pursuant to both this subsection and subsection (2) of this section;

(5) A fractional enrollment count schedule shall be specified for any student enrolled less than one (1.0) FTE in a given school district or public charter school;

(6) FTE is based on the courses a student is enrolled in at the time of the official count, as specified in board rule, except that a student may be counted as enrolled if the term for which such student is enrolled begins after the time of the official count;

(7) Each school district or public charter school shall conduct an official count of enrolled students in the district or school on the first day of October, the first day of December, the first day of February, and the first day of April, or the previous school day if those dates do not fall on a school day; and

(8) A school district or public charter school may not count as enrolled any student who has unexcused absences totaling eleven (11) or more consecutive school days immediately prior to and including the official count date.

33-1028. REPORTS TO STATE BOARD — REPORT TO LEGISLATURE. ~~[EFFECTIVE UNTIL JULY 1, 2022]~~ (1) By December 15 each year, each school district and public charter school shall report to the state board of education or to the board's designee the following information:

(a) Total student enrollment as of October 1 and December 1 in the year the report is made, or the previous school day if those dates do not fall on a school day;

(b) The number of at-risk students in the school district or at the public charter school as of October 1 and December 1 in the year the report is made, or the previous school day if those dates do not fall on a school day, and the number of at-risk students:

(i) By grade; and

(ii) Enrolled in an alternative school;

(c) The number of economically disadvantaged students in the school district or at the public charter school as of October 1 and December 1 in the year the report is made, or the previous school day if those dates do not fall on a school day, and the number of students who qualify as economically disadvantaged by grade;

(d) The number of English language learners in the school district or at the public charter school as of October 1 and December 1 in the year the report is made, or the previous school day if those dates do not fall on a school day, and the number of English language learners per grade;

(e) The number of gifted and talented students in the school district or at the public charter school as of October 1 and December 1 in the year the report is made, or the previous school day if those dates do not fall on a school day, and the number of gifted and talented students per grade; and

(f) The local salary schedule for the school district or public charter school in effect for the school year prior to the year the report is made.

(2) Beginning in 2020, a school district or public charter school shall include, in the report made pursuant to subsection (1) of this section, the following information for the fiscal year prior to the fiscal year in which the report is made:

(a) The amounts received by the school district or public charter school for each statutory program line item distribution, other program line item distribution, and discretionary funds distribution specified in the state appropriation for public school support; and

(b) The actual expenditures by the school district or public charter school for each such line item distribution and discretionary funds distribution, unless information on the actual expenditures by district or school for a distribution is submitted to the state pursuant to another law or rule.

(3) By January 15 each year, the state board of education shall report to the senate and house of representatives education committees and the joint finance-appropriations committee on the information received pursuant to subsection (1) of this section. The state board’s report shall include such information for each individual school district and public charter school and shall also summarize the information in aggregate statewide. The state board’s report shall

ATTACHMENT 3

further include allocations made for each cell of the career ladder pursuant to section 33-1004B, Idaho Code.

ATTACHMENT 4

3. Rural Teacher Incentive Program

SECTION 1. That Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW CHAPTER, to be known and designated as Chapter 65, Title 33, Idaho Code, and to read as follows:

CHAPTER 65
RURAL AND UNDERSERVED EDUCATOR INCENTIVE PROGRAM

33-6501. RURAL AND UNDERSERVED EDUCATOR INCENTIVE PROGRAM. A rural and underserved educator incentive program as set forth in this chapter shall be administered by the state board of education. The program shall provide for the direct repayment of educational loans of eligible educators or the reimbursement of eligible educational expenses. The state board of education may promulgate rules to implement the provisions of this chapter.

33-6502. DEFINITIONS. As used in this chapter: (1) "Educational loans" means all loans made pursuant to a federal loan program, except federal parent loans for undergraduate students (PLUS), as provided in 20 U.S.C. 1078-2.

(2) "Federal loan program" means educational loans authorized by 20 U.S.C. 1071 et seq., 20 U.S.C. 1087a et seq., and 20 U.S.C. 1087aa et seq.

(3) "Rural and Underserved Educator" means a full-time, standard certificated individual employed as an instructional or pupil service employee in an eligible Idaho school district or at an eligible public charter school.

33-6503. CRITICAL QUALITY EDUCATOR SHORTAGES. (1) The state board of education shall identify specific schools that are impacted by critical quality educator shortages using the following criteria:

(a) Rural isolation of the school pursuant to section 33-319, Idaho Code; or

(b) Economic disadvantage of the school based on eligibility for funds under title I, part A of the federal elementary and secondary education act, as amended.

(2) Rural and underserved educators who are employed at schools identified in subsection (1) of this section are eligible for repayment of all or part of any such educator's outstanding educational loans existing at the time of application in accordance with the eligibility and award criteria established in this chapter up to the amount specified in section 33-6504, Idaho Code, or eligible educational cost established by the state board of education and in rules promulgated by the state board of education.

33-6504. LOAN REPAYMENT ASSISTANCE -- ELIGIBILITY AND AWARD CRITERIA. (1) Loan repayment assistance may be provided on behalf of a rural and underserved educator who:

(a) Is employed in a school identified pursuant to section 33-6503, Idaho Code;

(b) Has a signed contract with such school; and

(c) Has an educational loan that is not in default and that has a minimum unpaid current balance of at least one thousand dollars ($1,000) at the time of application or eligible educational expenses.

(2) In order to qualify for loan repayment assistance under this chapter, a quality educator shall submit an application to the state board of education. The application shall include official verification or proof of the applicant's total unpaid accumulated educational loan debt and any other documentation as required by the state board for verification of the applicant's eligibility.

(3) A rural and underserved educator is eligible for loan repayment assistance for up to four (4) years, provided that the educator remains employed at the same school or by the same school district. The state board may remit payment of the loan on behalf of the quality educator in accordance with the requirements of this chapter and rules promulgated by the state board.

(4) The total incentive award shall be:

(a) One thousand five hundred dollars ($1,500) for the first year;

(b) Two thousand five hundred dollars ($2,500) for the second year;

(c) Three thousand five hundred dollars ($3,500) for the third year; and

(d) Four thousand five hundred dollars ($4,500) for the fourth year.

33-6505. AWARD PROTOCOLS -- CONSTRUCTION. (1) The state board of education may promulgate rules to establish protocols for determining the number of incentive awards that will be made annually based on available appropriations for the program.

(2) The state board of education shall define the criteria for determining the schools that are most impacted by quality educator shortages.

(3) Nothing in this chapter may be construed to require the provision of incentive awards without an appropriation for that purpose.

ATTACHMENT 5

4. Career Technical School Added Cost Funding

33-1002G. CAREER TECHNICAL SCHOOL FUNDING AND ELIGIBILITY. (1) School districts ~~and~~, public charter schools, and eligible cooperative service agencies may establish career technical schools that qualify for funding appropriated for the specific purpose of supporting the added cost of career technical schools. These funds will be appropriated to the state board for career technical education, to be expended by the di- vision of career technical education. In order for a school to qualify for funding as a career technical school, it must make application to the division of career technical education on or before the fifteenth of April for the following fiscal year. This includes applicants for new schools and renewal applications. Approved public charter schools with career technical education programs will receive the same added cost unit as any other eligible school on an actual approved cost basis not to exceed the per-student cost for a traditional instructional delivery method. All career technical schools must meet all three (3) of the following criteria:

(a) The school serves students from two (2) or more high schools. No one (1) high school can comprise more than eighty-five percent (85%) of the total enrolled career technical school students. In the event a student enrolled in the career technical school is not enrolled in a public high school, the eighty-five percent (85%) will be calculated based on the public high school attendance area where the student resides. This pro- vision does not exclude a public charter school with a statewide boundary from applying for appropriate added cost funds authorized for career technical education, irrespective of the instructional delivery method.

(b) The majority of the school's program offerings lead to some form of postsecondary credit, such as dual credit or other advanced opportunities, as defined by the state board of education, or include apprenticeship opportunities.

(c) All school programs offer at least one (1) supervised field experience for all students.

(2) All career technical schools must also meet at least one (1) of the following three (3) requirements:

(a) The school is funded separately from schools that qualify for computation using regular secondary support units.

(b) The school has a separate and distinct governing board.

(c) The majority of the school programs are provided at dedicated facilities that are separate from the regular high school facilities.

(3) An eligible cooperative service agency, formed pursuant to section 33-317, Idaho code, must own or maintain a facility separate from any of the member school districts making up the cooperative service agency.

ATTACHMENT 6

5. Charter School Authorization

33-5202A. DEFINITIONS. As used in this chapter, unless the context requires otherwise:

(1) "Authorized chartering entity" means any of the following:

(a) A local board of trustees of a school district in this state;

(b) The public charter school commission created pursuant to the provisions of this chapter;

(c) An Idaho public college, university or community college;

(d) A private, nonprofit, Idaho-based nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities.

(2) "Charter" means the grant of authority approved by the authorized chartering entity to the board of directors of the public charter school.

(3) "Charter holder" means the public charter school's board of directors to which a charter is granted pursuant to chapter 52, title 33, Idaho Code.

(4) "Educational services provider" means a nonprofit or for-profit entity that contracts with a public charter school to provide educational services and resources including administrative support and educational design, implementation or management.

(5) "Founder" means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitution or any federal, state or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, shall not constitute pecuniary benefits.

(6) "Operated by," means services provided to a charter school that include any of the following:

(i) nominating, appointing, or removing any individual serving on the board directors of the charter school or school administrators, principals, superintendents, or other school leadership roles;

(ii) employing, supervising, or dismissing employees of the charter school;

(iii) managing the charter school's day-to-day operations;

(iv) maintaining membership in the charter holder's governing board;

(v) approving or otherwise exerting management rights over the bylaws of the non-profit corporation that holds the charter;

(vi) approving, denying, or managing the budget or any expenditures of the public charter school not previously authorized by the public charter school's board of directors as documented by approval made at a publicly noticed meeting; and/or

(vii) providing services to the public charter school not previously authorized by the public charter school's board of directors

as documented by approval of a contract or services agreement made at a publicly noticed meeting.

(~~6~~7) "Performance certificate" means a fixed-term, renewable certificate between a public charter school and an authorized chartering entity that outlines the roles, powers, responsibilities and performance expectations for each party to the certificate.

(~~7~~8) "Petition" means the document submitted by a person or persons to the authorized chartering entity to request the creation of a public charter school.

(~~8~~9) "Career technical regional public charter school" means a public charter secondary school authorized under this chapter to provide programs in career technical education that meet the standards and qualifications established by the division of career technical education. A career technical regional public charter school may be approved by an authorized chartering entity and, by the terms of its charter, shall operate in association with at least two (2) school districts. This provision does not exclude a public charter school with a statewide boundary from applying for added cost funds authorized for career technical education, irrespective of the instructional delivery method. Participating school districts need not be contiguous.

(~~9~~10) "Public charter school" means a school that is authorized under this chapter to deliver public education in Idaho with equal access and authority to participate in all state and federal programs to the same extent as a traditional public school, irrespective of the instructional delivery method.

(~~10~~1) "Traditional public school" means any school existing or to be built that is operated and controlled by a school district in this state.

(~~11~~12) "Virtual school" means either a public charter school or a traditional public school that delivers a full-time, sequential program of synchronous and/or asynchronous instruction primarily through the use of technology via the internet in a distributed environment. Schools classified as virtual must have an online component to their school with online lessons and tools for student and data management.

33-5205. PETITION TO ESTABLISH PUBLIC CHARTER SCHOOL. (1) Intent. Any group of persons, upon creating a nonprofit corporation pursuant to section 33-5204, Idaho Code, may petition to establish a new public charter school, or to convert an existing traditional public school to a public charter school. The purpose of the charter petition is to present the proposed public charter school's academic and operational vision and plans, demonstrate the petitioner's capacities to execute the proposed vision and plans and provide the authorized chartering entity a clear basis for assessing the applicant's plans and capacities. An approved charter petition shall not serve as the school's performance certificate.

(2) New Public Charter School Petition. Except for a petition to establish a new virtual school, which shall follow subsection (6) of this section, or to convert an existing traditional public school, which shall follow subsection (7) of this section, or to replicate an existing public charter school, which shall follow section 33-5209B, Idaho Code,

a petition to establish a new public charter school shall follow the process set forth in subsections (3) through (5) of this section.

(3) Application.

(a) The state board of education, by rule, shall develop an application to establish a new public charter school which, when submitted by petitioners, shall constitute the public charter school's completed petition. The application is not intended to be exhaustive, but shall require petitioners to provide descriptions of the following key features of the prospective public charter school:

(i) Educational program, including student academic proficiency and growth standards and measurement methods and any mission-specific standards that may be unique to the school;

(ii) Financial and facilities plan;

(iii) Board capacity and governance structure; and

(iv) Student demand and primary attendance area.

(b) Prior to submitting the completed petition to an authorized chartering entity described in section 33- 5202A(1), Idaho Code, petitioners shall send a letter and a copy of the completed petition to the superintendent of each district that overlaps the proposed public charter school's primary attendance area. The purpose of the letter is to inform the superintendent that petitioners are seeking an authorizer, and to offer to attend a district board of trustees meeting, if the superintendent so requests.

(c) A minimum of four (4) weeks after sending the letter and copy of the completed petition pursuant to paragraph

(b) of this subsection, or earlier if the superintendent of each district that overlaps the proposed public charter school's primary attendance area agrees, petitioners may submit the completed petition to an authorized chartering entity pursuant to section 33-5202A(1), Idaho Code. Upon receipt of the completed petition, which may be received electronically, representatives of the authorized chartering entity shall review, and may contract with a third party or other government agency to assist in reviewing, the petition. If necessary, representatives of the authorized chartering entity may request from petitioners limited additional information necessary to clarify the contents of the completed petition. Any subsequent change to the completed petition will comprise the revised petition.

(4) Hearing. If the authorized chartering entity is the public charter school commission, within ten (10) weeks of receiving a revised petition and not later than twelve (12) weeks after receiving the completed petition, commission staff shall provide commissioners with a written recommendation that the commission either approve, deny or grant conditional approval of the petition. Concurrently, the commission staff shall provide a copy of the recommendation to petitioners, along with a notice of a hearing date, and shall notify the district in which the proposed charter school will be physically located of the opportunity to submit written comments or to testify at the hearing. Petitioners may testify to support or refute the recommendation. If the authorized chartering entity is other than the public charter school commission, it may develop its own hearing process.

(5) Petition Decision. If the authorized chartering entity

approves the petition, the parties shall negotiate the terms of the performance certificate pursuant to section 33-5205B, Idaho Code. If the authorized chartering entity grants conditional approval, the conditions may be considered reasonable pre- opening requirements or conditions pursuant to section 33-5206, Idaho Code, or may be added to the charter upon agreement of petitioners and the authorized chartering entity.

(6) Virtual Schools.

(a) In the case of a petition for a public virtual charter school, if the primary attendance area described in the petition of a proposed public virtual charter school extends within the boundaries of five (5) or fewer local school districts, the prospective authorizer shall provide notice in writing to those local school districts of the public hearing no less than thirty (30) days prior to the public hearing. The public hearing shall include any oral or written comments that an authorized representative of the local school districts may provide regarding the merits of the petition and any potential impacts on the school districts.

(b) An authorized chartering entity, except for a school district board of trustees, may approve a charter for a public virtual school under the provisions of this chapter only if it determines that the petition contains the requirements of subsection (2) of this section and the additional statements describing the following:

(i) The learning management system by which courses will be delivered;

(ii) The role of the online teacher, including the consistent availability of the teacher to provide guidance around course material, methods of individualized learning in the online course and the means by which student work will be assessed;

(iii) A plan for the provision of professional development specific to the public virtual school environment;

(iv) The means by which public virtual school students will receive appropriate teacher-to-student interaction, including timely and frequent feedback about student progress;

(v) The means by which the public virtual school will verify student attendance and award course credit. Attendance at public virtual schools shall focus primarily on coursework and activities that are correlated to the Idaho state thoroughness standards;

(vi) A plan for the provision of technical support relevant to the delivery of online courses;

(vii) The means by which the public virtual school will provide opportunity for student-to-student interaction; and

(viii) A plan for ensuring equal access for all students, including the provision of necessary hardware, software and internet connectivity required for participation in online coursework.

(7) Conversion Charter Schools. A petition to convert an existing traditional public school shall be submitted to the board of trustees of the district in which the school is located for review and approval. The petition shall be signed by not less than sixty percent (60%) of the teachers currently employed by the school district at the school to be converted, and by one (1) or more parents or guardians of not less than sixty percent (60%) of the students currently attending the school to be converted. Each petition submitted to convert an existing school

or to establish a new charter school shall contain a copy of the articles of incorporation and the bylaws of the nonprofit corporation, which shall be deemed incorporated into the petition.

(8) Term. An initial charter, if approved, ~~shall~~ may be granted for a term of three (3) or five (5) operating years at the discretion of the authorized chartering entity. This term shall commence on July 1 preceding the public charter school's first year of operation.

33-5205B. PERFORMANCE CERTIFICATES. (1) Within seventy-five (75) days of approval of a charter application, the authorized chartering entity and the governing board of the approved public charter school shall execute a performance certificate that clearly sets forth the academic and operational performance expectations and measures by which the public charter school will be judged and the administrative relationship between the authorized chartering entity and public charter school, including an enrollment capacity, the key design elements of the instructional model, and each party's rights and duties. The performance expectations and measures set forth in the performance certificate shall include, but need not be limited to, applicable federal and state accountability requirements. The performance provisions may be refined or amended by mutual agreement after the public charter school is operating and has collected baseline achievement data for its enrolled students.

(2) The performance certificate shall be signed by the president of the authorized chartering entity's governing board and the president of the public charter school's governing body. Within fourteen (14) days of executing a performance certificate, the authorized chartering entity shall submit to the state board of education written notification of the performance certificate execution, including a copy of the performance certificate.

(3) No public charter school may commence or continue operations without a performance certificate executed in accordance with this provision and approved in an open meeting of the authorized chartering entity's governing board.

~~(4) All public charter schools approved prior to July 1, 2013, shall execute performance certificates with their authorizers no later than July 1, 2014. Such certificates shall ensure that each public charter school approved prior to July 1, 2014, is evaluated for renewal or nonrenewal between March 1, 2016, and March 1, 2019.~~

33-5205C. PUBLIC CHARTER SCHOOL REPLICATION. (1) Public charter schools may petition for replication, subject to the following provisions:

(a) The public charter schools must have successfully completed at least one (1) renewal cycle and be eligible for a nonconditional renewal; or

~~(b) Public charter schools that are scheduled to be evaluated for renewal or nonrenewal between March 1, 2016, and March 1, 2019, must be rated in the top twenty percent (20%) of all Idaho public schools by the state's accountability system for the two (2) previous years.~~

(~~2~~b) Replication public charter schools must serve the same, or a

subset of the same, grades as the public charter school being replicated and the operational model must be the same as that of the public charter school being replicated.

(~~3~~2) A public charter school authorized by the public charter school commission or an Idaho college or university pursuant to section 33-5202A, Idaho Code, must provide written notice and opportunity to comment to the school district for which the replication school will be located at least thirty

(30) days prior to submitting the replication request to the authorizing entity. The petitioner must provide written notice to the state department of education at the time the petition is submitted to the authorized chartering entity.

(~~4~~3) A school district authorizer may not approve the replication of a public charter school that is physically located outside of the authorizer's school district boundaries.

~~(5) Replication petitions are not subject to a sufficiency review by the state department of education.~~

(~~6~~4) The replicated public charter schools under a single charter holder shall be authorized and funded as separate schools. The charter holder must obtain annual independent comprehensive fiscal audits that treat each school as a separate component unit. Funds appropriated by the state must be used toward the operations of the public charter school for which they were appropriated. This does not prohibit multiple public charter schools under a single charter holder from combining resources toward administrative or program costs or prohibit public charter schools from participating in cooperative education services pursuant to sections 33-315 and 33-316, Idaho Code.

(~~7~~5) Authorized chartering entities must establish policies regarding the criteria that will be considered when evaluating a petition for replication. Such criteria must include at a minimum the following replication petition requirements:

(a) A description of the capacity of the charter holder to successfully replicate an additional school;

(b) A description of how the charter holder will manage multiple charter schools while maintaining a high level of academic and fiscal performance in the original public charter school and the replication school; and

(c) A description of how the charter holder will incorporate representation and input in the school operations from the local area where the replication public charter school is physically located if the location is outside of the school district of the public charter school being replicated.

33-5206. REQUIREMENTS AND PROHIBITIONS OF A PUBLIC CHARTER SCHOOL. (1) In addition to any other requirements imposed in this chapter, a public charter school shall be nonsectarian in its programs, affiliations, admission policies, employment practices, and all other operations, shall not charge tuition, levy taxes or issue bonds, and shall not discriminate against any student on any basis prohibited by the federal or state constitution or any federal, state or local law.

Public charter schools shall comply with the federal individuals with disabilities education act. Admission to a public charter school shall not be determined according to the place of residence of the student, or of the student's parent or guardian within the district, except that a new replication or conversion public charter school established under the provisions of this chapter shall adopt and maintain a policy giving admission preference to students who reside within the contiguous and compact primary attendance area of that public charter school.

(2) No board of trustees shall require any employee of the school district to be involuntarily assigned to work in a public charter school.

(3) Certified teachers in a public charter school shall be considered public school teachers. Educational experience shall accrue for service in a public charter school and such experience shall be counted by any school district for any teacher who has been employed in a public charter school. The staff of the public charter school shall be considered a separate unit for the purposes of collective bargaining.

(4) Employment of charter school teachers and administrators shall be on written contract conditioned upon a valid certificate being held by such professional personnel at the time of entering upon the duties thereunder. Administrators may be certified pursuant to the requirements set forth in chapter 12, title 33, Idaho Code, pertaining to traditional public schools, or may hold a charter school administrator certificate. An applicant is eligible for a charter school administrator certificate if the applicant:

(a) Holds a bachelor's degree from an accredited four (4) year institution;

(b) Submits to a criminal history check as described in section 33-130, Idaho Code;

(c) Completes a course consisting of a minimum of three (3) semester credits in the statewide framework for teacher evaluations, which shall include a laboratory component;

(d) Submits a letter from a charter school board of directors stating that the board of directors has carefully considered the applicant's candidacy, has chosen to hire the applicant, and is committed to overseeing the applicant's performance; and

(e) Has one (1) or more of the following:

(i) Five (5) or more years of experience administering a public charter school;

(ii) A post-baccalaureate degree and a minimum of five (5) years of experience in school administration, public administration, business administration, or military administration;

(iii) Successful completion of a nationally recognized charter school leaders fellowship; or

(iv) Five (5) or more years of teaching experience and a commitment from an administrator at a charter school in academic, operational, and financial good standing according to its authorizer's most recent review to mentor the applicant for a minimum of one (1) year.

A charter school administrator certificate shall be valid for five (5) years and renewable thereafter. Administrators shall be subject to

oversight by the professional standards commission. Certificates may be revoked pursuant to the provisions of section 33-1208, Idaho Code. Issuance of a certificate to any applicant may be refused for such reason as would have constituted grounds for revocation.

(5) No board of trustees shall require any student enrolled in the school district to attend a public charter school.

(6) Authorized chartering entities may establish reasonable pre-opening requirements or conditions to monitor the start-up progress of newly approved public charter schools and ensure that they are prepared to open smoothly on the date agreed, and to ensure that each school meets all building, health, safety, insurance and other legal requirements for school opening. Any such pre-opening requirements or conditions shall state the date by which the conditions must be met.

(7) Each public charter school shall annually submit the audit of its fiscal operations to the authorized chartering entity.

(8) A public charter school or the authorized chartering entity may enter into negotiations to revise a charter or performance certificate at any time. If a public charter school petitions to revise its charter or performance certificate, the authorized chartering entity's review of the revised petition shall be limited in scope solely to the proposed revisions. Except for public charter schools authorized by a school district board of trustees, when a non-virtual public charter school submits a proposed charter revision to its authorized chartering entity and such revision includes a proposal to increase such public charter school's approved student enrollment cap by ten percent (10%) or more, the authorized chartering entity shall hold a public hearing on such petition. The authorized chartering entity shall provide the board of the local school district in which the public charter school is physically located notice in writing of such hearing no later than thirty (30) days prior to the hearing. The public hearing shall include any oral or written comments that an authorized representative of the school district in which the public charter school is physically located may provide regarding the impact of the proposed charter revision upon the school district. Such public hearing shall also include any oral or written comments that any petitioner may provide regarding the impact of the proposed charter revision upon such school district. When a proposed revision requests an additional student-occupied facility that will be located more than five (5) miles from an existing student-occupied facility, the proposed revision shall be treated as a petition for replication pursuant to section 33-5205C, Idaho Code.

(9) When a charter is nonrenewed pursuant to the provisions of section 33-5209B, Idaho Code, revoked pursuant to section 33-5209C, Idaho Code, or the board of directors of the public charter school terminates the charter, the assets of the public charter school remaining after all debts of the public charter school have been satisfied must be returned to the authorized chartering entity for distribution in accordance with applicable law.

(10) Public charter schools may contract with educational services providers subject to the following provisions:

(a) Educational services providers, whether for-profit or

nonprofit, shall be third-party entities separate from the public charter schools with which they contract. Educational services providers shall not be considered governmental entities.

(b) No more than one-third (1/3) of the public charter school's board membership may be comprised of nonprofit educational services provider representatives. Nonprofit educational services provider representatives may not be employees of the public charter school or the educational services provider and may not hold office as president or treasurer on the public charter school's board. For-profit educational services providers may not have representatives on the public charter school's board of directors.

(c) Public charter school board of director members shall annually disclose any existing and potential conflicts of interest, pecuniary or otherwise, with affiliated educational services providers.

(d) Charter holders shall retain responsibility for academic, fiscal and organizational operations and outcomes of the school and may not relinquish this responsibility to any other entity.

(e) Contracts must ensure that school boards retain the right to terminate the contract for failure to meet defined performance standards.

(f) Contracts must ensure that assets purchased by educational services providers on behalf of the school, using public funds, shall remain assets of the school. The provisions of this paragraph shall not prevent educational services providers from acquiring assets using revenue acquired through management fees.

(g) Charter holders shall consult legal counsel independent of the party with whom they are contracting for purposes of reviewing the school's management contract and facility lease or purchase agreements to ensure compliance with applicable state and federal law, including requirements that state entities not enter into contracts that obligate them beyond the terms of any appropriation of funds by the state legislature.

(h) Charter holders must ensure that their facility contracts are separate from any and all management contracts.

(i) Prior to approval of the charter petition indicating the school board's intention to ~~contract~~ engage with an educational services provider, authorized chartering entities shall conduct a thorough evaluation of the terms of the proposed contract or services agreement between the public charter school and the education services provider as well as the academic, financial and organizational outcomes of other schools that have contracted with the educational services provider and evidence of the educational services provider's capacity to successfully grow the public charter school while maintaining quality management and instruction in existing schools.

(j) After approval of the charter petition, any contract or services agreement that may result in the school being operated by a nonprofit education services provider shall be evaluated by the authorized chartering entity. The authorized chartering entity shall also conduct an evaluation of the nonprofit education services provider.

(11) Admission procedures, ~~including provision for overenrollment,~~ shall ensure that the school does not exceed the

enrollment capacity stated in the executed performance certificate and shall provide that the initial admission procedures for a new public charter school or replication public charter school will be determined by lottery or other random method, except as otherwise provided herein.

(a) If initial capacity is insufficient to enroll all pupils who submit a timely application, then the admission procedures may provide that preference shall be given in the following order: first, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; second, to siblings of pupils already selected by the lottery or other random method; third, to pupils seeking to transfer from another Idaho public charter school at which they have been enrolled for at least one (1) year, provided that this admission preference shall be subject to an existing written agreement for such preference between the subject charter schools; fourth, to students residing within the primary attendance area of the public charter school; and fifth, by an equitable selection process such as a lottery or other random method. If so stated in its petition, a public charter school may weight the school's lottery to preference admission for the following educationally disadvantaged students: students living at or below one hundred eighty-five percent (185%) of the federal poverty level, students who are homeless or in foster care, children with disabilities as defined in section 33-2001, Idaho Code, students with limited English proficiency, and students who are at-risk as defined in section 33-1001, Idaho Code. If so stated in its petition, a new public charter school or replication public charter school may include the children of full-time employees of the public charter school within the first priority group subject to the limitations therein. Otherwise, such children shall be included in the highest priority group for which they would otherwise be eligible.

(b) If capacity is insufficient to enroll all pupils who submit a timely application for subsequent school terms, then the admission procedures may provide that preference shall be given in the following order: first, to pupils returning to the public charter school in the second or any subsequent year of its operation; second, to children of founders, provided that this admission preference shall be limited to not more than ten percent (10%) of the capacity of the public charter school; third, to siblings of pupils already enrolled in the public charter school; fourth, to pupils seeking to transfer from another Idaho public charter school at which they have been enrolled for at least one (1) year, provided that this admission preference shall be subject to an existing written agreement for such preference between the subject charter schools; fifth, to students residing within the primary attendance area of the public charter school; and sixth, by an equitable selection process such as a lottery or other random method. There shall be no carryover from year to year of the list maintained to fill vacancies. A new lottery shall be conducted each year to fill vacancies that become available. If so stated in its petition, a public charter school may weight the school's lottery to preference admission for the following educationally disadvantaged students: students living at or below one hundred eighty-five percent (185%) of the federal poverty

level, students who are homeless or in foster care, children with disabilities as defined in section 33-2001, Idaho Code, students with limited English proficiency, and students who are at-risk as defined in section 33-1001, Idaho Code. If so stated in its petition, a public charter school may include the following children within the second priority group subject to the limitations therein:

(i) The children of full-time employees of the public charter school; and

(ii) Children who attended the public charter school within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

(c) Each public charter school shall establish a process under which a child may apply for enrollment or register for courses, regardless of where such child resides at the time of application or registration, if the child is a dependent of a member of the United States armed forces who has received transfer orders to a location in Idaho and will, upon such transfer, reside in an area served by the public charter school. If capacity is insufficient as described in paragraph (a) or (b) of this subsection, a child described in this paragraph shall be treated as a student residing within the primary attendance area of the public charter school for purposes of preference.

Otherwise, such children shall be included in the highest priority group for which they would otherwise be eligible.

(12) Public charter schools shall comply with section 33-119, Idaho Code, as it applies to secondary school accreditation.

(13) Public charter school students shall be tested with the same standardized tests as other Idaho public school students.

33-5209B. CHARTER RENEWALS. (1) A charter may be renewed for successive five (5) year terms of duration. An authorized chartering entity may grant renewal with specific, written conditions for necessary improvements to a public charter school. Any such specific, written conditions shall state the date by which the conditions must be met.

(2) Following the initial ~~three (3) year~~ operating term, an authorized chartering entity may nonrenew or grant renewal for an additional five (5) years, based upon the performance of the public charter school on the performance indicators, measures and metrics contained in the performance certificate. Subsequent renewals shall be for a term of five (5) years.

(3) No later than November 15, the authorized chartering entity shall issue a public charter school performance report and charter renewal application guidance to any charter holder with a public charter school whose charter will expire the following year. The performance report shall summarize the public charter school's performance record to date, based upon the data required by this chapter and the performance certificate, and shall provide notice of any weaknesses or concerns determined by the authorized chartering entity concerning the public charter school that may jeopardize its position in seeking renewal, if not timely rectified. The charter holder shall have thirty (30) days to respond to the performance report and submit any corrections or

clarifications for the report.

(4) The renewal application guidance shall, at a minimum, provide an opportunity for the charter holder to:

(a) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal; and

(b) Describe improvements undertaken or planned for the school.

(5) The renewal application guidance shall include or refer explicitly to the criteria that will guide the authorized chartering entity's renewal decisions, which shall be based on independent fiscal audits and the performance framework set forth in the performance certificate.

(6) No later than December 15, the charter holder seeking renewal shall submit a renewal application to the authorized chartering entity pursuant to the renewal application guidance issued by the authorized chartering entity. The authorized chartering entity shall vote on the renewal application no later than March 15.

(7) In making charter renewal decisions, every authorized chartering entity shall:

(a) Ground its decisions in evidence of the school's performance over the term of the performance certificate in accordance with the performance framework set forth in the performance certificate;

(b) Ensure that data used in making renewal decisions are available to the school and the public; and

(c) Provide a public report summarizing the evidence basis for each decision.

(8) An authorized chartering entity must develop revocation and nonrenewal processes that:

(a) Provide the charter holders with a timely notification of the prospect of revocation or nonrenewal and of the reasons for such possible closure, which shall be limited to failure to meet the terms of the performance certificate or the written conditions established pursuant to the provisions of subsection (1) of this section;

(b) Allow the charter holders a reasonable amount of time in which to prepare a response;

(c) Provide the charter holders with an opportunity to submit documents and give testimony challenging the rationale for closure and in support of the continuation of the school at an orderly proceeding held for that purpose;

(d) Allow the charter holders to be represented by counsel and to call witnesses on their behalf;

(e) Permit the recording of such proceedings; and

(f) After a reasonable period for deliberation, require a final determination to be made and conveyed in writing to the charter holders.

(9) An authorized chartering entity shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal. An authorized chartering entity may renew or nonrenew any charter in which the public charter school failed to meet one (1) or more of the terms of its performance certificate.

33-5209C. ENFORCEMENT — REVOCATION — APPEAL. (1) An authorized chartering entity shall continually monitor the performance and legal

compliance of the public charter schools it oversees, including collecting and analyzing data to support ongoing evaluation according to the performance certificate. Every authorized chartering entity shall have the authority to conduct or require oversight activities that enable the authorized chartering entity to fulfill its responsibilities pursuant to the provisions of this chapter, including conducting appropriate inquiries and investigations, as long as those activities are consistent with the intent of this chapter, adhere to the terms of the performance certificate and do not unduly inhibit the autonomy granted to public charter schools.

(2) Each authorized chartering entity shall annually publish and make available to the public a performance report for each public charter school it oversees, in accordance with the performance framework set forth in the performance certificate and section 33-5209A, Idaho Code. The authorized chartering entity may require each public charter school it oversees to submit an annual report to assist the authorized chartering entity in gathering complete information about each school consistent with the performance framework. Each public charter school shall publish its annual performance report on the school's website.

(3) If an authorized chartering entity has reason to believe that a public charter school cannot remain fiscally sound for the remainder of its certificate term, it shall provide the state department of education with written notification of such concern. Upon receiving such notification, the state department of education shall have the authority to modify the percentage of the total appropriation to be paid to the public charter school pursuant to the provisions of section 33-1009(1), Idaho Code, such that equal percentages are paid on each of the prescribed dates.

(4) If documents filed with an authorized chartering entity pursuant to section 33-5206(7), Idaho Code, establish that a public charter school that is not a virtual school and that has been open for more than two (2) years had less than fifteen (15) days' worth of cash on hand on June 30 of the current calendar year, then by November 30 of that year the authorized chartering entity shall notify the school that the school has until June 30 of the subsequent year to cure the deficiency. If on June 30 of the subsequent year the school again has less than fifteen (15) days' worth of cash on hand, then by November 30 of that year the authorized chartering entity shall begin revocation proceedings pursuant to subsection (7) of this section.

(5) If an authorized chartering entity has reason to believe that a charter holder or public charter school has violated any provision of law, it shall notify the charter holder and the entity responsible for administering said law of the possible violation.

(6) If an authorized chartering entity revokes or does not renew a charter, the authorized chartering entity shall clearly state, in a resolution of its governing board, the reasons for the revocation or nonrenewal.

(7) Within fourteen (14) days of taking action to renew, not renew or revoke a charter, the authorized chartering entity shall report to the state board of education the action taken and shall provide a copy

of the report to the charter holder at the same time that the report is submitted to the state board of education. The report shall include a copy of the authorized chartering entity's resolution setting forth the action taken and reasons for the decision and assurances as to compliance with all of the requirements set forth in this chapter.

(8) A charter may be revoked by the authorized chartering entity for the following reasons:

(a) if the charter holder has failed to meet the pre-opening requirements or conditions established pursuant to the provisions of section 33-5206(6), Idaho Code;

(b) if the ~~public charter school~~ charter holder has failed to meet any of the specific, written conditions for necessary improvements established pursuant to the provisions of section 33-5209B(1), Idaho Code~~;~~ or

(c) if the charter holder has failed to cure the fifteen (15) days' worth of cash on hand deficiency pursuant to subsection (~~3~~4) of this section, by the dates specified.

(d) If the charter holder has been notified of a violation of state or federal law and the charter has failed to correct the violation within the timeframe specified by the authorizer, state or federal authority.

(e) Revocation may not occur until the charter holder has been afforded a public hearing, unless the authorized chartering entity determines that the continued operation of the public charter school presents an imminent public safety issue, in which case the charter may be revoked immediately. Public hearings shall be conducted by the authorized chartering entity or such other person or persons appointed by the authorized chartering entity to conduct public hearings and receive evidence as a contested case in accordance with the provisions of section 67-5242, Idaho Code. Notice and opportunity to reply shall include, at a minimum, written notice setting out the basis for consideration of revocation, a period of not less than thirty (30) days within which the charter holder can reply in writing, and a public hearing within thirty (30) days of the receipt of the written reply.

(9) A decision to revoke or nonrenew a charter or to deny a revision of a charter may be appealed directly to the state board of education. With respect to such appeal, the state board of education shall substantially follow the procedure as provided in section 33-5207(5)(b), Idaho Code. In the event the state board of education reverses a decision of revocation or nonrenewal, the charter holder subject to such action shall then be placed under the chartering authority of the public charter school commission.

33-5215. CAREER TECHNICAL REGIONAL PUBLIC CHARTER SCHOOL. (1) A career technical regional public charter school is hereby declared to be a public charter school and as such, the provisions of chapter 52, title 33, Idaho Code, shall apply to each career technical regional public charter school in the same manner and to the same extent as the provisions of charter school law apply to other public charter schools, with the exception of certain conditions and applications as specifically provided in this section.

(2) In addition to the approval provisions of this chapter, approval of a career technical regional public charter school by an authorized chartering entity shall not be final until the petition has also been reviewed and supported by the division of career technical education.

(3) Funding for a career technical regional public charter school shall be the same as provided in section 33-5208, Idaho Code, except that:

(a) The salary-based apportionment for a career technical regional public charter school shall be the statewide average for public charter schools. Such salary-based apportionment may be used for payment of contracted services or for direct hire of staff;

(b) The board of directors may contract for the services of certificated and noncertificated personnel, to procure the use of facilities and equipment, and to purchase materials and equipment, which in the judgment of the board of directors is necessary or desirable for the conduct of the business of the career technical regional public charter school; and

(c) Transportation support shall be paid to the career technical regional public charter school in accordance with the provisions of chapter 15, title 33, Idaho Code.

(4) A career technical regional public charter school must deliver career technical education programs. Such programs must comply with the program requirements of the Idaho division of career technical education.

(5) Performance certificates established pursuant to section 33-5209A, Idaho code, must also contain one or more metrics measuring the quality of the career technical education programs offered by the school.

(4) A career technical regional public charter school shall provide assurances in state attendance reports that it has verified attendance reports, which generate ADA and enrollment with its participating school districts, to make certain that the districts and the charter school do not duplicate enrollment or ADA claims and each school is reporting only enrollment or attendance in ~~those~~ courses for which the school is providing instruction ~~in~~.

ATTACHMENT 7

6. Postsecondary Credit Scholarship

33-4605. POSTSECONDARY CREDIT SCHOLARSHIP. (1) Subject to the provisions of subsections (2), (3) and (4) of this section, beginning with the spring 2016 graduating class:

(a) Any student who has earned at least ten (10) postsecondary semester credits upon graduation from an accredited high school in Idaho, or its equivalent, shall be entitled to a postsecondary credit scholarship in ~~the~~ an amount ~~of~~ up to two thousand dollars ($2,000) that shall be used for tuition and fees at any eligible institution.

(b) Any student who has earned at least twenty (20) postsecondary semester credits upon graduation from an accredited high school in Idaho, or its equivalent, shall be entitled to a postsecondary credit scholarship in ~~the~~ an amount ~~of~~ up to four thousand dollars ($4,000) that shall be used for tuition and fees at any eligible institution.

(c) Any student who has earned an associate degree from an accredited institution upon graduation from an accredited high school in Idaho, or its equivalent, shall be entitled to a postsecondary credit scholarship in the amount of eight thousand dollars ($8,000) that shall be used for tuition and fees at any eligible institution.

(2) For subsection (1)(a) and (b) of this section, the award amount shall be limited by the number of credits accepted by the eligible institution where the scholarship is to be applied. For subsection (1)(a) through (c) of this section, the awards shall be annual awards and one-quarter (1/4) of the scholarship amount the student is entitled to shall be distributed in each semester of full-time attendance until the total scholarship is expended or expires.

(3) In order to be eligible for a full postsecondary credit scholarship set forth in subsection (1) of this section:

(a) The student must be awarded a postsecondary ~~merit-based~~ matching scholarship in an amount at least equal to the postsecondary credit scholarship amount awarded in the same school year, provided that the matching funds for each scholarship must come from a business or industry, or entities representing business or industry, and may not be from appropriated or nonappropriated funds of the postsecondary institution or from a foundation affiliated with the postsecondary institution, unless the funds were donated to the postsecondary institution specifically as a match for the postsecondary credit scholarship program;

(b) The student must have graduated from an accredited high school in Idaho, or its equivalent; and

(c) Except for the first semester in which the postsecondary credit scholarship amount is distributed, in order to receive the scholarship distribution in a given semester, the student must have successfully ~~passed~~ earned at least twelve (12) credits during the immediately preceding semester in which the scholarship was distributed.

(4) Eligible students will be awarded the postsecondary credit scholarship based on grade point average rank subject to annual legislative appropriation.

(5) A student shall use the postsecondary credit scholarship within four (4) years of his or her high school graduation date, at which time the scholarship shall expire and may no longer be used.

(6) A student is entitled to only one (1) of the postsecondary credit scholarship~~s~~ amounts set forth in subsection (1) of this section.

(7) If a student has been awarded scholarships that pay for one hundred percent (100%) of the cost of tuition and fees, then part or all of the remaining postsecondary credit scholarship moneys may be used for room and board at the discretion of the eligible institution where the student will attend.

(8) This section shall be funded from the advanced opportunities program within the educational support program. The state department of education shall pass through to the office of the state board of education the necessary amount for distribution not to exceed one million dollars ($1,000,000) in fiscal year 2017, and not to exceed two million dollars ($2,000,000) in fiscal year 2018, and every fiscal year thereafter.

(9) No later than January 15 of each year, the state board of education shall report to the senate and the house of representatives education committees the number of scholarships awarded pursuant to this section during the previous school year. The report shall include the total amount of moneys distributed for the scholarships.

(10) For the purposes of this section, "eligible institution" has the same meaning as provided in section 33-4303(2)(b), Idaho Code.

~~(11) As used in this section, "merit-based scholarship" means a scholarship in which academic achievement at the high school level is a minimum eligibility requirement and awards are made based on the achievement of the student.~~

ATTACHMENT 8

7. Armed Forces and Public Safety Officer Scholarships

33-4302. ARMED FORCES AND PUBLIC SAFETY OFFICER SCHOLARSHIPS. (1) The following individuals shall be eligible for the scholarship program provided for herein:
(a) Any spouse or child of any Idaho citizen who, while such person is or was a resident of the state of Idaho, has been determined by the federal government to be a prisoner of war or missing in action; or to have died of, or become totally and permanently disabled by, injuries or wounds sustained in action in any area of armed conflict in which the United States is a party; and
(b) Any spouse or child of any member of the armed forces of the United States who is stationed in the state of Idaho on military orders and who is deployed from the state of Idaho to any area of armed conflict in which the United States is a party and who has been determined by the federal government to be a prisoner of war or missing in action; or to have died of, or become totally and permanently disabled by, injuries or wounds sustained in action as a result of such deployment.
(c) Any spouse or child of a full-time or part-time public safety officer, as defined in paragraph (d) of this subsection, employed by or volunteering for the state of Idaho or for a political subdivision of the state of Idaho, which public safety officer is or was a resident of the state of Idaho at the time such officer was killed or totally and permanently disabled in the line of duty. The death or disability shall have occurred on or after January 1, 1975. The scholarship provided for in this section shall not be available unless it is determined that:
(i) The death or disablement of the public safety officer occurred in the performance of the officer’s duties;
(ii) The death or disablement was not caused by the intentional misconduct of the public safety officer or by such officer’s intentional infliction of injury; and
(iii) The public safety officer was not voluntarily intoxicated at the time of death.
(d) For purposes of this section, the following terms have the following meanings:
(i) "Public safety officer" means a peace officer or firefighter, a paramedic or emergency medical technician as those terms are defined in section 56-1012, Idaho Code.
(ii) "Volunteering" means contributing services as a bona fide member of a legally organized law enforcement agency, fire department or licensed emergency medical service provider organization.
(2) (a) To be eligible for the scholarship provided for herein, a child of a military member or a public safety officer must be a resident of the state of Idaho and must have completed secondary school or its equivalent in the state of Idaho. A child already born, or born after a military member or public safety officer is determined to be imprisoned or missing in action, or is killed or becomes totally and permanently disabled, shall be eligible for this scholarship;

(b) To be eligible for the scholarship provided for herein, the spouse of a military member or public safety officer must be a resident of the state of Idaho and must have been married to such person at the time the military member or public safety officer was determined to be imprisoned or missing in action, or was killed or became totally and permanently disabled. Provided however, that in the situation of disability, the spouse must be currently married to such person.

(3) An eligible individual who applies for the scholarship provided for herein shall, after verification of eligibility, receive the scholarship and be admitted to attend undergraduate studies at any public institution of higher education or public professional-technical college within the state of Idaho without the necessity of paying tuition and fees therefor; such student shall be provided with books, equipment and supplies necessary for pursuit of such program of enrollment not to exceed five hundred dollars ($500) per quarter, semester, intensified semester, or like educational period; such student shall be furnished on-campus institution housing and subsistence for each month he or she is enrolled full-time under this program and actually resides in such on-campus facility; provided however, that such undergraduate educational benefits shall not exceed a total of thirty-six (36) months or four (4) nine (9) month periods. Provided further, that the initiation of such educational benefits shall extend for a period of ten (10) years after achieving a high school diploma or its equivalency, or for a period of ten (10) years after the event giving rise to the eligibility for the scholarship, whichever is longer.

(4) The eligible individual shall meet such other educational qualifications as such institution of higher education or professional-technical college has established for other prospective students of this state, as well as any additional educational qualifications established by the state board of education and board of regents of the university of Idaho.

(5) Application for eligibility under this section shall be made to the state board of education and the board of regents of the university of Idaho or the state board of vocational-technical education. The board shall verify the eligibility of the applicant and communicate such eligibility to such person and the affected institution or college.

(6) Affected institutions shall in their preparation of future budgets include therein costs resultant from such tuition, fee, book, equipment, supply, housing and subsistence loss for reimbursement thereof from appropriations of state funds.

(7) For the purposes of this section, a member of the armed forces of the United States is considered totally and permanently disabled if at the time of application a current disability determination made by or recognized by the United States ~~social security administration~~department of veterans affairs is in effect with respect to such individual.

(8) For the purposes of this section, a public safety officer is considered totally and permanently disabled if at the time of application a current disability determination made by the public

employee retirement system of Idaho is in effect with respect to such individual.

(9) The state board of education and board of regents of the university of Idaho may adopt rules to implement and administer the scholarship program provided for in this section.

ATTACHMENT 9

8. Extended Employment Services

SECTION 1. That Section 33-6201, Idaho Code, be, and the same is hereby amended to read as follows:

33-6~~3~~201. DEFINITIONS. As used in this chapter: (1) "Board" means the state board of education.

(2) "Disability" means a developmental disability as defined in 45 CFR 1325.3 or a learning disability, mental illness, or traumatic brain injury as defined in board rule.

(3) "Division" means the division of vocational rehabilitation.

(4) "Extended employment services" or "EES" means long-term maintenance services that assist participants in maintaining employment or gaining employment skills in preparation for community employment or that provide assistance to adult participants within an industry or a business setting or a community rehabilitation program intended to maintain paid employment. Extended employment services include individual supported employment, group community-based supported employment, and work services.

(5) "Group community-based supported employment" means self-employment or paid employment that is: (a) For a group of no more than eight (8) participants who are paid at least minimum wage and who~~,~~ because of their disabilities~~,~~ need ongoing support to maintain employment; (b) Conducted in a variety of community and industry settings where the participants have opportunities to interact with coworkers or others without known paid work supports at least to the extent that those opportunities typically exist in that work setting; (c) Supported by training and supervision needed to maintain that employment; and (d) Not conducted in the work services area of a provider.

(6) "Individual community-supported employment" means self-employment or paid employment:

(a) For which a participant is paid a competitive wage;

(b) For which the participant~~,~~ because of the participant's disability~~,~~ needs ongoing support to maintain the employment;

(c) That is conducted in a community or industry setting where persons without known paid work supports are employed; and

(d) Is supported by authorized activities needed to sustain paid work by persons with disabilities, including but not limited to supervision~~,~~ and training~~., and transportation.~~

(7) "Individual program plan" means a plan for extended employment services appropriate for an individual participant based on the participant's needs and personal goals.

(8) "Participant" means a person eligible for and enrolled in the ~~extended employment services~~EES program established pursuant to section 33-6202, Idaho Code.

(9) "Program" means the ~~extended employment services~~EES program established pursuant to section 33-6202, Idaho Code.

(10) "Provider" means a community rehabilitation program services provider approved by the division to provide extended employment services.

(11) "Work services" means activities, typically conducted on provider premises, intended to assist participants in understanding the value and demands of work and

developing functional capacities that increase or maintain the skill sets of participants to achieve and maintain employment.

SECTION 2. That Section 33-62303, Idaho Code, be, and the same is hereby amended to read as follows:

33-6232303. ~~ELIGIBILITY~~EES PROGRAM ADMINISTRATION. (1) A person is eligible to participate in the program if the person:

(a) Has a disability that constitutes a barrier to maintaining paid employment without long-term vocational support;

(b) Is sixteen (16) years of age or older; and

(c) Is an Idaho resident.

(2) The division ~~may periodically review a participant's eligibility and service level need for the program.~~

~~(a) periodic case review.~~

~~EES~~ will annually review and evaluate a ~~customer's~~ participant's service level needs, encourage the exercise of informed choice, and address any specific concerns. ~~Additionally,~~

~~t~~~~The~~An EES program ~~customer~~ participant may request that the EES program conduct an additional review of their case at any time. The process will be collaborative with the ~~customer~~ participant and other stakeholders, as appropriate, and include the exchange of information on the array of employment type options. If appropriate, EES program staff will refer the ~~customer~~ participant to ~~VR~~the division.

(a) ~~EES may conduct c~~Case file reviews, interviews, and other methods may be used to determine an individual's~~'~~ service level needs.

(b) ~~EES may refer an individual~~Individuals may be referred to ~~VR~~the division or any other program that provides employment, or other supports~~,~~ that the EES program does not provide.

(c) ~~The~~In order to receive EES services, a participant ~~will~~ must ~~participate either~~ take part in ~~their~~an annual ~~annually with the EES~~ case review ~~to continue to receive EES services~~ or

~~(d) In lieu of the annual case review, the customer may~~ request that th~~at~~e EES ~~P~~program assume the responsibility of developing an ~~their IPP~~individual program plan with the participant ~~with the customer~~.

(3) Each participant has the right to select the provider used and may choose to receive services from a different provider at any time, subject to provider availability. A participant will contact the EES program manager to request services from a different approved provider. Requests to change providers will be handled confidentially.

(4) Each eligible applicant must be referred to the EES program by the division. If approved, the applicant will receive written notification of EES eligibility~~:~~.

(5) Group community-based supported employment referral options:

(a) Option A:

(i) Individual provides documentation to the division of a qualifying disability pursuant to section 33-6201(2); and

(ii) The individual participates in a choice meeting facilitated by the division pursuant to 34 CFR 397.40; and

(iii) The individual requests Group community-based supported employment service of an EES Provider and accepts a non-competitive employment placement

or

(b) Group Community-Based Supported Employment - Option B:

(i) Individual provides documentation to the division of a qualifying disability pursuant to section 33-6201(2); and

(ii) The division finds demonstrated need after the individual was found ineligible for federal vocational rehabilitation services pursuant to 34 CFR 397 and section 33-6202 2(b).

(6) Work Service: Non-Competitive or Non-integrated. There are two (2) options for referral to work services. Eligible applicants may participate in one of the following options:

(a) Work Services – Option A:

(i) The individual provides documentation to the division of a qualifying disability pursuant to section 33-6201(2) (not applicable to youth where subminimum wage is applied (per 34 CFR 397)); and

(ii) The individual completes career counseling/information with the division (per 34 CFR 397.40); and

(iii) The individual requests services of an EES provider and accepts a non-integrated non-competitive employment.

(b) Work Services – Option B:

(i) Individual provides documentation to the division ~~that they have~~of a qualifying disability pursuant to section 33-6201(2); and

(ii) The division establishes demonstrated need after the individual was found ineligible for the federal vocational rehabilitation program pursuant to 34 CFR 397 and section 33-6202(-2)(b), Idaho code.

(iv) For a work services area participants expressing interest in competitive integrated employment, the provider will refer the participant to the division to allow the participant to make an informed decision.

(7) Eligible EES participants receiving services in one category may choose to receive services in the other category if criteria established by the division are met.

(8) An individual who is unable to participate in EES services for any period exceeding ten (10) consecutive calendar days will be placed into interrupted service status. Interrupted service for documented medical reasons may not exceed six (6) months. Interrupted service for non-medical reasons may not exceed three (3) months.

(a) Interrupted service timelines do not apply to competitive integrated employment participants who remain connected to the competitive integrated employment employer.

(b) Interrupted service extended beyond the specified timeframe may result in case closure.

(c) Providers will notify the EES program within five (5) business days of receipt of notice that a participant is not participating in EES services.

(9) Case closures require written notification to the participant by the provider. A good faith effort must be made to notify the participant if the case is closed pursuant to subsection (k). Cases will be closed from the EES program if one or more of the following reasons are met and must include documentation in the case record that supports such reason:

(a) Participant has moved out of state;

(b) Participant has retired from employment;

(c) Participant no longer needs EES services;

(e) Participant is eligible for or utilizing Medicaid Waiver employment supports for competitive integrated employment;

(f) Employer is providing long term supports;

(g) Employment Type Transfer;

(h) Participant is no longer interested in pursuing employment;

(i) Participant is medically not released to work for an extended period of time;

(j) Participant is non-compliant or not following through with EES program requirements;

(k) Unable to locate or contact participant;

(l) Participant is deceased.

(10) When there is a statewide waitlist:

(a) Applicants will be placed on the waitlist by date of EES eligibility;

(b) Service hours for all new participants will be limited to 20 hours per week until such time as there is no longer a waitlist;

(c) Service hours for existing participants will be limited to existing authorized hours until such time as there is no longer a waitlist;

(d) Exceptions to exceed 20 hours for demonstrated need will be considered by the EES program, contingent upon funding availability.

(11) The division will review EES service rates and contract with a third-party vendor to conduct cost surveys every five (5) years from the base-line year of fiscal year 2020. The division will survey one-hundred (100) percent of providers. EES may terminate or revoke the approval status and discontinue authorizing or purchasing services from providers that refuse or fail to respond to the periodic state surveys.

SECTION 3. That Section 33-6204, Idaho Code, be, and the same is hereby amended to read as follows:

33-6204. COVERED SERVICES -- INDIVIDUAL PROGRAM PLAN. (1) Subject to available funding, the program shall provide the following services to participants, as appropriate:

(a) Individual community-supported employment;

(b) Group community-based supported employment; and

(c) Work services.

(2) The services provided to a participant shall be based on the participant's individual program plan~~, as developed according to board rule~~.

(3) Employment services must:

(a) Be individually planned by using person-centered principles and person- or people-first language;

(b) Provide assistance to participants as unique individuals with varying interests, preferences, and aptitudes. Participants will be continually encouraged to build skills and explore their interests, abilities, and goals relating to employment or career advancement;

(c) Be in the most integrated employment setting appropriate to the needs of a participant, and consistent with the choice of the participant regarding services, providers, and goals.

(d) Provide the participant compensation for work performed pursuant to federal and state wage and hour laws. Uncompensated or volunteer work is not billable under EES.

(e) Safeguard participants against conflicts of interest, whether real or perceived.

(f) Allow a participant to pursue an alternate employment type.

(i) When a participant expresses interest in an alternate employment type to a provider, the provider will assist the participant with the referral to the division.

(ii) Providers already providing an allowable service to a participant may not assist the participant to pursue different employment without first referring the participant to the division.

(4) Providers are required to report all allegations or suspicions of abuse to the EES program manager, the adult protection authority, and any other entity identified under Section 39-5303, Idaho Code, or by federal law.

(5) Competitive integrated employment allowable activities are limited to:

(a) Competitive integrated employment job coaching that:

(i) Increases the participant's independence, inclusion, integration, and opportunities with the competitive integrated employment employer.

(ii) Reinforces employer training and expectations.

(iii) Develops, encourages, and reinforces natural supports with employer supervisors and co-workers.

(iv) Provides short-term additional supports for employer-directed job task changes within the same job title.

(v) Ensures job stability and fading as appropriate.

(6) Offsite job coaching may be included in an individual's program plan when determined by the individual, provider, and EES to be the most appropriate strategy to meet the participants needs.

(7) Provider-directed supervision of a participant will be approved when the general community employer requires it as part of the terms of the participant's employment.

(8) Competitive integrated employment employers provide focused mentoring and extended or ongoing job coaching to the individual using the employer's resources.

(9) Group community-based supported employment allowable activities are limited to:

(a) Promoting and advocating for increasing the participant's independence, inclusion, integration, and community employment goals.

(b) Supervising, observing, and job coaching of the participant to maintain employment.

(c) Training for specific job duties and tasks.

(10) Work services area allowable activities are limited to:

(a) Promoting and advocating for increasing the participant's independence, inclusion, integration, and community employment goals.

(b) Supervising, observing, and job coaching ~~of~~ the participant to maintain employment.

(c) Training for specific job duties and tasks.

(d) Training in other skills that increase the participant's employability for group community-based supported employment or competitive integrated employment.

(e) Providing onsite personal assistance.

(f) Providing simulated work training and work activities, including, career counseling/information and referral support services, which assist ~~an individual~~a participant receiving subminimum wage, to participate in career counseling/information and referral provided by the division staff.

(g) Increasing the participant's understanding of various career pathways and expectations of general community employers. These activities will include a component in the greater community, away from the provider-owned facility, where the participant can observe various competitive integrated jobs, based on the participant's interests.

(11) Pre-approved short-term additional supports to address needed supports that exceed the quarterly individual program plan service level, including, but not limited to:

(a) Group transportation delivered by the provider to community-based supported employment participants between home or the provider premises to the group community-based supported employment worksite using provider-insured vehicles. One (1) unit of transportation equals one (1) round trip.

(i) payment to the provider for approved group community-based supported employment transportation at the same mileage rate as the Medicaid non-medical transportation agency rate.

(ii) group community-based supported employment transportation payment will be based on direct route mileage between the group community-based supported employment participant's home or provider premises and the group community-based supported employment worksite, based on one (1) round trip. Providers will submit transportation billing monthly to EES.

b. Work services area transportation. The provider transports a work services area participant between home and the work services area of a provider using provider-insured vehicles. One (1) unit of transportation equals one (1) round trip.

i. EES will issue payment to the provider for approved work services area transportation at the same mileage rate as the Medicaid non-medical transportation agency rate.

ii. Payment for work services area transportation will be based on direct route mileage between the work services area participant's home to the work services area of a provider, based on one (1) round trip. Providers will submit transportation billing monthly to EES.

(12) The following are examples of unallowable services:

a. Initial Training. EES will not fund initial competitive integrated employment or self-employment job training. For current EES participants, the individual will return to the division for initial training and stabilization to determine if it aligns with the participant's skills and abilities, level of pay, benefits, etc. Providers may not make this determination.

b. Recreational Activities. Recreational activities include, but not limited to, parties, social gatherings, outings, and community events outside of work schedule and employer requirements.

c. Day Habilitation Activities. Activities typically conducted by an adult day services setting include, but are not limited to crafts, movies, relaxation, and outings.

d. Unwarranted Career Exploration/Training. Career exploration or career training activities provided to individuals opposed to pursuing competitive integrated employment. EES will authorize a maximum of two (2) Career Exploration activities annually before requiring an amended individual program plan with updated goals to reflect the participant's interest in pursuing competitive integrated employment.

e. Unqualified Services. Supports for which the provider's individual staff is unqualified to perform include, but not limited to, professional counseling (e.g., suicide counseling, grief counseling, and marriage or relationship counseling) and medical services (e.g., medication management, medical services, and medical transportation).

f. Personal Supports. Personal supports are activities that support staff would provide on an ongoing basis to ensure an employment requirement (e.g., daily reminder phone calls for hygiene needs or other personal care needs). Personal needs are needed regardless of employment status.

g. Comparable Services. Any available service provided by another government program, which may require an individual to apply for such services. EES may request documentation of application and denial of comparable services.

(13) Service provision, Development of individual program plan.

a. The participant and provider will develop the participant's individual program using the EES template. The individual program plan will include a brief summary of the participant's involvement.

b. Individual program plans must be signed by the participant, or legal guardian if appropriate, and the provider staff who assisted with the plan preparation.,

c. The provider will not receive payment for any services provided without an EES approved individual program plan.

d. Providers are not required to provide services after an individual program plan expires.

(14) An individual program plan must use person-centered principles and people first language and detail vocational goals, corresponding meaningful measurable objectives, and the participant's desired employment outcomes. A participant's individual program plan goals will be discussed, modified, revised, and updated yearly, based on data from the participant's progress reports to help the participant achieve employment goals.

a. Group community-based supported employment measurable objectives are specific to achieving an employment goal, not specific to a task. Employment goals will specify if the participant wants to maintain current employment type or has a desire to pursue a different employment type within a specific timeframe.

b. Competitive integrated employment measurable objectives may be specific to an employment goal or a task, based on the employee job description.

(15) The participant's provider is responsible for submission of the individual program plan to the EES program. EES will either accept the individual program plan as submitted or may require revisions to the individual program plan before approval. If a conflict of interest exists, EES will assume responsibility to complete the individual program plan. Timelines for submission of the individual program plan are detailed in the Provider Agreement and the Participant Rights & Responsibilities document.

(16) The participant and provider will review progress toward vocational goals and next steps necessary to meet vocational goals. The participant will sign the report to acknowledge review of it. The provider will submit a semi-annual progress report for each participant to the EES program for the six (6) months after the individual program plan start date, due no later than seven (7) months after the individual program plan start date. The provider will submit an annual progress report for the twelve (12) months after the individual program plan start date, due no later than thirteen (13) months after the individual program plan start date. Failure to submit the progress report in a timely manner means the provider is out of compliance with these and is subject to administrative review and corrective action.

SECTION 4. That Section 33-6205, Idaho Code, be, and the same is hereby amended to read as follows:

33-6205. EES PROVIDERS -- REQUIREMENTS -- REVOCATION OF APPROVAL -- AGREEMENT REVIEW. (1) ~~The division shall approve any person or entity before such person or entity may provide e~~Extended employment services providers must be approved by the division prior to ~~under the~~participation in the program. The division shall enter an agreement with each approved ~~program~~ provider. The agreement shall specify: ~~3~~

(a) Requirements for the provider;

(b) Services to be offered by the provider;

(c) Scope of work under the agreement;

(d) Service fees; and

(e) Other terms, conditions, and provisions as determined by the division ~~and agreed to by the provider~~.

(2) The division may terminate or revoke the approval status and discontinue authorizing or purchasing services from providers for actions in violation of the agreement ~~or rules promulgated by the board~~.

(3) A provider agreement shall be reviewed annually by the division and is subject to revision as required by the division ~~in cooperation with providers~~.

(4) Providers must maintain EES participant files for five (5) years from the last date of service.

(5) EES may audit billing records and other documentation submitted by providers to verify the accuracy of such records.

(6) EES may deny, revoke, or recover service payments if the provider fails to comply with the terms of the Provider Agreement.

ATTACHMENT 9

(7) Provider qualifications and requirements are outlined in the EES p~~P~~rovider a~~A~~greement. Basic provider requirements include, but are not limited to:

(a) Providers must be accredited by approved national or regional accrediting body, specific to vocational supports for individuals with disabilities. Approved EES accrediting bodies will be published annually to the division's website.

(c) Providers must remain in good standing with their accreditor.

(e) Providers must ensure staff that deliver EES services have 40 hours or more of employment supports training annually; maintain first aid and CPR certification and pass a criminal history background check annually.

SUBJECT

Proposed Rule, Docket 08-0102-2101 – Rules Governing Postsecondary Credit Scholarship Program

REFERENCE

August 2016	Board approved a temporary and proposed rule setting out the application requirements for the Postsecondary Credit Scholarship.
November 2016	Board approved pending rule, Docket 08-0102-1601.
November 2019	Board approved omnibus pending rule, Docket 08-0000-1900 reauthorizing all non-fee administrative rules in IDAPA 08.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.

APPLICABLE STATUTES, RULE OR POLICY

IDAPA 08.01.02
Section 33-4605, Idaho Code
Executive Order 2020-01

BACKGROUND/DISCUSSION

HB 477a (2016) enacted Section 33-4605, Idaho Code, which created a new state administered scholarship titled the Postsecondary Credit Scholarship. The new program provides a scholarship to all students who have earned ten (10) or more postsecondary credits at the time of high school graduation and can meet the matching scholarship requirements. Students who earn more than ten (10), but less than twenty (20) credits will be eligible for up to two thousand dollars ($2,000) spread over two (2) years. Students who earn twenty (20) or more credits but do not earn an associate degree at the time of high school graduation are eligible for up to four thousand dollars ($4,000) spread over two (2) years. Students who earn an associate degree at the time of high school graduation are eligible for up to eight thousand dollars ($8,000) spread over two (2) years. The final amount of the scholarship is subject the student having obtained a matching business or industry academic merit-based scholarship. Pending rule, Docket 08-0102-1601, created a new section of Administrative Code similar to the Opportunity Scholarship section that set out the administrative procedures for applying for the Postsecondary Credit Scholarship and provided clarification around the required business or industry matching scholarship.

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule

chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov (https://dfm.idaho.gov/about/RegulatoryDocs/ZBR%20Rule%20Review%205%20Year%20Schedule%205.20.2021.pdf). For the 2021-2022 rulemaking cycle the following rules were identified for review, IDAPA 08.01.02, 08.01.10 and 08.02.03. In addition to these sections of rule being reviewed, DFM and the State Office of Administrative Rules have enacted new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

In addition to the "normal" promulgation of administrative rule amendments and the requirements of Executive Order 2020-01, the Legislature failed to extend previously codified rules during the 2021 legislative session. This resulted in the need for the Board to promulgate temporary rules reauthorizing previously codified sections of administrative rule at the June Regular Board meeting. When the Board considers pending rules in the fall, rule amendments promulgated through the negotiated rulemaking process will be combined with pending rules for the other sections of administrative rules that need to be reauthorized.

Proposed amendments remove definitions and provisions that are duplicative of provisions established in the enabling statute, Section 33-4605, Idaho Code.

IMPACT

The approval of this proposed rule will set out the administrative procedures and clarify requirements for the new Postsecondary Credit Scholarship.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0102-2101

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Formal negotiated rulemaking requires a notice of intent to promulgate rules. The notice of intent for Docket 08-0102-2101 was published in the July 7, 2021 Administrative Bulletin. The deadline published in the Notice of Intent for

requesting participation in the negotiated rulemaking was July 14, 2021. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rules coming to the Board for consideration. In addition to being published in the Administrative Bulletin, an email was sent to education stakeholders notifying them of the intent to promulgate amendments to this section of rule. No one requested to participate in the negotiated rulemaking process for this rule. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21 day public comment period. At the close of the 21 day comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed rule docket number 08-0102-2101, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

IDAPA 08 – STATE BOARD OF EDUCATION

08.01.02 – RULES GOVERNING THE POSTSECONDARY CREDIT SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.
In accordance with Sections 33-105, 33-4601A, and 33-4605, Idaho Code the State Board of Education (Board) is authorized to promulgate rules implementing the provisions of Title 33, Chapter 46, Idaho Code. (7-1-21)T

001. SCOPE.
These rules constitute the requirements for the Postsecondary Credit Scholarship Program. (7-1-21)T

002. -- 009. (RESERVED)

010. DEFINITIONS.
For the purposes of this section the following definitions apply: (7-1-21)T

01. Board. Idaho State Board of Education. (7-1-21)T

02. Business Scholarship. A competitive scholarship awarded from a business entity registered with the Idaho Secretary of State or other state or federal entity that registers businesses and whose purpose is not postsecondary education nor is the entity affiliated with a postsecondary educational institution; or an association representing businesses as described herein. (7-1-21)T

03. Executive Director. Executive Director for the Idaho State Board of Education. (7-1-21)T

04. Grade Point Average (GPA). Average secondary grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (7-1-21)T

05. Industry Scholarship. A competitive scholarship in which the recipient must enter into a program of study for a specific occupational area. (7-1-21)T

011. -- 100. (RESERVED)

101. APPLICATION PROCESS.

01. ~~Initial~~ Applications. ~~An eligible student must complete and submit the scholarship program application to the Board electronically on or before the date specified in the application, but not later than June 1 for guaranteed consideration of an award during the proceeding fall academic term. An applicant without electronic capabilities may submit an application on the form established by the Executive Director through the United States Postal Service. Applications received, or postmarked after March 1 of each year must be received at least 60 days prior to the start of the term for which the applicant has enrolled for consideration during the next academic term~~Applications must made on a form and in the timelines set by the Executive Director.
~~(7-1-21)T~~

~~**02. Communication with State Officials.**~~ Failure to respond within the specified time period ~~specified~~ will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the Executive Director or designee. (7-1-21)T

102. -- 299. (RESERVED)

300. SCHOLARSHIP AWARDS.

ATTACHMENT 1

01. Selection Process. Scholarship awards will be based on the availability of scholarship program funds. In the event more eligible applications are received than funds are available~~, those applications received by June 1 of each year~~ will be awarded based on their GPA ranking. ~~Applications received after June 1 of each year will only be considered after all initial applications have been processed and awardees have accepted or rejected their awards, and will be based on their GPA ranking.~~ (7-1-21)T

~~**02. Monetary Value of the Opportunity Scholarship**. The monetary value of the award will be based on the maximum amount the applicant is eligible to receive based on the number of postsecondary credits accepted by the institution they attend and the amount of the matching scholarship for each year they are eligible. The award amount shall not be more than the matching merit based business or industry scholarship received by the applicant within the limits of the maximum eligible amount. (7-1-21)T~~

03. Payment. Payment of scholarship award will be made in the name of the recipient and will be sent to the designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient student's account within a reasonable time following receipt of the payment. (7-1-21)T

~~**04. Duration**. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship is valid for up to four (4) educational years from the date the recipient graduated from high school. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student. (7-1-21)T~~

~~**05. Eligibility**. If a student receives a scholarship payment and it is later determined that the student did not meet all of the scholarship program eligibility requirements, then the student is considered in overpayment status, and the remaining program funds must be returned to the Office of the State Board of Education. (7-1-21)T~~

~~**301. CONTINUING ELIGIBILITY.**~~
~~To remain eligible for the scholarship, the recipient must comply with all of the provisions of the scholarship program and these rules, including the following requirements. (7-1-21)T~~

~~**01. Interruption of Continuous Enrollment**. A student may request an interruption of continuous enrollment for eligible students due to military service in the United States armed forces, medical circumstances, or extenuating circumstances approved by the Executive Director. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason and who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll and within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year. At no time may the extension extend beyond the expiration period of the scholarship. At no time may the scholarship award eligibility be extended beyond four (4) years from the date the student graduated from high school.~~
(7-1-21)T

302. -- 999. (RESERVED)

SUBJECT

Proposed Rule, Docket 08-0110-2101 – Idaho College Work Study Program

REFERENCE

August 2012	Board approved a proposed rule amending the funding distribution formula for Idaho College Work Study funds.
November 2012	Board approved pending rule, Docket 08-0110-1201.
November 2019	Board approved omnibus pending rule, Docket 08-0000-1900 reauthorizing all non-fee administrative rules in IDAPA 08.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.

APPLICABLE STATUTES, RULE OR POLICY

Idaho Administrative Code, IDAPA 08.01.10
Section 33-4401 through 33-4409, Idaho Code
Executive Order 2020-01

BACKGROUND/DISCUSSION

The Idaho work study program is an employment program designed to allow resident students with financial need to earn funds to assist in attending accredited institutions of higher education in Idaho or resident students with educational need to obtain work experience related to the student's course of academic study.

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov (https://dfm.idaho.gov/about/RegulatoryDocs/ZBR%20Rule%20Review%205%20Year%20Schedule%205.20.2021.pdf). For the 2021-2022 rulemaking cycle the following rules were identified for review, IDAPA 08.01.02, 08.01.10 and 08.02.03. In addition to these sections of rule being reviewed, DFM and the State Office of Administrative Rules have enacted new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

In addition to the "normal" promulgation of administrative rule amendments and the requirements of Executive Order 2020-01, the Legislature failed to extend previously codified rules during the 2021 legislative session. This resulted in the need for the Board to promulgate temporary rules reauthorizing previously codified sections of administrative rule at the June Regular Board meeting. When the Board considers pending rules in the fall, rule amendments promulgated through the negotiated rulemaking process will be combined with pending rules for the other sections of administrative rules that need to be reauthorized.

Proposed amendments remove definitions and provisions that are duplicative of provisions established in the enabling statutes, chapter 44, title 33, Idaho Code. After a thorough review of the provisions contained in IDAPA 08.01.10, the only provisions that did not duplicate what was already established in Idaho statute and are proposed to be retained are the reporting requirement and distribution methodology of the state funds, allocation of funds, provisions for carrying over funds, and the provision allow the Board office to conduct periodic audits of the program.

IMPACT

The approval of this proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0110-2101

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Formal negotiated rulemaking requires a notice of intent to promulgate rules. The notice of intent for Docket 08-0102-2101 was published in the July 7, 2021 Administrative Bulletin. The deadline published in the Notice of Intent for requesting participation in the negotiated rulemaking was July 14, 2021. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rules coming to the Board of consideration. In addition to being published in the Administrative Bulletin, an email was sent to education stakeholders notifying them of the intent to promulgate amendments to this section of rule. No one requested to participate in the negotiated rulemaking process for this rule. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21 day public comment period. At the close

of the 21 day comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed rule docket number 08-0110-2101, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

08.01.10 – IDAHO COLLEGE WORK STUDY PROGRAM

000. LEGAL AUTHORITY.
The following rules are made under authority of Sections 33-105, 33-107, and 33-4402, Idaho Code, to implement the provisions of Chapter 44, Title 33, Idaho Code. (7-1-21)T

001. SCOPE.
This rule establishes the administrative procedures necessary to implement a student financial and educational aid program as called for by Chapter 44, Title 33, Idaho Code. (7-1-21)T

002. -- 100. (RESERVED)

~~**101. INSTITUTIONAL PARTICIPATION.**~~
~~In order to participate in the program during a specific fiscal year, eligible institutions shall: (7-1-21)T~~

~~**01. Annual Application**. Submit to the Office of the State Board of Education an annual application on or before the November 1 preceding the beginning of the fiscal year. (7-1-21)T~~

~~**02. Enrollment Form**. Submit to the Office of the State Board of Education a properly completed and accurate Student Enrollment Form (PSR-1) for the fall semester prior to the previous fiscal year. The required PSR-1 shall be submitted each February as directed by the Office of the State Board of Education. (7-1-21)T~~

~~**03. Educational Need**. Eligible postsecondary institutions participating in the educational need, work experience portion of the work study program shall submit to the Office of the State Board of Education, on or before August 1 preceding the beginning of the academic year, requirements for determining educational need, in accordance with Section 33-4405, Idaho Code, and Section 107 of this chapter. (7-1-21)T~~

102. ALLOCATION OF FUNDS.
Funds appropriated to the Office of the State Board of Education for the Idaho College Work Study Program shall be allocated to participating institutions based on enrollment data submitted by each institution on the Student Enrollment Form (PSR-1) for the fall semester prior to the previous fiscal year of participation. The allocation shall be based on the appropriation for that fiscal year multiplied by an enrollment factor. The enrollment factor shall be calculated by dividing the headcount of resident degree-seeking students at the participating institutions by the total headcount of resident degree-seeking students for all participating institutions. (7-1-21)T

103. (RESERVED)

104. AUDIT.
Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor ~~and~~ or the ~~internal~~ auditor ~~of~~ for the Office of the State Board of Education to ensure compliance with the statutes, rules, and policies governing the Idaho College Work Study Program, including provision of accurate enrollment information. (7-1-21)T

~~**105. DISTRIBUTION OF FUNDS.**~~
~~Funds allocated to participating institutions for a specific fiscal year by the Office of the State Board of Education shall be distributed to the institution during the fall term for the academic year. (7-1-21)T~~

106. CARRYOVER FUNDS.
Participating institutions may carry over up to ten percent (10%) of the work study program funds received in one fiscal year to the next fiscal year, provided however, that any carryover funds shall be used exclusively in the work study program. Any unexpended funds in excess of the ten percent (10%) provided herein shall be returned to and redistributed by the Office of the State Board of Education. (7-1-21)T

107. EDUCATIONAL NEED; WORK EXPERIENCE.

01. Determination of Educational Need. Requirements for determining educational need shall be formulated by each participating institution, subject to review by the State Board of Education. In reviewing such requirements, the State Board of Education will consider the following minimum guidelines: (7-1-21)T

a. The requirement that the work experience be related to the student's "field of study" shall mean the student's declared major or minor or, if a vocational student, a specific vocational program for which the student is seeking a degree, certificate, or license. "Field of study" may also include a specific course or academic or vocational project which complements the student's major, minor, or vocational program, provided the student obtains a written statement from an advisor or the professor or instructor of the specific course or project that the work experience proposed is related to, and will complement the major, minor, or vocational programs which the student is pursuing. (7-1-21)T

b. The financial resources of the student, including but not limited to individual or family income, may not be considered in determining eligibility. (7-1-21)T

c. In addition to the above, participating institutions which are controlled by sectarian organizations are subject to the following constitutional and statutory restrictions: (7-1-21)T

i. No student may participate whose course of study is sectarian in nature or who is pursuing an educational program leading to a baccalaureate or other degree in theology or divinity. (7-1-21)T

ii. Students at such participating institutions may participate only in the off-campus work experience portion of the program. (7-1-21)T

iii. Off-campus employment may not be located at, or be performed on behalf of, a church, sectarian or religious organization, religious denomination, sect, or society, whether incorporated or unincorporated. (7-1-21)T

108. -- 999. (RESERVED)

SUBJECT

Proposed Rule, Docket 08-0201-2102 – Rules Governing Administration

REFERENCE

August 2019	Board considered and rejected a proposed rule, Docket 08-0102-1901, setting reporting requirements for enrollment FTE and directed staff to bring back a temporary rule at the conclusion of planned visits in each of the regions to gather feedback.
October 2019	Board approved temporary rule establishing the enrollment FTE in a substantially similar format as presented at the Regular August Board meeting.
August 2020	Board postponed action on a temporary and proposed rule that would allow FTE student enrollment to be used to calculated average daily attendance for funding purposes.
December 2020	Board approved pending rule Docket 08-0201-2001, establishing FTE enrollment reporting methodology and approved temporary rule Docket 08-0201-2002 allowing FTE enrollment to be used to calculate average daily attendance.
November 2020	Board approved amendment to temporary and pending rules updating the FTE enrollment methodology.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.

APPLICABLE STATUTES, RULE OR POLICY

Idaho Administrative Code, IDAPA 08.02.01
Sections 33-1001, 33-1002, 33-1003, 33-1003A, 33-1027, 33-1028, and 33-1619, Idaho Code
Executive Order 2020-01

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov (https://dfm.idaho.gov/about/RegulatoryDocs/ZBR%20Rule%20Review%205%20Year%20Schedule%205.20.2021.pdf). For the 2021-2022 rulemaking cycle the following rules were identified for review, IDAPA 08.01.02, 08.01.10 and 08.02.03.

DFM and the State Office of Administrative Rules have enacted, starting with the current year, new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

In addition to the "normal" promulgation of administrative rule amendments and the requirements of Executive Order 2020-01, the Legislature failed to extend previously codified rules during the 2021 legislative session. This resulted in the need for the Board to promulgate temporary rules reauthorizing previously codified sections of administrative rule at the June Regular Board meeting. When the Board considers pending rules in the fall, rule amendments promulgated through the negotiated rulemaking process will be combined with pending rules for the other sections of administrative rules that need to be reauthorized.

During the 2020-2021 school year, in response to the COVID-19 Pandemic, the Board approved a temporary rule allowing Average Daily Attendance to be calculated based on weekly full-time equivalent enrollment. This amendment was requested due to the difficulty school districts and charter schools were facing in accurately counting student attendance as a result of the pandemic. Schools were facing situations where they were providing instruction in a myriad of ways in order to keep their students safe and implement social distancing. This included completely online options, hybrid (online and in-person) options, and completely in-person options. During this same time, those schools who provided at least some form of in-person instruction were also faced with groups of students that had to quarantine for short periods of time due to exposure to COVID-19. By implementing the temporary rule the Board provided a level of stability in reporting Average Daily Attendance from week to week. That temporary rule expired June 30, 2021 and the methodology for calculating Average Daily Attendance shifted back to the daily attendance of students based on 2/5 hour and 4 hour increments.

In addition to the attendance and enrollment reporting requirements, this chapter of IDAPA 08 also covers other administrative tasks that impact school districts and charter schools. These include reporting requirements as well as annual planning requirements, petitions for changing school district boundaries, minimum policy

requirements and more. With the movement of Idaho's K-12 portion of the state longitudinal data system (commonly referred to as ISEE) in to the Office of the State Board of Education, staff have identified some challenges tied to timelines for submitting, correcting, and validating data. Amendments to this section include establishing a framework for schools to validate and correct their data as well as timing for which data is used in statewide reporting.

Additional amendments include moving references to the unique education identifier from IDAPA 08.02.03 to this section of rule so that all of the data components are in the same chapter and removing references to college and career advising plans and literacy interventions plans that were removed from statute with the passage of HB 222 (2021).

IMPACT

The approval of this proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0201-2102

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Formal negotiated rulemaking requires a notice of intent to promulgate rules. The notice of intent for Docket 08-0102-2101 was published in the July 7, 2021 Administrative Bulletin. The deadline published in the Notice of Intent for requesting participation in the negotiated rulemaking was July 14, 2021. Negotiated meetings were held the week of August 2nd. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rules coming to the Board of consideration. In addition to being published in the Administrative Bulletin, an email was sent to education stakeholders notifying them of the intent to promulgate amendments to this section of rule. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21 day public comment period. At the close of the 21 day comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed rule docket number 08-0201-2102, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

08.02.01 – RULES GOVERNING ADMINISTRATION

000. LEGAL AUTHORITY.
All rules in IDAPA 08.02.01, "Rules Governing Administration," are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-101, 33-105, 33-107, 33-116, 33-117, 33-308, 33-320, 33-310B, 33-512, 33-513, 33-905, 33-1279, 33-1403, 33-1405, 33-2004 and Chapter 10, Title 33, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-21)T

001. SCOPE.
Uniform and thorough standards and governance by the State Board of Education for the establishment and maintenance of a general, uniform and thorough system of public education. (7-1-21)T

002. WRITTEN INTERPRETATIONS.
In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State St., Room 307, Boise, Idaho 83702. (7-1-21)T

003. -- 006. (RESERVED)

007. WAIVERS.
The State Board of Education may grant a waiver of any rule not required by state or federal law to any school district upon written request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations. (7-1-21)T

008. DEFINITIONS.

01. Course. A unit of instruction that may be determined based on the amount of instructional time or predetermined level of content and course outcomes. (7-1-21)T

02. Virtual Course. A course where instruction is provided in an on-line ~~or virtual~~ format and does not necessarily include face-to-face instruction. (7-1-21)T

009. -- 049. (RESERVED)

050. ALTERING SCHOOL DISTRICT BOUNDARIES.
The State Board of Education sets forth the following rules to govern the application and hearing procedures for alteration of school boundaries pursuant to Section 33-308, Idaho Code. A written application from the person or persons requesting alteration of school district boundaries, including the reasons for making the request, will be submitted to the ~~State Board~~ Department of Education. ~~The application shall also contain that information as required by Section 33-308, Idaho Code:~~ (7-1-21)T

01. Written Statement of Support. A written statement supporting or opposing the proposed alteration will be prepared by each board of trustees no later than ten (10) days following its first regular meeting held following receipt of the written application prepared by the person or persons requesting the alteration. Such request and supporting materials shall be forwarded to the Superintendent of Public Instruction. (7-1-21)T

02. Review of Request. The Superintendent of Public Instruction shall appoint a hearing officer in accordance with State Board of Education Governing Policies and Procedures to review the proposed alteration of boundaries. (7-1-21)T

03. Criteria for Review of Request. The hearing officer shall review the proposed alteration of

boundaries taking into account the following criteria: (7-1-21)T

a. Will the alteration as proposed leave a school district with a bonded debt in excess of the limit proscribed by law; (7-1-21)T

b. Is the proposed alteration in the best interests of the children residing in the area described in the petition. In determining the best interests of the children the hearing officer shall consider all relevant factors which may include: (7-1-21)T

i. The safety and distance of the children from the applicable schools; (7-1-21)T

ii. The views of the interested parties as these views pertain to the interests of the children residing in the petition area; (7-1-21)T

iii. The adjustment of the children to their home and neighborhood environment; and (7-1-21)T

iv. The suitability of the school(s) and school district which is gaining students in terms of capacity and community support. (7-1-21)T

04. Market Value. The market value, for tax purposes, of the two (2) districts prior to the requested transfer and of the area proposed to be transferred will be provided. (7-1-21)T

05. Decision by State Board Education. The recommendation from the hearing on the matter shall be forwarded to the State Board of Education for decision in accordance with the Board's Governing Policies and Procedures. (7-1-21)T

06. Additional Information. The applicant may submit any additional information which is deemed to be appropriate in assisting the State Board of Education to make the decision. (7-1-21)T

051. -- 149. (RESERVED)

150. DEVIATION FROM STANDARD EMPLOYMENT CONTRACT FORM.
The State Superintendent of Public Instruction has approved a standard employment contract form. Any deviation from this contract form must be approved by the State Superintendent of Public Instruction and reviewed for reapproval once every three (3) years. (7-1-21)T

151. -- 199. (RESERVED)

200. EMERGENCY CLOSURE - TEACHER STRIKE OR WITHHOLDING OF SERVICE.
The State Board of Education does not recognize a teacher strike or the withholding of service as sufficient cause to declare an emergency closure. The primary concern of the State Board of Education is for the instructional program available to students. (7-1-21)T

201. -- 249. (RESERVED)

250. PUPIL ACCOUNTING AND REQUIRED INSTRUCTIONAL TIME.

~~**01. Required Instructional Time**. Excluding transportation to and from school, lunch periods, passing times, and recess, schools must schedule at least the following instructional times: kindergarten, four hundred fifty (450) hours per year or equivalent amount of instruction through an online, distance, or blended learning format; grades one through three (1-3), eight hundred ten (810) hours per year or equivalent amount of instruction through an online, distance, or blended learning format; grades four through eight (4-8), nine hundred (900) hours per year or equivalent amount of instruction through an online, distance, or blended learning format; and grades nine through twelve (9-12), nine hundred ninety (990) hours per year or equivalent amount of instruction through an online, distance, or blended learning format. The equivalent amount of instruction shall be based on the amount of time~~

~~reported for the same course or amount of coursework delivered in an in-person setting. (7-1-21)T~~

~~**02. Required Attendance**. All pupils will complete four (4) years of satisfactory attendance in grades nine through twelve (9-12) to graduate from an accredited high school, except those who are approved for early graduation. (7-1-21)T~~

~~03~~01. Day in Session When Counting Pupils in Attendance. (7-1-21)T

a. A school day for grades one through twelve (1-12) may be counted as a "day in session" when the school is in session and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours or its equivalent of instruction per day. Lunch periods, breaks, passing time and recess will not be included in the four (4) hours. For kindergarten, each session will be at least two and one-half (2 1/2) hours per day. (7-1-21)T

b. Half-day Session. A half-day in session occurs when the students in grades one through twelve (1-12) are under the guidance and direction of teachers in the teaching process for a minimum of two and one-half (2 1/2) hours or its equivalent of instruction or the teachers are involved in staff development activities for not less than two and one-half (2 1/2) hours. Students attending less than a half-day in session may have their hours aggregated by week for reporting purposes. (7-1-21)T

~~**c.** Teacher In-service Activities. For grades one through twelve (1-12), not more than twenty-two (22) hours may be utilized for teacher in-service activities, based on the district approved calendar. In the event a school district chooses to utilize full days instead of half days, the attendance reported for these full days will be the average of the attendance for the other days of that same week. (7-1-21)T~~

~~04~~02. Day of Attendance - Kindergarten. A day of attendance for a kindergarten pupil is one in which a pupil is under the direction and guidance of a teacher while school is in session or under homebound instruction. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in half-day increments. Particularly, enrollment figures are not to be used for the beginning nor closing weeks of school. (7-1-21)T

~~05~~03. Day of Attendance (ADA) - Grades One Through Twelve (1-12). A day of attendance is one in which a pupil is under the guidance and direction of a teacher or other authorized school district personnel while school is in session ~~or is a homebound student~~and under the instruction of a teacher employed by the district in which the pupil resides or employed through the Idaho digital learning academy, with the exception as stated in "day in session" above. ~~A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition~~. Attendance will be reported in full or half-days. (7-1-21)T

~~06~~04. Full-Time Equivalent (FTE) Enrollment Reporting. (7-1-21)T

~~**a.** Kindergarten students enrolled in one (1) LEA for a total number of courses that equal six hundred (600) or more minutes per week shall equal zero point five (0.5) FTE. Grade one (1) through grade twelve (12) students enrolled in one (1) LEA for a total number of courses that equal one thousand two hundred (1,200) or more minutes per week shall equal one (1) FTE. (7-1-21)T~~

~~**b.** Kindergarten students enrolled in one (1) or more LEAs for a total number of courses at all LEAs that equal less than six hundred (600) minutes per week, the FTE shall be based on the percentage of time each student's courses are of six hundred (600) minutes. Grade one (1) through grade twelve (12) students enrolled in one (1) or more LEAs for a total number of courses at all LEAs that equal less than one thousand two hundred (1,200) minutes per week, the FTE shall be based on the percentage of time each student's courses are of one thousand two hundred (1,200) minutes. (7-1-21)T~~

~~**c.** Kindergarten students enrolled in more than one (1) LEA for a total number of courses at all LEAs that equal six hundred (600) or more minutes per week and less than or equal to seven hundred fifty (750) minutes per week the FTE shall be fractionalized based on percentage of time for which the student is enrolled. Grade one (1)~~

~~through grade twelve (12) students enrolled in more than one (1) LEA for a total number of courses at all LEAs that equal one thousand two hundred (1,200) or more minutes per week and less than or equal to the respective amounts in the following subsections the FTE shall be fractionalized based on percentage of time for which the student is enrolled:(7-1-21)T~~

~~i. Kindergarten: seven hundred fifty (750) minutes. (7-1-21)T~~

~~ii. Grade one (1) through grade three (3): one thousand three hundred fifty (1,350) minutes. (7-1-21)T~~

~~iii. Grade four (4) through grade eight (8): one thousand five hundred (1,500) minutes. (7-1-21)T~~

~~iv. Grade nine (9) through grade twelve (12): one thousand six hundred fifty (1,650) minutes. (7-1-21)T~~

~~**d.** Students enrolled in more than one (1) LEA for a total number of courses at all LEAs that equal more than the following minutes the FTE shall be based on the percentage of time for which the student is enrolled: (7-1-21)T~~

~~i. Grade one (1) through grade three (3): one thousand three hundred fifty (1,350) minutes. (7-1-21)T~~

~~ii. Grade four (4) through grade eight (8): one thousand five hundred (1,500) minutes. (7-1-21)T~~

~~iii. Grade nine (9) through grade twelve (12): one thousand six hundred fifty (1,650) minutes. (7-1-21)T~~

a. Full-time equivalent (FTE) enrollment will be based on the courses in which students are reported to be enrolled. To appropriately account for the differences in courses and schedules, FTE will be calculated using the minutes per week metric of the reported courses which is an indicator of the amount of content delivered in the course.

b. For each student, the minutes per week of all reported courses will be summed to provide a total course minutes per week, and this number will be used to determine the FTE enrollment of the individual student. The student will generate an FTE enrollment equal to the proportion of the total minutes per week of the reported courses for the student divided by 1200 with a maximum FTE of:

i. Kindergarten: 0.5 FTE
ii. Grades one (1) to twelve (12): 1.0 FTE

c. Students enrolled in more than one (1) LEA will have their FTE enrollment fractionalized between the LEAs in which they are enrolled by dividing the course minutes per week that the student is enrolled at each LEA by the total course minutes per week for the student reported by all LEAs.

~~**e**~~**d.** Courses in LEAs with block scheduling that result~~s~~ in students ~~attending courses~~receiving instruction for a period greater than one (1) week ~~in order to encompass all courses the student is enrolled in for the term~~ will use an average ~~minutes per week over the applicable time period to determine the courses minutes per week~~of the course minutes per week over a two-week period as the minutes per week for the course. (7-1-21)T

~~**f**~~**e.** Students enrolled in an alternative summer school or alternative night school program of two hundred twenty-five (225) or more hours of instruction may be counted as an additional zero point two five (0.25) FTE. Alternative summer school enrollment will be included in the October 1 reporting period. (7-1-21)T

~~**g**~~**f.** Students enrolled in an alternative summer school or alternative night school program of less than two hundred twenty-five (225) hours FTE will be determined based on the proportional share of two hundred twenty-five (225) hours the program consists of. (7-1-21)T

~~**h**~~**g.** Students enrolled in more than one (1) LEA in grade seven (7) through grade twelve (12) shall count

enrollment at all LEAs for determining eligibility of overload courses identified in Sections 33-4601 and 33-4602, Idaho Code. (7-1-21)T

251. DATA COLLECTION.

LEA's will report the required information for state and federal reporting and decision-making. The reporting will be done in accordance with the requirements established in Chapter 10, Title 33, Idaho Code, or as needed for state and federal purposes. Each LEA is required to verify and assure the accuracy of the data submitted on a timeframe established by the state board of education or its designee. ( )

01. State Data System. In accordance with the provisions of Section 33-133, Idaho Code, the following data elements will be added to the state data system: ( )

a. Grade Point Average (GPA); and ( )

b. Chronic Absenteeism. ( )

c. Student address.

252. DATA VALIDITY

01. Responsibility. LEA Administrators are responsible for the accuracy of the data submitted by the LEA.

a. Data must be verified and corrected within 30 business days, based on the LEA's calendar, of receiving written notification of issues in submitted data. The timeline for correcting data may be extended if LEA staff are actively working with state longitudinal data system staff to correct the issue.

b. Data reported by the LEAs used for funding purposes, including placement on the career ladder, must come through the state longitudinal data system. When discrepancies are identified, it is the responsibility of the LEA to update the submitted data prior to any adjustments being made. Funding will be withheld until such data is corrected.

253. UNIQUE EDUCATION IDENTIFIER.

01. Assignment. Each student enrolling in an Idaho public LEA or participating in a public educational program will be assigned a unique student identifier. The unique education identifier shall follow the student and will be used by each LEA in which the student is enrolled or participating. The unique student identifier will follow the student into the public postsecondary education. ( )

a. LEAs must obtain unique student identifiers by providing the following information for each student: ( )

i. Complete legal name, including first, middle, last, and suffix as written on a legal document such as birth certificate, passport, visa, or other such legal document. ( )

ii. Date of birth. ( )

iii. Gender. ( )

b. LEAs may be required to provide any or all of the following additional information to help ensure unique identification such as: ( )

i. Prior school attended, if known.

ii. Zip code of residence.

iii. Race and Ethnicity. ( )

iv. Birth parents' first and last name. ( )

v. Parents' or guardians' first and last name(s). ( )

vii. County of birth. ( )

25~~1~~3. -- 299. (RESERVED)

300. FUNDS WITHHELD - LATE SUBMISSION OF RECORDS.
All ~~professional staff~~required records ~~and noncertified employee records~~ from each ~~school district~~LEA will ~~be sent to the State Department of Education by October 15 of each year~~reported by the required deadlines. If an ~~district~~ LEA is delinquent ~~with the forms~~in reporting and is determined to be noncompliant, ~~apportionment~~ payment to that ~~district~~ LEA will be withheld until such time as the ~~district~~ LEA has met its obligation. (7-1-21)T

301. -- 349. (RESERVED)

350. EARLY GRADUATION.
Any high school student who completes the number of credits and exiting standards required by both the state and the school district prior to completing eight (8) semesters of high school work may petition the local superintendent and board of trustees to graduate early. When calculating the aggregate average daily attendance for the educational support program, students graduating from high school prior to the end of the school year will have their ADA for the first semester (second trimester) counted as if they were in attendance during the second semester (third trimester) of the school year. (7-1-21)T

351. -- 399. (RESERVED)

400. SPECIAL EDUCATION FUNDING FOR DISTRICTS WITH APPROVED PROGRAMS.

01. Reimbursement for Exceptional Child Support Units. State reimbursement provided by exceptional child support units is based on the following formula: (7-1-21)T

a. Preschool students will generate funding based upon the weekly hours and minutes they are enrolled in special education. (7-1-21)T

b. From the fall elementary enrollment of kindergarten through grade six (K-6), subtract elementary residential facility students and multiply the result by six one-hundredths (.06). Add the elementary residential facility students to the product. (7-1-21)T

c. From the fall regular secondary enrollment of grades seven through twelve (7-12), subtract secondary residential facility students and multiply the result by fifty-five one-thousandths (.055). Add the secondary residential facility students to the product. (7-1-21)T

d. Add the juvenile detention facility students to the total. (7-1-21)T

e. Use the exceptional child divisor to determine the number of exceptional child units. Secondary programs with a smaller divisor may use the smaller divisor for their secondary computation. (7-1-21)T

f. Elementary and secondary exceptional child support units will be calculated using one hundred percent (100%) Average Daily Attendance (ADA): the ADA will be subtracted from their respective regular elementary and secondary administrative unit for computing the support unit. (7-1-21)T

02. Contracting for Educational and Related Services.

a. A school district which contracts for special education services with another agency may claim reimbursement up to a maximum amount of state funding, as annually determined by the State Department of Education, less the district's certified annual tuition rate. When any agency contracts for the education of exceptional children, all such children will be enrolled in the district of their residence and the agency will certify to the home school district the daily record of attendance of such student. (7-1-21)T

b. For special education contracts between local school districts, the district receiving service will pay the district providing service the amount of the providing district's local annual tuition rate as certified under the provision of Idaho Code. The school district providing service will include students served within such contract within the total number of special education students used to calculate exceptional education support units. Charges for additional costs may be negotiated between the districts. (7-1-21)T

c. The State Department of Education will determine if public and private schools and facilities meet state standards for an approved special education program. Any agency aggrieved by the Department of Education's final decision may appeal that decision to the State Board of Education. (7-1-21)T

401. -- 449. (RESERVED)

450. REIMBURSEMENT TO DISTRICTS FOR SUBSTITUTE TEACHER COSTS.
The Professional Standards Commission (PSC) is authorized to reimburse the employing district for a classroom teacher member of the PSC for the costs incurred in the employment of a substitute teacher for a member while the member is engaged in PSC business. Such reimbursement may be made for each instance in which a substitute is employed as a replacement for a member beyond six (6) days during a given school year. Reimbursement may be made upon request by the employing district submitted in a manner determined by the PSC. Reimbursement will be based upon the prevailing rate for substitutes in that district. (7-1-21)T

451. -- 499. (RESERVED)

500. SCHOOL DISTRICT BUILDING ACCOUNT (NON-LOTTERY MONEY).
The board of trustees of any school district may apply to the State Board of Education to receive a payment or payments from the School District Building Account as authorized under Section 33-905(3a), Idaho Code. (7-1-21)T

01. Application for Payment. The application for payments from the School District Building Account will include: (7-1-21)T

a. A statement of need; (7-1-21)T

b. A statement of the condition and use of all of the district's existing facilities including the dates of construction and any significant remodeling or additions; (7-1-21)T

c. A history of the district's classroom student/teacher ratios, how these ratios have been affected by a lack of classroom space, and how these ratios would be improved by the project being requested. This statement should include building by building ratios as well as the overall district student/teacher ratio; (7-1-21)T

d. A statement of the district's existing tax levies for school plant facilities and bond interest redemption, along with how these levies relate to the district's levy capacity; (7-1-21)T

e. A statement of the district's market value for assessment purposes as such valuation existed on December 31 of the previous year, as well as other factors, if any, that affect the district's ability to finance school construction; (7-1-21)T

f. A statement of past efforts to levy for the project for which funding is being requested; (7-1-21)T

g. A description of any unique or special circumstances that should be considered in the evaluation of the application; (7-1-21)T

02. Application Deadline. The deadline for submitting applications will be January 30th of each year. (7-1-21)T

03. Eligibility. The State Board of Education will be responsible for determining which school districts receive payments from the School District Building Account. The State Board will: (7-1-21)T

a. Review all applications submitted by the established deadline, taking into consideration the criteria of need, wealth, and effort established in Section 33-905, Idaho Code; (7-1-21)T

b. Require resubmission of an application only when there have been substantial changes in the district which could alter the status of original determination; (7-1-21)T

c. Determine a priority of school districts eligible to receive monies from the School District Building Account. Such priority will be based on a point system. Once established, the priority will be annually reviewed. Unless significant new information has been submitted which impacts the original determination, the priority will not be altered; (7-1-21)T

d. Determine a priority within forty-five (45) days of the application submission deadline; and (7-1-21)T

e. Award to each successful grantee twenty-five percent (25%) of the costs of the approved project. (7-1-21)T

04. Point System for Determining Priority. The point system for determining the priority of eligible districts is based on the following rating and weighted values: (7-1-21)T

a. Need: zero through ten (0-10) points, three and one half (3.5) weighted value for each point awarded; (7-1-21)T

b. Effort: zero through ten (0-10) points, two (2.0) weighted value for each point awarded; (7-1-21)T

c. Ability: zero through ten (0-10) points, two (2.0) weighted value for each point awarded; (7-1-21)T

d. Past efforts (levies attempted but failed): zero through ten (0-10) points, five tenths (.5) weighted value for each point awarded; (7-1-21)T

e. Student/teacher ratio improvement: zero through ten (0-10) points, one (1.0) weighted value for each point awarded; and (7-1-21)T

f. Unique/special circumstances zero through ten (0-10) points: one (1.0) weighted value for each point awarded. (7-1-21)T

05. Documentation of Revenue Sources. The school district will, within twelve (12) months of receipt of the approved state portion, submit documentation to the State Board of Education of the approved revenue source or sources that will be used to raise the district's portion. Failure to meet this requirement will result in return of the state grant along with any interest accrued on these monies. (7-1-21)T

501. -- 549. (RESERVED)

550. OUT-OF-STATE TUITION.

01. Annual Agreement. An annual agreement for out-of-state tuition, signed by a local board of trustees and approved by the State Board of Education, may allow students who are residents of an Idaho school district that borders on an adjacent state to attend school in the adjacent state for educational services in kindergarten

through grade twelve (K-12). (7-1-21)T

02. State Support Program Allowance. An Idaho school district will be eligible to receive from the state educational support program an amount equal to the cost of the out-of-state tuition contract less the amount of local district contribution times the percentage the average daily attendance (ADA) of tuition students is to the total ADA in the school district. (7-1-21)T

551. -- 599. (RESERVED)

600. REIMBURSEMENT TO DISTRICTS FOR A FEASIBILITY STUDY OF HIGH SCHOOL OR SCHOOL DISTRICT CONSOLIDATION.

01. Application Procedure. Applications for reimbursement will be submitted to the State Superintendent of Public Instruction in narrative form with the following supporting documents: (7-1-21)T

a. A copy of the feasibility study; (7-1-21)T

b. A copy of the consolidation plan, when appropriate; (7-1-21)T

c. A summary of school board deliberations or joint sessions that were held by the participating school boards; (7-1-21)T

d. A summary of all public hearings held, if any; and (7-1-21)T

e. An itemized listing of reimbursable costs. (7-1-21)T

02. Reimbursable and Non-Reimbursable Costs. Allowable costs for a feasibility study may include contracts for technical services, and the costs of public hearings, telephone bills, supplies, materials, publications, and travel. The costs of the following items will not qualify for reimbursement: (7-1-21)T

a. A salary of any person regularly employed part-time or full-time by the school district; (7-1-21)T

b. Rental of district-owned facilities; (7-1-21)T

c. Costs incurred more than three (3) years prior to the application. (7-1-21)T

03. Maximum Reimbursement Allowed. The total costs reimbursed will not exceed ten thousand dollars ($10,000) for each feasibility study. A school district may receive reimbursement for more than one (1) feasibility study, but the aggregate total reimbursement for all studies will not exceed ten thousand dollars ($10,000) during any consecutive three (3) year period. (7-1-21)T

04. Notification of Approval. Upon verifying applicant school district's fiscal encumbrance for a feasibility study, the State Department of Education will notify the district and include the reimbursement payment in the district's apportionment payment for the year in which the expenses were incurred. (7-1-21)T

601. -- 649. (RESERVED)

650. GENERAL EDUCATION DEVELOPMENT TESTS/IDAHO HIGH SCHOOL EQUIVALENCY CERTIFICATE.

The primary objective of the State Board of Education is to have all students complete their formal education and graduate from high school. However, students who drop out of school and believe it is in their best interest to take the (General Education Development) GED. test may do so under the following conditions and, upon successful completion of all GED requirements, may apply for an Idaho High School Equivalency Certificate (HSEC). (7-1-21)T

01. General Education Development Tests. General Education Development (GED) tests are given by approved testing centers for a statewide fee set by the Idaho Division of Career Technical Education. Candidates must make the minimum score for passing the GED test as established by the GED Testing service. (7-1-21)T

02. Age Criteria. The applicant must satisfy one (1) of the following age criteria: (7-1-21)T

a. The applicant must be at least eighteen (18) years of age; (7-1-21)T

b. The applicant may be sixteen (16) or seventeen (17) years of age and be one (1) year or more behind in credits earned, expelled, recommended by the school, pregnant, or a parent. In such cases, the applicant is eligible if the applicant's school verifies in writing that the student meets one of the above criteria and this verification is on file at the testing center prior to any testing. The school may give its verification only after the applicant and his or her parent or guardian submit in writing a request for the applicant to take the GED tests and the applicant and the applicant's parent or guardian have met with school officials to review and discuss the request. (In cases where the applicant is not living with a parent or guardian, the parent or guardian's verification is not necessary.); (7-1-21)T

c. The applicant may be sixteen (16) or seventeen (17) years of age and be entering college, the military, or an employment training program, enrolled in an Adult Basic Education Program, enrolled in the Job Corps, or incarcerated. In such cases, the applicant is eligible if the institution involved applies in writing for the applicant to take the GED tests and this application is on file at the testing center prior to any testing. (7-1-21)T

03. Proof of Identity. Test takers must present proof of identification that shows legal name, date of birth, signature, address and photograph. Valid drivers' licenses, passports, military, and other forms of government-issued identification are acceptable. Two (2) forms of identification may be provided to meet these criteria. (7-1-21)T

04. Idaho High School Equivalency Certificate. The State Department of Education will issue an Idaho High School Equivalency Certificate (HSEC) to eligible applicants. To be eligible to receive an HSEC, an applicant must submit the following documents to the Division of Career Technical Education: (7-1-21)T

a. An official report of GED test results showing successful completion of all requirements applicable to the version of the GED test taken by the applicant. Test scores are accepted as official only when reported directly by the State's approved vendor for transcripts and records management, the Transcript Service of the Defense Activity for Non-Traditional Education Support (DANTES), or, in special cases, the GED Testing Service . (7-1-21)T

b. Individuals who took the exam prior to January 1, 2014, must also furnish documentation that they met the American Government requirement of the State of Idaho. This requirement may be met by resident study in high school or college, correspondence study from an accredited university, DANTES, or by successfully passing the American Government test furnished by the testing center. (7-1-21)T

c. A completed form DD295 on all service personnel. This form is not required of veterans and non-veteran adults. (7-1-21)T

d. A copy of a discharge if the applicant is a veteran of military service. (7-1-21)T

~~**e.** Applicants should submit their request using the form furnished by the Division of Career Technical Education, along with the ten dollar ($10) processing fee and appropriate documentation of above requirements. After the applicant completes this form and pays the ten dollar ($10) processing fee, the applicant will be awarded an Idaho High School Equivalency Certificate (HSEC).~~ (7-1-21)T

651. -- 800. (RESERVED)

801. CONTINUOUS IMPROVEMENT PLANNING AND TRAINING.

ATTACHMENT 1

In accordance with Section 33-320, Idaho Code, every local education agency (LEA) shall develop and maintain a strategic plan that includes a continuous improvement process focused on improving student performance of the LEA. (7-1-21)T

01. Definitions. (7-1-21)T

a. Administrator. As used in this section administrator means the superintendent of the school district or administrator of a charter school. (7-1-21)T

b. Board. Board means the Idaho State Board of Education. (7-1-21)T

c. Executive Director. Executive Director means the Executive Director of the Idaho State Board of Education. (7-1-21)T

d. Local Education Agency Board. As used in this section local education agency or LEA Board means the board of trustees of a school district or board of directors of a charter school. (7-1-21)T

e. Local Education Agency. As used in this section local education agency (LEA) means public school district or charter school. (7-1-21)T

f. Continuous Improvement Plan. As used in this section, a continuous improvement plan focuses on annual measurable outcomes and the analysis of data to assess and prioritize needs and measure outcomes. (7-1-21)T

02. Reimbursement Eligibility. LEA's may request reimbursement for training conducted pursuant to Section 33-320, Idaho Code. Such training must be available to local governing board members and school district and charter school administrators. To be eligible for reimbursement the training and trainer must meet the following criteria: (7-1-21)T

a. Training. The training must cover one (1) or more the follow subjects: (7-1-21)T

i. Continuous improvement planning training. Continuous improvement planning training must include, but is not limited to, training on continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes; (7-1-21)T

ii. School finance; (7-1-21)T

iii. Administrator evaluations, including, but not limited to, specifics on the Idaho state evaluation requirements and framework; (7-1-21)T

iv. Ethics; or (7-1-21)T

v. Governance. (7-1-21)T

b. Documentation of Training. Training records shall be kept by the LEA showing: (7-1-21)T

i. The length of the training in hours; (7-1-21)T

ii. The subject(s) covered by the training; (7-1-21)T

iii. The participants included in the training or validation of attendance of specific participants as applicable; and (7-1-21)T

iv. The curriculum, agenda, or other documentation detailing the content of the training. (7-1-21)T

c. Training Format. A majority of the LEA board and the administrator must collaborate on the continuous improvement plan and engage students, parents, educators and the community, as applicable to the training subject and format. The training facilitator must be physically present or have the ability to interact directly with all training participants. Sufficient time must be provided during the sessions to give the participants an opportunity to discuss issues specific to the LEA. (7-1-21)T

d. Trainer Qualifications. The trainer must meet the following qualifications: (7-1-21)T

i. May not be a current employee of the LEA; (7-1-21)T

ii. Must have two (2) years of documented training experience in the area of training being provided for the LEA; and (7-1-21)T

iii. Must provide at least three (3) recommendations from individuals who participated in past training sessions conducted by the trainer. These recommendations must be included with the application to determine the trainer's qualifications. (7-1-21)T

e. Qualified Trainers. Trainer qualifications will be determined by the Office of the State Board of Education. The State Board of Education will maintain a list of qualified trainers and the subject areas in which they are qualified. (7-1-21)T

i. An individual or company may submit an application for consideration to be placed on the list of qualified trainers or the LEA may submit the application on behalf of the individual or company. (7-1-21)T

ii. Applications must be submitted to the Executive Director in a format established by the Executive Director. (7-1-21)T

iii.
Trainer qualifications must be determined prior to the LEA's request for reimbursement of training costs. (7-1-21)T

f. Eligible Reimbursements. Up to one thousand (1,000) dollars of travel expenses per training may be reimbursed. Refreshments are not an eligible reimbursement expense.

03. Audit. If requested, LEA's must provide training documentation or other information to verify eligibility prior to reimbursement. (7-1-21)T

~~**04. Annual Literacy Intervention Plan**. Annually each LEA will report on the effectiveness of the LEA's literacy intervention plan. Plans and reports are due by October 1 of each year. Plans shall include at a minimum: (7-1-21)T~~

~~**a.** Projected literacy plan budget for the current school year; (7-1-21)T~~

~~**b.** Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and (7-1-21)T~~

~~**c.** Performance on metrics chosen to show program effectiveness for at a minimum the previous academic year. (7-1-21)T~~

~~**05. College and Career Advising and Mentoring Plans**. Annually each LEA shall submit their college and career advising and mentoring plan to the State Board of Education by October 1. (7-1-21)T~~

~~**a.** Plans shall include required metrics and at least one (1) or more additional metrics chosen by the LEA to determine effectiveness of the college and career advising and mentoring plan, baseline data and annual benchmarks. (7-1-21)T~~

~~**b.** Performance on all effectiveness metrics shall be reported annually in the LEA's Continuous Improvement Plan annual report. (7-1-21)T~~

~~**c.** At a minimum effectiveness metrics must include: (7-1-21)T~~

~~i. Percent of learning plans reviewed annually by grade level, in grade nine (9) through grade twelve (12); (7-1-21)T~~

~~ii. Number and percent of students who go on to some form of postsecondary education one (1) and two (2) years after graduation; and (7-1-21)T~~

~~iii. Number of students graduating high school with a career technical certificate or an associate degree. (7-1-21)T~~

802. LITERACY GROWTH TARGETS.

01. Statewide Trajectory Growth Targets. Statewide trajectory annual growth targets are based on aggregated student performance on the spring administration of the statewide reading assessments. Local growth targets are set by the LEA based on the LEA's available resources and student demographics. Statewide trajectory growth targets indicated the statewide goal for year over year increases in the percentage of students reading at grade level. (7-1-21)T

a. Year one (1) and two (2): (7-1-21)T

i. Kindergarten -- one percent (1%). (7-1-21)T

ii. Grade one (1) -- one percent (1%). (7-1-21)T

iii. Grade two (2) -- one percent (1%). (7-1-21)T

iv. Grade three (3) -- one percent (1%). (7-1-21)T

b. Year three (3), four (4), five (5), and six (6): (7-1-21)T

i. Kindergarten -- one point eight percent (1.8%). (7-1-21)T

ii. Grade one (1) -- two percent (2%). (7-1-21)T

iii. Grade two (2) -- one point six percent (1.6%). (7-1-21)T

iv. Grade three (3) -- one point two percent (1.2%). (7-1-21)T

02. Annual Review. The State Board of Education will review the statewide student proficiency levels and the statewide trajectory growth targets annually. (7-1-21)T

803. STATEWIDE AVERAGE CLASS SIZE.
For the purpose of determining the statewide average class size used in school district staff allowance calculations, school districts shall be grouped as follows: (7-1-21)T

01. Group 1. Group 1 shall consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4) through six (6), and a secondary divisor of eighteen point five (18.5.) (7-1-21)T

02. Group 2. Group 2 will consist of school districts with an elementary divisor, pursuant to Section 33-1004, Idaho Code, of twenty (20) for grades one (1) through three (3) and twenty-three (23) for grades four (4)

through six (6), and a secondary divisor less than eighteen point five (18.5.) (7-1-21)T

03. Group 3. Group 3 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of nineteen (19) or twenty (20) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.) (7-1-21)T

04. Group 4. Group 4 will consist of school districts with elementary divisors, pursuant to Section 33-1004, Idaho Code, of less than nineteen (19) for grades one (1) through six (6), and a secondary divisor of less than eighteen point five (18.5.) (7-1-21)T

804. -- 999. (RESERVED)

SUBJECT

Proposed Rule, Docket 08-0202-2101 – Rules Governing Uniformity

REFERENCE

August 31, 2017	Board approved proposed rule updating occupation specialist certification requirements, including additional training options for administrators and teachers.
November 2017	Board approved pending rule amendments.
August 2018	Board approved proposed rule Docket 08-0202-1804 providing clarification regarding the professional endorsement and Docket 08-0202-1805 incorporating career technical educator endorsements into administrative rule.
November 2018	Board approved pending rule Docket 08-0202-1804, Professional Endorsement and Docket 08-0202-1805 CTE educator certification.
August 2020	Board approved proposed rule amending IDAPA 08.02.02 adding the advanced professional endorsement and aligning CTE educator certification with 2020 legislative changes.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.

APPLICABLE STATUTES, RULE OR POLICY

Idaho Administrative Code, IDAPA 08.02.02
Sections 33-1201 through 33-1204, Idaho Code
Sections 33-2211 and 33-2205, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity
Executive Order 2020-01

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov (https://dfm.idaho.gov/about/RegulatoryDocs/ZBR%20Rule%20Review%205%20Year%20Schedule%205.20.2021.pdf). For the 2021-2022 rulemaking cycle the following rules were identified for review, IDAPA 08.01.02, 08.01.10 and 08.02.03. DFM and the State Office of Administrative Rules have enacted, starting with the

current year, new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

In addition to the "normal" promulgation of administrative rule amendments and the requirements of Executive Order 2020-01, the Legislature failed to extend previously codified rules during the 2021 legislative session. This resulted in the need for the Board to promulgate temporary rules reauthorizing previously codified sections of administrative rule at the June Regular Board meeting. When the Board considers pending rules in the fall, rule amendments promulgated through the negotiated rulemaking process will be combined with pending rules for the other sections of administrative rules that need to be reauthorized.

Representatives of the Department of Education, Division of Career Technical Education, Public Charter School Commission, stakeholder organizations, and non-traditional and non-public educator preparation programs participated in the negotiated rulemaking meetings. Proposed amendments include moving sections regarding certification endorsement and program review processes and procedures into Board policy. Additionally, amendments proposed by the Department of Education were also reviewed by a work group of educator preparation program representatives and the Professional Standards Commission. The work group and commission review was prior to the commencement of the negotiated rulemaking process.

In addition to the review of IDAPA 08.02.02, the Department's work group also proposed amendments to the Standards for Initial Certification of Professional School Personnel. These certification standards are incorporated by reference into IDAPA 08.02.03.004. The proposed amendments to the standards remove descriptive and redundant language under each of the 10 original core standards. These sections were categorized as Knowledge, Performance, and Disposition and identified what a program candidate should be able to do to demonstrate they meet the standards. In addition to the removal of this language, three new standards are proposed to be added. These standards are American Indian Tribes and Tribal Sovereignty, Code of Ethics for Idaho Professional Educators, and

Digital Technology and Online Learning. All Idaho certificated staff are required to adhere to the Code of Ethics for Idaho Professional Educators. Adding these additional three standards should be carefully weighed against the additional time it may take for a program implement the three new standards as well as how a non-traditional or alternative authorization route would be evaluated against these standards for program approval.

IMPACT

The approval of this proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0202-2101
Attachment 2 – Standards for the Initial Certification for School Personnel – Proposed amendments
Attachment 3 – Written Public Comment Received During Negotiated Rulemaking
Attachment 4 – Written Public Comment Received By the Department of Education

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The 2020 legislature approved amendments to Section 33-1207A, Idaho Code, limiting the evaluation and review of approved non-public educator preparation programs to verification that candidates:

(i) Hold a bachelor's degree from an accredited four (4) year institution;
(ii) Submit to a criminal history check as described in section 33-130, Idaho Code;
(iii) Pass the required content training in the area or areas in which the graduate seeks to be endorsed. The content training must be in substantive alignment with knowledge or equivalent standards set forth in the initial standards for teacher certification, if any; and
(iv) Pass pedagogical training in substantive alignment with knowledge or equivalent standards set forth in the core standards of the initial standards for teacher certification, if any.

While these provisions do not limit the criteria the Board uses to provide initial approval of an educator preparation program, it does limit the review of any approved program for continued approval as an educator preparation program. These provisions apply to non-public traditional programs like those approved programs offered by NNU and BYU-Idaho as well as non-traditional non-public programs line Teach for America and ABCTE.

The criteria outlined in subparagraphs (iii) and (iv) are codified in the Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Administrative Code, IDAPA 08.02.02. These standards set out the minimum standards each traditional and non-traditional educator preparation program in Idaho must meet to be considered for approval. The current standards break out

the standards based on the knowledge a teacher needs to meet the standards, what performance provides evidence of the standards and the disposition of the teacher. Removal of these sections does not change the actual standard the educator preparation program must meet, however, in recent years the review process was expanded to include these subsets. Currently, the review of the educator preparation programs is the responsibility of the State Board of Education, the reviews are conducted by Department of Education staff working with the Professional Standards Commission and then their recommendations are brought to the Board for consideration. It is within the Board's purview to set the scope and depth of those reviews without changing the current standards. With the removal of the knowledge sections of the standards and no clear indication of which standards are now the equivalent of what was the knowledge standards it is not clear what standards non-public educator preparation programs will be subject to.

The current codified version of the standards establish minimum "core" instructional standards and then additional content area standards as applicable to the various subject area endorsements. Additionally, pupil services staff standards are specific to each occupational area covered by pupil service staff endorsements (school counselor, nurse, psychologist, etc.). Pursuant to Section 33-107A, Idaho Code, individuals on an interim certificate, regardless of the program associated with it, have a statutory requirement to also complete "a state-approved reading instruction" to receive full certification. In recent years, the Board has asked for additional emphasis in the core standards to focus on culturally relevant education, college and career counseling/advising methods, social emotional learning, and literacy instruction.

Formal negotiated rulemaking requires a notice of intent to promulgate rules. The notice of intent for Docket 08-0202-2101 was published in the July 7, 2021 Administrative Bulletin. The deadline published in the Notice of Intent for requesting participation in the negotiated rulemaking was July 14, 2021. Negotiated meetings for this rule where held during the week of August 2nd, 2021. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rules coming to the Board for consideration. In addition to being published in the Administrative Bulletin, an email was sent to education stakeholders notifying them of the intent to promulgate amendments to this section of rule. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21 day public comment period. At the close of the 21 day comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted. Attachment 3 contains the written comments received by the Board office in response to the negotiated rulemaking notice and proposed changes to the standards provided by the Department of

Education. Attachment 4 contains comments received by the Department of Education prior to the negotiated rulemaking meeting.

The Planning, Policy and Governmental Affairs Committee asked for some additional work to be done on the standards prior to Board consideration. The standards will be brought back to the October Board meeting for consideration of the three new standards language.

Staff recommends approval of the proposed rule provided in Attachment 1.

BOARD ACTION

I move to approve the proposed rule docket number 08-0202-2101, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

ATTACHMENT 1

08.02.02 – RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.
All rules in IDAPA 08.02.02, "Rules Governing Uniformity," are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-21)T

001. SCOPE.
Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver's Education and Juvenile Detention Centers. (7-1-21)T

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules: (7-1-21)T

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~June 9, 2019~~October, 2021. Copies of this document can be found on the Office of the State Board of Education website at https://boardofed.idaho.gov. (7-1-21)T

02. Standards for Idaho School Buses and Operations as approved on November 15, 2017. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at https://boardofed.idaho.gov. (7-1-21)T

03. Operating Procedures for Idaho Public Driver Education Programs as approved on June 16, 2016. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at https://boardofed.idaho.gov. (7-1-21)T

005. -- 006. (RESERVED)

007. DEFINITIONS.

01. Clinical Experience. Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Clinical experience includes field experience and clinical practice as defined in this section. (7-1-21)T

02. Clinical Practice. Student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. Clinical practice includes student teaching and internship. (7-1-21)T

03. Credential. The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (7-1-21)T

04. Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (7-1-21)T

05. Field Experience. Early and ongoing practice opportunities to apply content and pedagogical knowledge in Pre-K-12 settings to progressively develop and demonstrate knowledge, skills, and dispositions. (7-1-21)T

06. Individualized Professional Learning Plan. An individualized professional development plan based on the Idaho framework for teaching evaluation as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. (7-1-21)T

07. Institutional Recommendation. Signed form or written verification from an accredited institution with a state board approved educator preparation program stating that an individual has completed the program, received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated the ability to produce measurable student achievement or student success, has the ability to create student learning objectives, and is now being recommended for state certification. Institutional recommendations must include statements of identified competency areas and grade ranges. Institutional Recommendation for administrators must additionally include a competency statement indicating proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation as outlined in Section 120 of these rules. (7-1-21)T

08. Internship. Full-time or part-time supervised clinical practice experience in Pre-K-12 settings where candidates progressively develop and demonstrate their knowledge, skills, and dispositions. (7-1-21)T

09. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(8), Idaho Code. (7-1-21)T

10. Paraprofessional. A noncertificated individual who is employed by a local education agency to support educational programming. Paraprofessionals must work under the direct supervision of a properly certificated staff member for the areas they are providing support. Paraprofessionals cannot serve as the teacher of record and may not provide direct instruction to a student unless the paraprofessional is working under the direct supervision of a teacher. (7-1-21)T

a. To qualify as a paraprofessional the individual must have a high school diploma or general equivalency diploma (GED) and: (7-1-21)T

i. Demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in; or (7-1-21)T

ii. Have completed at least two (2) years of study at an accredited postsecondary educational institution~~,~~; or (7-1-21)T

iii. Obtained an associate degree or higher level degree; demonstrate through a state board approved academic assessment knowledge of and the ability to assist in instructing or preparing students to be instructed as applicable to the academic areas they are providing support in. (7-1-21)T

b. Individuals who do not meet these requirements will be considered school or classroom aides. (7-1-21)T

c. Duties of a paraprofessional include, but are not limited to, one-on-one tutoring; assisting in classroom management; assisting in computer instruction; conducting parent involvement activities; providing instructional support in a library or media center; acting as a translator in instructional matters; and providing instructional support services. Non-instructional duties such as providing technical support for computers, personal care services, and clerical duties are generally performed by classroom or school aides, however, this does not preclude paraprofessionals from also assisting in these non-instructional areas. (7-1-21)T

11. Pedagogy. Teaching knowledge and skills.

(7-1-21)T

12. Practicum. Full-time or part-time supervised, industry-based experience in an area of intended career technical education teaching field to extend understanding of industry standards, career development opportunities, and application of technical skills. (7-1-21)T

13. Semester Credit Hours. Two (2) semester credit hours are equivalent to three (3) quarter credit hours.

13. Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. (7-1-21)T

14. Student Teaching. Extensive, substantive, and supervised clinical practice in Pre-K-12 schools for candidates preparing to teach. (7-1-21)T

15. Teacher Leader. A teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (7-1-21)T

16. Teacher of Record. The teacher who is primarily responsible for planning instruction, delivering or supervising the instruction provided to a class of students, assessing student performance, and designating final grades.

008. -- 011. (RESERVED)

012. ACCREDITED INSTITUTION.
For purposes of educator certification, an accredited school, college, university, or other educator training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative or non-traditional model approved by the State Board of Education. (7-1-21)T

013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.
~~Considering credentials for teacher certification submitted by persons trained in the institutions of foreign countries will be initiated by a translation and evaluation of the applicant's credentials. (7-1-21)T~~
An educator having graduated from a foreign institution educator preparation program shall be considered an out of state applicant for certification purposes and may be issued a nonrenewable, three (3) year interim certificate. The applicant must provide transcripts and/or credentials that have been translated and evaluated by an approved evaluation service.

014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.
Idaho ~~C~~certificates may be issued to applicants completing educator preparation programs from regionally accredited institutions recognized by the state board of education meeting requirements for certification or equivalent (i.e., those based on a baccalaureate degree) in other states when they substantially meet the requirements for ~~the Idaho Certificate~~a standard Idaho educator certificate. (7-1-21)T

015. IDAHO EDUCATOR CREDENTIAL.
All standard educator certificates are valid for five (5) years and are renewable, subject to the applicable renewal requirements set by the state board of education and any applicable conditions applied to an individual's certificate by the professional standards commission.

01. Standard Instructional Certificate. A Standard Instructional Certificate makes an individual eligible to teach all grades, subject to the grade ranges and subject areas of the valid endorsement(s) attached to the certificate. A standard instructional certificate may be issued to any person who has a baccalaureate degree or higher

from an accredited college or university and who meets the following requirements: (7-1-21)T

~~**a.** Professional education requirements: (7-1-21)T~~

~~i~~a. **Minimum Credit Hours.** Earned a minimum of twenty (20) semester credit hours~~, or thirty (30) quarter credit hours,~~ in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of education, which shall include ~~at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area;~~demonstration of competencies as specified in the Idaho comprehensive literacy plan; and (7-1-21)T

~~ii~~b. **Student Teaching.** ~~The required minimum credit hours must include~~Complete ~~at least~~a minimum of ten (10) undergraduate or six (6) graduate semester credit hours, ~~or nine (9) quarter credit hours,~~ of student teaching ~~in the grade range and subject areas as applicable to the endorsement~~; and (7-1-21)T

~~**b**~~**c.** Completed ~~an~~ a state board approved educator preparation program and ~~have~~ receive an institutional recommendation from ~~an accredited college or university~~ the program specifying the grade ranges and subjects for which ~~they are~~ the applicant is eligible to receive an endorsement in; (7-1-21)T

~~c~~i**.** ~~Individuals seeking~~To receive endorsement ~~must complete preparation~~ in ~~at least~~ two (2) fields of teaching~~. One (1) of the teaching fields~~, preparation must consist of completion of at least thirty (30) semester credit hours, ~~or forty-five (45) quarter credit hours~~in one (1) field of teaching and ~~a second field of teaching consisting~~completion of at least twenty (20) semester credit hours, ~~or thirty (30) quarter credit hours~~in a second field of teaching.

ii. To receive endorsement in (1) field of teaching, ~~P~~preparation ~~of not less than~~must consist of completion of at least forty-five (45) semester credit hours, ~~or sixty-seven (67) quarter credit hours,~~ in a single subject area ~~may be used in lieu of the two (2) teaching field requirements~~; (7-1-21)T

d. ~~Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet~~Met or exceeded the state qualifying score on the state board approved content area and pedagogy assessments. (7-1-21)T

~~**e.** The Standard Instructional Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate. (7-1-21)T~~

02. Standard Pupil Service Staff Certificate. Persons who serve as school counselors, school psychologists, ~~speech-language pathologists,~~ school social workers, and school nurses ~~and school audiologists~~ are required to hold the Standard Pupil Service Staff Certificate, with the respective endorsement(s) for which they qualify. Persons who serve as a speech-language pathologist, school audiologist, ~~an~~ occupational therapist, or physical therapist may be required, as determined by the local educational agency, to hold the Pupil Service Staff Certificate with respective endorsements for which they qualify. (7-1-21)T

a. School Counselor ~~(K-12)~~ Endorsement. To be eligible for a ~~Pupil Service Staff Certificate~~ School Counselor ~~(K-12)~~ endorsement, a candidate must have satisfied the following requirements. ~~The Pupil Service Staff Certificate with a School Counselor (K-12) endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (7-1-21)T~~

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school counseling, including sixty (60) semester credits, from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. This K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement; and (7-1-21)T

ii. An institutional recommendation is required for a School Counselor ~~(K-12)~~ endorsement. (7-1-21)T

b. School Counselor – Basic ~~(K-12)~~ Endorsement. (7-1-21)T

i. Individuals serving as a school counselor pursuant to Section 33-1212, Idaho Code, shall be granted a ~~Pupil Service Staff Certificate with a~~ School Counselor – Basic ~~(K-12)~~ endorsement. The endorsement is valid for five (5) years or until such time as the holder no longer meets the eligibility requirements pursuant to Section 33-1212, Idaho Code. ~~Six (6) semester credit hours are required every five (5) years in order to renew the endorsement.~~ (7-1-21)T

ii. Individuals who received their endorsement pursuant to Section 33-1212, Idaho Code, prior to July 1, 2018, will be transitioned into the School Counselor – Basic ~~(K-12)~~ endorsement. Renewal date will remain the same as the initial credential. (7-1-21)T

c. School Psychologist Endorsement. ~~This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years.~~ The renewal credit requirement may be waived if the applicant holds a current and valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for ~~initial~~ a school psychologist endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (7-1-21)T

i. Completion of an approved thirty (30) semester credit hour~~, or forty-five (45) quarter credit hours,~~ master's degree in education or psychology and completion of an approved thirty (30) semester credit hour~~, or forty-five (45) quarter credit hour,~~ School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (7-1-21)T

ii. Completion of an approved sixty (60) semester credit hour, ~~or ninety (90) quarter credit hour,~~ master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; (7-1-21)T

iii. Completion of an approved sixty (60) semester credit hour~~, or ninety (90) quarter credit hour,~~ School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a local education agency under the supervision of the training institution and direct supervision of a certificated school psychologist; and (7-1-21)T

iv. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (7-1-21)T

d. Interim ~~Endorsement~~ Certificate – School Psychologist Endorsement. This ~~endorsement~~ certificate will be ~~granted for~~issued to those who do not meet the educational requirements but hold a ~~master's~~ baccalaureate degree or higher in ~~school~~ psychology and are ~~pursuing an educational specialist degree~~working toward a standard pupil service staff certificate with school psychologist endorsement. This ~~non-renewable endorsement~~certificate will be issued for three (3) years while the applicant is meeting the educational requirements~~.~~ or obtaining the applicable experience leading to certification. If the educational requirements cannot be met within the three (3)-year time frame of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant. (7-1-21)T

e. School Nurse Endorsement. ~~This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion~~

~~of either requirements in Subsections 015.02.c.i. or 015.02.c.ii.~~To be eligible for a school nurse endorsement, a candidate must complete one (1) of the following options: (7-1-21)T

i. ~~The candidate must p~~Possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing, and a baccalaureate degree in nursing, education, or a health-related field from an accredited institution. (7-1-21)T

ii. ~~The candidate must p~~Possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing; have two (2) years of full-time (or part-time equivalent) school nursing, community health nursing, or any other area of pediatric, adolescent, or family nursing experience.~~; and have completed six (6) semester credit hours from a university or college in any of the following areas: (7-1-21)T~~

~~(1) Health program management. (7-1-21)T~~

~~(2) Nursing leadership. (7-1-21)T~~

~~(3) Pediatric nursing or child development. (7-1-21)T~~

~~(4) Population of community health. (7-1-21)T~~

~~(5) Health care policy, ethics, or cultural competency. (7-1-21)T~~

~~(6) Research and/or statistics. (7-1-21)T~~

f. Interim ~~Endorsement~~ Certificate - School Nurse Endorsement. This ~~endorsement~~ certificate will be ~~granted for~~issued to those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. ~~An Interim School Nurse Endorsement~~ This non-renewable certificate will be issued for three (3) years while the applicant is meeting the educational or experience requirements~~, or both, and it is not renewable~~. (7-1-21)T

g. Speech-Language Pathologist Endorsement. ~~This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial~~ To be eligible for a speech-language pathologist endorsement~~, will be issued to candidates who~~ a candidate must possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education~~, and who receive an institutional recommendation from an accredited college or university~~. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Speech-Language Pathology offered through the American Speech-Language-Hearing Association and/or a current and valid speech-language pathologist license issued by the appropriate Idaho state licensing board. ~~(7-1-21)T~~

h. Interim ~~Endorsement~~ Certificate - Speech-Language Pathologist Endorsement. This ~~endorsement~~ certificate will be ~~granted for~~issued to those who do not meet the educational requirements but hold a baccalaureate degree in speech-language pathology and are pursuing a master's degree. This ~~endorsement~~ certificate will be issued for three (3) years while the applicant is meeting the educational requirements~~, and is not renewable~~. If the educational requirements cannot be met within the three (3)-year timeframe of the certificate, the employing LEA may request one (1)-time renewal of this interim certificate for the applicant if the applicant holds a valid occupational license or is supervised by a speech-language pathologist with a standard pupil service certificate. ~~(7-1-21)T~~

i. Audiology Endorsement. ~~This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. The initial endorsement will be issued to candidates who~~To be eligible for an audiology endorsement, a candidate must possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education~~, and who receive an institutional recommendation from an accredited college or university~~. The renewal credit requirement may be waived if the applicant holds a current and valid Certificate of Clinical Competence in Audiology offered through the American Speech-Language-Hearing Association and/or a current and valid audiologist license issued by the appropriate Idaho state licensing board. ~~(7-1-21)T~~

j. School Social Worker Endorsement. ~~This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial~~To be eligible for a school social worker endorsement ~~shall be accomplished by meeting~~, a candidate must meet the following requirements:

i. A master's degree in social work (MSW) from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed; and (7-1-21)T

ii. An institutional recommendation from a~~n Idaho S~~state ~~B~~board ~~of Education~~ approved program; and (7-1-21)T

iii. The successful completion of a school social work practicum in a preschool through grade twelve 12 (Pre-K-12) setting. Post-LMSW extensive experience working with children and families may be substituted for the completion of a school social work practicum in a Pre-K-12 setting; and (7-1-21)T

iv. A current and valid social work license pursuant to chapter 32, title 54, Idaho Code, and the rules of the State Board of Social Work Examiners. (7-1-21)T

k. Occupational Therapist Endorsement. ~~A~~To be eligible for an occupational therapist endorsement, a candidate ~~with~~ must have a current and valid ~~O~~occupational ~~T~~therapy license issued by the Occupational Therapy Licensure Board of Idaho ~~will be granted an Occupational Therapist endorsement~~. The ~~Pupil Service Staff Certificate with an Occupational Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. C~~candidate must maintain current and valid ~~O~~occupational ~~T~~therapy ~~L~~licensure for the endorsement to remain valid. (7-1-21)T

l. Physical Therapist Endorsement. ~~A~~to be eligible for a physical therapist endorsement a candidate ~~with~~ must have a current and valid ~~P~~physical ~~T~~therapy license issued by the Idaho Physical Therapy Licensure Board ~~will be granted a Physical Therapist endorsement~~. The ~~Pupil Service Staff Certificate with a Physical Therapist endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. C~~candidate must maintain current and valid ~~P~~physical ~~T~~therapy ~~L~~licensure for the endorsement to remain valid. (7-1-21)T

03. Standard Administrator Certificate. ~~Every p~~Persons who serve~~s~~ as superintendent, director of special education, secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or ~~is~~ are assigned to conduct the summative evaluation of certified staff ~~is~~are required to hold an Administrator Certificate. The certificate may be endorsed for service as school principal, superintendent, or director of special education. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the School Principal endorsement. Directors of special education are required to hold the Director of Special Education endorsement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. ~~All administrator certificates require candidates to meet the Idaho Standards for School Principals. The Administrator Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the certificate.~~ (7-1-21)T

a. School Principal Endorsement. To be eligible for ~~an Administrator Certificate endorsed for~~the School Principal endorsement, a candidate must ~~have satisfied~~meet the following requirements: (7-1-21)T

i. Hold a master's degree from an accredited college or university. (7-1-21)T

ii. ~~Have~~ Complete four (4) years of full-time certificated experience working with students, while under contract in an accredited school setting. (7-1-21)T

iii. ~~Have c~~Complete~~d~~ an administrative internship in a state- board approved program, or have one (1)

year of experience as an administrator. (7-1-21)T

iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours~~, forty-five (45) quarter credit hours,~~ of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and competencies ~~of~~in the Idaho Standards for School Principals. (7-1-21)T

v. Receive ~~A~~an institutional recommendation ~~is required~~ for a School Principal ~~E~~endorsement. (7-1-21)T

b. Superintendent Endorsement. To be eligible for ~~an Administrator Certificate with a~~the Superintendent endorsement, a candidate must ~~have satisfied~~meet the following requirements: (7-1-21)T

i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (7-1-21)T

ii. Have four (4) years of full-time certificated/licensed experience working with students while under contract in an accredited school setting. (7-1-21)T

iii. ~~Have c~~Complete~~d~~ an administrative internship in a state~~-~~ board approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent. (7-1-21)T

iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, ~~or forty-five (45) quarter credit hours,~~ of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration ~~and interdisciplinary supporting areas shall~~must include ~~the~~ demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho standards for ~~S~~superintendents ~~Leadership, in additional to~~and the ~~competencies in the~~ Idaho Standards for School Principals. (7-1-21)T

v. ~~An~~ Receive an institutional recommendation ~~is required~~ for a ~~School~~ Superintendent ~~E~~endorsement ~~(Pre-K-12).~~ (7-1-21)T

c. Director of Special Education Endorsement. To be eligible for ~~an Administrator Certificate endorsed~~ for the Director of Special Education endorsement, a candidate must ~~have satisfied all of~~meet the following requirements: (7-1-21)T

i. Hold a master's degree from an accredited college or university; (7-1-21)T

ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting; (7-1-21)T

iii. ~~Obtain college or university~~Provide verification of ~~demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of Professional School Personnel~~a state board approved program of graduate study of school administration for the preparation of directors of special education at an accredited college or university. This program shall include demonstration of proficiency in conducting instructional and pupil service staff evaluations based on the statewide framework for evaluation, and demonstration of competencies in the Idaho Standards for Directors of Special Education and the Idaho Standards for School Principals. Coursework shall include knowledge and competence in understanding the Individuals with Disabilities Education Act, utilizing the Idaho Special Education Manual, special education funding and fiscal accountability, results-driven leadership and accountability in special education, and instructional, behavioral, and management strategies for supporting students in the least restrictive environment~~;~~. ~~Obtain college or university verification of demonstrated the competencies of the Director of Special Education in Idaho Standards for Initial Certification of~~

~~Professional School Personnel;~~ (7-1-21)T

~~iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Standards for School Principals: Concepts of Least Restrictive Environment; Post School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping; (7-1-21)T~~

iv. Have completed an administrative internship in the area of administration of special education; and (7-1-21)T

v~~i~~. An institutional recommendation is required for Director of Special Education endorsement. (7-1-21)T

04. ~~Certification Standards For Career Technical Educators~~Career Technical Certification Requirements. ~~Teachers of career technical courses or programs in secondary schools must hold an occupational specialist certificate and an endorsement in an appropriate occupational discipline. All occupational certificates must be approved by the Division of Career Technical Education regardless of the route an individual is pursuing to receive the certificate. (7-1-21)T~~

~~05~~a. Standard Degree Based Career Technical ~~Certification~~Certificate. Persons who hold a degree based career technical certificate are eligible to teach in a career technical area, subject to the grade range(s) and subject area(s) of the valid endorsement(s) attached to the certificate. All degree based career technical certificates require candidates to meet the Idaho Core Teaching Standards. The degree based career technical certificate is valid for five years. A degree based career technical certificate may be issued to any person who has a baccalaureate degree from an accredited college or university and meets the following requirements: (7-1-21)T

~~a~~i. ~~Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following seven (7) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules.~~ Earned a minimum of twenty (20) semester credit hours in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter of education, which shall include demonstration of competencies as specified in the Idaho Comprehensive Literacy Plan; (7-1-21)T

ii. Earned a minimum of twelve (12) semester credit hours in career technical education foundation coursework to include principles and philosophies of career technical education, evaluation and assessment in career technical education, leadership and career technical student organization leadership, career guidance and transition, occupational analysis and curriculum development, and lab safety; ( )

iii. Accumulated one thousand (1,000) clock hours of related industry experience, or practicum as approved by the higher education institution, in the respective field of specialization; ( )

iv. Completed a total of at least ten (10) undergraduate semester credit hours or six (6) graduate semester credit hours of student teaching: ( )

v. Completed a state board approved educator preparation program and received an institutional recommendation specifying the grade ranges and subjects for which the person is eligible to receive an endorsement; ( )

(1) To receive endorsement in two (2) fields of teaching, preparation must consist of at least thirty (30) semester credit hours in one (1) field of teaching and completion of at least twenty (20) semester credit hours in a second field of teaching. ( )

(2) To receive endorsement in one (1) field of teaching, preparation must consist of completion of at least forty-five (45) semester credit hours in a single subject area. ( )

vi. Met or exceeded the state qualifying score on the state board-approved content area and pedagogy assessments. ( )

vii. Six (6) semester credit hours are required every five (5) years to renew. The renewal credit may be waived if the applicant holds a current, valid certificate from the National Board for Professional Teaching Standards at the time of renewal. Credits must be earned during the validity period of the certificate . ( )

b. Career Technical Education Program Administrator Certificate. The ~~C~~career ~~T~~technical ~~E~~education program ~~-~~ a~~A~~dministrator certificate is required for an individual serving as an administrator, director, or manager of career technical education programs ~~at the state Division of Career Technical Education or~~ in Idaho public schools. Individuals must meet one (1) of the two (2) following prerequisites to qualify for the ~~C~~career ~~T~~technical ~~E~~education program ~~A~~administrator ~~C~~certificate. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (7-1-21)T

~~i~~(1). Qualify for or hold an ~~A~~advanced ~~O~~occupational ~~S~~specialist certificate or hold an occupational endorsement on a degree based career technical certificate; provide evidence of a minimum of four (4) years teaching, three (3) of which must be in a career technical education discipline; hold a master's degree; and complete at least fifteen (15) semester credits of administrative course work to include required credits in.. ~~(7-1-21)T~~

~~(1) Applicants must have completed credits in:~~ education finance, administration and supervision of personnel, and legal aspects of education; ~~and conducting evaluations using the statewide framework for teacher evaluations. (7-1-21)T~~

~~(2) Additional~~ Remaining course-work may be selected from ~~any of the following areas~~: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (7-1-21)T

~~ii.~~(2) Hold a superintendent or principal endorsement on a standard administrator certificate and provide evidence of a minimum or four (4) years teaching, three (3) of which must be in a career technical discipline or successfully complete the Division of Career Technical Education twenty-seven (27) month Idaho career technical education leadership institute. (7-1-21)T

~~06~~b. Industry-Based Occupational Specialist Certificate. ~~The industry-based Occupational Specialist Certificates are industry-based career technical certifications issued in lieu of a degree-based career technical certificate. Certificate holders must~~ Persons who hold an occupational specialist career technical certificate are eligible to t~~r~~each in a career techn~~ailn~~ical program pathway ~~-~~(s), subject to the grade range(s) and pathway areas(s) of the valid endorsement(s) attached to the certificate. All occupational specialist career technical certificates require candidates to meet the core teaching standards of the Idaho Standards for Initial Certification of Professional School Personnel. An occupational specialist career technical certificate may be issued to an experienced industry expert entering the teaching profession and meeting the following eligibility requirements: (7-1-21)T

~~a~~i. Possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, industry certification or testing as

listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined qualified under any one (1) of the following three (3) options: (7-1-21)T

~~i.~~(1) Have three (3) years or six thousand (6,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; or (7-1-21)T

~~ii.~~(2) Have a baccalaureate degree in the specific occupation or related area, plus one (1) year or two thousand (2,000) hours of recent, gainful employment in the occupation for which certification is requested, at least half of which must have been during the immediate previous five (5) years; or (7-1-21)T

~~iii.~~(3) Hold or have held an industry certification in a field closely related to the content area in which the individual seeks to teach as approved by the Division of Career Technical Education. (7-1-21)T

~~b~~i. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching in Idaho public schools or new to teaching in career technical education in Idaho public schools. The certificate is an interim certificate and is valid for three (3) years and is non-renewable. Applicants must meet all of the minimum requirements established in Subsection 015.06.a. of these rules. Individuals on a limited occupational specialist certificate must complete one (1) of the two (2) following pathways during the validity period of the certificate: (7-1-21)T

~~i.~~(1) Pathway I - Coursework: Within the three-year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division of Career Technical Education and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education. Additionally, the instructor must satisfactorily demonstrate competencies in two (2) of the following areas: career pathways and guidance; analysis, integration, and curriculum development; and measurement and evaluation. (7-1-21)T

~~ii.~~(2) Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division of Career Technical Education sponsored education pedagogy training and complete all requirements within the three-year validity period of the interim certificate. (7-1-21)T

~~c~~ii. Standard Occupational Specialist Certificate. (7-1-21)T

~~i.~~(1) This certificate is issued to individuals who have held a limited occupational specialist certificate and completed one (1) of the pathways for ~~completions~~renewable certification. (7-1-21)T

~~ii.~~(2) The Standard Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. Credit equivalency will be based on verification of forty-five (45) hours of participation at approved technical conferences, institutes, or workshops where participation is prorated at the rate of fifteen (15) hours per credit; or one hundred twenty (120) hours of approved related work experience where hours worked may be prorated at the rate of forty (4) hours per credit; or any equivalent combination thereof~~, and having on file a new professional development plan for the next certification period.~~. (7-1-21)T

~~d~~iii. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who~~:~~ ~~(7-1-21)T~~

~~i. Aare eligible for the Standard Occupational Specialist Certificate; and (7-1-21)T~~

~~ii. Pprovide evidence of completion of a teacher training degree program or eighteen (18) semester credits of Division of Career Technical Education approved education or content-related course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits~~); and ~~(7-1-21)T~~

~~iii. Have on file a new professional development plan for the next certification period. (7-1-21)T~~

~~iv.~~ . The Advanced Occupational Specialist Certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules to renew. (7-1-21)T

0~~7~~5. Postsecondary Specialist Certificate. A Postsecondary Specialist certificate will be granted to a current academic faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate is for distance education, virtual classroom programs, and public and postsecondary partnerships. (7-1-21)T

a. ~~Renewal. This certificate is good for five (5) years and is renewable.~~ To renew ~~the~~this certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (7-1-21)T

~~**b. Fees. The fee is the same as an initial or renewal certificate as established in Section 066 of these rules. (7-1-21)T**~~

c. The candidate must meet the following qualifications: (7-1-21)T

i. Hold a ~~master's~~ baccalaureate degree or higher in the content area being taught; (7-1-21)T

ii. Be currently employed by the postsecondary institution in the content area to be taught; and (7-1-21)T

iii. Complete and pass a criminal history background check as required by Section 33-130, Idaho Code. (7-1-21)T

0~~8~~6. American Indian Tribal Language Certificate. ~~Each Indian~~The five (5) federally recognized tribes of Idaho shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach ~~the tribe's native~~tribal language(s) in accordance with Section 33-1280, Idaho Code. ~~Individuals identified by the tribe(s) may apply~~To be eligible for an ~~Idaho~~ American Indian Tribal Languages ~~Certificate~~ certificate ~~as American Indian languages teachers.~~an applicant designated to teach tribal language(s) shall submit a complete application. If approved the certificate shall be issued for five years and is renewable. (7-1-21)T

~~**a. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (7-1-21)T**~~

~~**b. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten-finger fingerprint card or scan and a fee for undergoing a background investigation check pursuant to Section 33-130, Idaho Code. (7-1-21)T**~~

~~**c. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (7-1-21)T**~~

0~~9~~7. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. (7-1-21)T

a. ~~Each local education agency with a Junior ROTC program shall provide the State Department of Education a list of individuals who have completed an official armed forces training program to qualify as~~ To be

eligible for a Junior ROTC ~~instructors in high schools~~Instructor certificate, an applicant shall submit a complete application and provide a ~~notarized~~ copy of their certificate(s) or letter of completion of an armed forces Junior ROTC training program. ~~(7-1-21)T~~

~~**b.** Authorization Letter. Upon receiving the items identified in Subsection 015.09.a.~~ If approved the certificate shall be issued for five years and is renewable.

~~10~~**8.** **Additional Renewal Requirements**. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: (7-1-21)T

a. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved educator preparation program and include a laboratory component. The laboratory component must include in-person or video observation and scoring of teacher performance using the statewide framework for teacher's evaluation. The approved course must include the following competencies: (7-1-21)T

i. Understanding professional practice in Idaho evaluation requirements, including gathering accurate evidence and artifacts, understanding and using the state framework for evaluation rubric with fidelity, proof of calibration and interrater reliability, ability to provide effective feedback for teacher growth, and understanding and advising teachers on individualized learning plan and portfolio development. (7-1-21)T

ii. Understanding student achievement and growth in the Idaho evaluation framework, including understanding how measurable student achievement and growth measures impact summative evaluation ratings and proficiency in assessment literacy. (7-1-21)T

016. IDAHO INTERIM CERTIFICATE.
A three (3) ~~-~~ year interim certificate may be issued to ~~those~~ applicants who hold a valid certificate~~/~~ or license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement pursuant to Section 33-4104, Idaho Code, or who are engaged in or completed a non-traditional route to teacher certification as prescribed herein. An interim certificate gives the holder the same rights and responsibilities as an individual with a standard certificate. (7-1-21)T

01. Interim Certificate Not Renewable. Interim certification is only available on a one (1) ~~-~~time basis except under extenuating circumstances approved by the State Department of Education or Division of Career Technical Education. ~~It will be the responsibility of the individual to~~An applicant must meet the requirements of the applicable alternate authorization route or non-traditional route ~~and~~ to obtain a ~~full~~ standard Idaho Educator Credential during the term of the interim certificate. (7-1-21)T

02. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification through a state board approved non-traditional route to teacher certification program. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (7-1-21)T

a. Individuals who possess a baccalaureate degree or higher from an ~~accredited~~ institution of higher education accredited by an entity recognized by the state board of education may ~~utilize this non-traditional route to an~~receive an interim instructional certificate. To ~~complete this non-traditional route~~receive the interim certificate, the individual must: (7-1-21)T

i. Complete or enroll in a state board approved program; and (7-1-21)T

ii. Pass the state board approved pedagogy and content area assessment~~; and~~. (7-1-21)T

~~iii. Complete the Idaho Department of Education background investigation check. (7-1-21)T~~

b. ~~Interim Certificate~~Standard certification. Upon completion of ~~this certification process~~the non-

traditional route the applicant must~~, the individual will be awarded an interim certificate. During the term of the interim certificate, the individual must teach and~~ complete a two (2) year state board approved teacher mentoring program and receive two (2) years of successful evaluations ~~per~~pursuant to Section 33-1001, Idaho Code. (7-1-21)T

~~**c.** Interim Certificate Not Renewable. This interim certification is available on a one (1) time basis. The individual is responsible for obtaining a valid renewable standard instructional certificate during the three (3) year interim certification term. (7-1-21)T~~

~~**d.** Types of Certificates and Endorsements. The non-traditional route may be used for first time certification, subsequent certificates, and additional endorsements. (7-1-21)T~~

03. Idaho Comprehensive Literacy Course. ~~For a~~All Idaho teachers working on an interim certificate~~s,~~ (alternate authorizations, nontraditional routes, reinstatement~~s,~~ or coming from out of ~~the~~ state), must complete~~ion of~~ a state board approved Idaho Comprehensive Literacy course or assessment~~, or approved secondary equivalent shall be~~ as a one-time requirement for ~~full~~ standard instructional certificate~~ion~~. (7-1-21)T

~~**a.** Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (7-1-21)T~~

04. Teaching for Mathematical Thinking ~~for Instruction~~. ~~For a~~All Idaho teachers or administrators working on an interim certificates (alternate authorizations, nontraditional routes, reinstatements or coming from out of ~~the~~ state), with an All Subjects (K-8) endorsement, any mathematics endorsement, Exceptional Child ~~Generalist~~ Education endorsement, Blended Early Childhood/Early Childhood Special Education endorsement, or Administrator certificate must complete ~~a~~the state board approved Teaching for Mathematical Thinking ~~for Instruction~~, ~~or another State Department of Education approved alternative~~ course, as a one-time requirement for full certification. (7-1-21)T

~~**05. Technology**. Out of state applicants may be reviewed by the hiring local education agency for technology deficiencies and may be required to take technology courses to improve their technology skills.(7-1-21)T~~

06. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued an ~~nonrenewable three-year~~ interim certificate. During the validity period of the interim certificate, the applicant must meet the following requirements to obtain ~~full~~ standard certification during the term of the interim certificate: (7-1-21)T

a. Two (2) years of successful evaluations as per Section 33-1001, Idaho Code. (7-1-21)T

b. Measured annual progress on specific goals identified on the applicant's Individualized Professional Learning Plan. (7-1-21)T

c. Completion of ~~S~~six (6) credit renewal requirement. (7-1-21)T

d. ~~Any applicable requirement for~~Completion of the Idaho Comprehensive Literacy Course or Teaching for Mathematical Thinking ~~for Instruction~~ as ~~indicated in Subsections 016.02 and 016.03~~provided herein. (7-1-21)T

~~**07. Foreign Institutions.** An educator having graduated from a foreign institution may be issued a non-renewable, three-year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (7-1-21)T~~

08. Codes of Ethics. All laws and rules governing standard certificated staff with respect to conduct, discipline, and professional standards shall apply to all certified staff serving in an Idaho public school, including those employed under an interim certificate. (7-1-21)T

017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (7-1-21)T

~~**02. Out-of-State Waivers.** An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state board approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (7-1-21)T~~

03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification ~~(K-12)~~ from a state board-approved educator preparation program must demonstrate competency in comprehensive literacy. Areas to be included in the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its educator preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition, the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (7-1-21)T

018. -- 020. (RESERVED)

021. ENDORSEMENTS.

Holders of an Instructional Certificate or Occupational Specialist Certificate ~~may be granted endorsements in areas as provided herein~~must have one (1) or more endorsements attached to their certificate and as applicable to the type of certification. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. An official statement from the college of education of competency in a ~~teaching~~ content area or field is acceptable in lieu of required credits if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. Statements must include the number of credits the competency evaluation is equivalent to. To add an endorsement to an existing certificate, an individual shall complete the credit hour requirements as ~~provided herein~~established by the state board of education and ~~also~~ meet or exceed the state qualifying score on ~~appropriate,~~a state approved content, pedagogy and performance assessments. ~~When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours.~~ (7-1-21)T

01. Clinical Experience Requirement. All endorsements require supervised clinical experience in the relevant content area, or a State Department of Education or Division of Career Technical Education approved alternative clinical experience as applicable to the area of endorsement. (7-1-21)T

02. Alternative Authorization - Teacher to New Endorsement. This alternative authorization allows a local education agency to request additional endorsement for a candidate. This authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress. The candidate shall provide evidence of pursuing one of the following options: (7-1-21)T

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

of teacher education of the recommending college or university. (7-1-21)T

~~**b.** Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. (7-1-21)T~~

c. Option II~~I~~ -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate. Succesful completion of a one (1) year, state board approved mentoring program is required to maintain the endorsement after the first year. (7-1-21)T

d. Option ~~IV~~III -- Content area assessment and mentoring. A candidate may add ~~A~~an endorsement~~s may be added~~ by successfully completing a state board-approved content areas assessment ~~within the first year of authorization~~ and a one-year, state board-approved mentoring program within the first year of authorization. (7-1-21)T

03. National Board Certification. An applicant holding an instructional certificate and current national board certification may add an endorsement in a corresponding content-specific area.

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

~~**01. All Subjects (K-8).** Allows one to teach in any educational setting (K-8). Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading. This endorsement must be accompanied by at a minimum one (1) additional subject area endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12. (7-1-21)T~~

~~**02. American Government /Political Science (5-9 or 6-12).** Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and a minimum of three (3) semester credit hours in comparative government. Remaining course work must be selected from political science. Course work may include three (3) semester credit hours in world history survey. (7-1-21)T~~

~~**03. Bilingual Education (K-12).** Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: upper division coursework in one (1) modern language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages guidelines; cultural diversity; ESL/bilingual methods; linguistics, second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners, biliteracy; at least one (1) semester credit hour in bilingual clinical field experience. (7-1-21)T~~

~~**04. Biological Science (5-9 or 6-12).** Twenty (20) semester credit hours including coursework in each of the following areas: molecular and organismal biology, heredity, ecology and biological adaptation. (7-1-21)T~~

~~**05. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3).** The Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement allows one to teach in any educational setting birth through grade three (3). To be eligible, a candidate must have satisfied the following requirements a minimum of thirty (30) semester credit hours in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood special education. The professional subject matter shall include course work specific to the child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; clinical experience including a combination of general and special education in the following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education. (7-1-21)T~~

06. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). The Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement allows one to teach in any grade four (4) through grade six (6) education setting, except in a middle school setting. This endorsement may only be issued in conjunction with the Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3) endorsement. To be eligible for a Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6) endorsement, a candidate must have satisfied the following requirements: Completion of a program of a minimum of twenty (20) semester credit hours in elementary education and special education coursework to include: methodology and content knowledge (mathematics, literacy, science, health, physical education art), technology, assessment, and clinical experiences in grades four (4) through six (6). (7-1-21)T

07. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours in the area of chemistry, to include coursework in each of the following areas: inorganic and organic chemistry. (7-1-21)T

08. Communication (5-9 or 6-12). Follow one (1) of the following options: (7-1-21)T

a. Option I -- Twenty (20) semester credit hours to include methods of teaching speech/communications plus course work in at least four (4) of the following areas: interpersonal communication/human relations; argumentation/personal persuasion; group communications; nonverbal communication; public speaking; journalism/mass communications; and drama/theater arts. (7-1-21)T

b. Option II -- Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: interpersonal communication/human relations, public speaking, journalism/mass communications, and methods of teaching speech/communication. (7-1-21)T

09. Computer Science (5-9 or 6-12). (7-1-21)T

a Twenty (20) semester credit hours of course work in computer science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world; or (7-1-21)T

b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.06. (7-1-21)T

10. Deaf/Hard of Hearing (Pre-K-12). Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. Coursework to include: American Sign Language, listening and spoken language development, hearing assessment, hearing assistive technology, students with disabilities, pedagogy for teaching students who are deaf or hard of hearing, assessments, and clinical practice. (7-1-21)T

023. INSTRUCTIONAL CERTIFICATE ENDORSEMENTS E - L.

01. Early Childhood Special Education (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Exceptional Child Generalist (K-8 or K-12) endorsement. To be eligible a candidate must have satisfied the following requirements: (7-1-21)T

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

(7-1-21)T

02. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours including course work in each of the following areas: earth science, astronomy, and geology. (7-1-21)T

03. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of personal finance/consumer economics/economics methods. Remaining course work may be selected from business, economics, or finance course. (7-1-21)T

04. Engineering (5-9 or 6-12). Twenty (20) semester credit hours of engineering course work. (7-1-21)T

05. English (5-9 or 6-12). Twenty (20) semester credit hours, including coursework in all of the following areas: grammar, American literature, British literature, multicultural/world literature, young adult literature, and literary theory. Additionally, a course in advanced composition, excluding the introductory sequence designed to meet general education requirements, and a course in secondary English language arts methods are required. (7-1-21)T

06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL clinical field experience. (7-1-21)T

07. Exceptional Child Generalist (K-8, 6-12, or K-12). The Exceptional Child Generalist endorsement is non-categorical and allows one to teach in any special education setting, applicable to the grade range of the endorsement. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with clinical experience to include student teaching in an elementary or secondary special education setting. To be eligible, a candidate must complete thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (7-1-21)T

08. Geography (5-9 or 6-12). Twenty (20) semester credit hours including course work in cultural geography and physical geography, and a maximum of six (6) semester credit hours in world history survey. The remaining semester credit hours must be selected from geography. (7-1-21)T

09. Geology (5-9 or 6-12). Twenty (20) semester credit hours in the area of geology. (7-1-21)T

10. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Teachers of Gifted and Talented Students, to include coursework in the following areas of gifted and talented education: foundations, creative and critical thinking, social and emotional needs, curriculum, instruction, assessment and identification, differentiated instruction, program design, and clinical practice. (7-1-21)T

11. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: organization/administration/planning of a school health program; health, wellness, and behavior change; secondary methods of teaching health, to include field experience in a traditional classroom; mental/emotional health; nutrition; human sexuality; substance use and abuse. Remaining semester credits must be in health related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary health methods course. (7-1-21)T

12. History (5-9 or 6-12). Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. history survey and a minimum of six (6) semester credit hours of world history survey. Remaining

course work must be in history. Course work may include three (3) semester credit hours in American government. (7-1-21)T

13. Humanities (5-9 or 6-12). An endorsement in English, history, music, visual art, drama, or foreign language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: literature, music, foreign language, humanities survey, history, visual art, philosophy, drama, comparative world religion, architecture, and dance. (7-1-21)T

14. Journalism (5-9 or 6-12). Follow one (1) of the following options: (7-1-21)T

a. Option I -- Twenty (20) semester credit hours to include a minimum of fourteen (14) semester credit hours in journalism and six (6) semester credit hours in English and/or mass communication. (7-1-21)T

b. Option II -- Possess an English endorsement with a minimum of six (6) semester credit hours in journalism. (7-1-21)T

15. Literacy (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: foundations of literacy (including reading, writing, listening, speaking, viewing, and language); development and diversity of literacy learners; literacy in the content area; literature for youth; language development; corrective/diagnostic/remedial reading; writing methods; and reading methods. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (7-1-21)T

024. INSTRUCTIONAL CERTIFICATE ENDORSEMENTS M - Z.

01. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Statistics course work may be taken from a department other than the mathematics department. (7-1-21)T

02. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours in Mathematics content course work in algebraic thinking, functional reasoning, Euclidean and transformation geometry and statistical modeling and probabilistic reasoning. A minimum of two (2) of these twenty (20) credits must be focused on secondary mathematics pedagogy. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in mathematics content. (7-1-21)T

03. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: theory and harmony; aural skills, music history; conducting; applied music; and piano proficiency (class piano or applied piano), and secondary music methods/materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (7-1-21)T

04. Natural Science (5-9 or 6-12). Follow one (1) of the following options: (7-1-21)T

a. Option I -- Must hold an existing endorsement in one of the following areas: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty four (24) semester credit hours as follows: (7-1-21)T

i. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: physics, chemistry, and Earth science or geology. (7-1-21)T

ii. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology. (7-1-21)T

iii. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and Earth science or geology. (7-1-21)T

iv. Existing Earth science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: biology, physics, and chemistry. (7-1-21)T

b. Option II – Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty four (24) semester credit hours with at least six (6) semester credit hours in each of the following areas: biology, chemistry, Earth science or geology, and physics. (7-1-21)T

05. Online Teacher (K-12). To be eligible for an Online Teacher (K-12) endorsement, a candidate must have satisfied the following requirements: (7-1-21)T

a. Meets the state's professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (7-1-21)T

b. Provides evidence of online course time as a student and demonstrates online learning experience. (7-1-21)T

c. Has completed an eight (8) week online clinical practice in a K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades K-12 within the past three (3) years. (7-1-21)T

d. Provides verification of completion of a state approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state approved equivalent. (7-1-21)T

e. Demonstrates proficiency in the Idaho Standards for Online Teachers. (7-1-21)T

06. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: personal and teaching competence in sport, movement, physical activity, and outdoor skills; secondary PE methods; administration and curriculum to include field experiences in physical education; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current CPR and first aid certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (7-1-21)T

07. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics. (7-1-21)T

08. Physics (5-9 or 6-12). Twenty (20) semester credit hours in the area of physics. (7-1-21)T

09. Psychology (5-9 or 6-12). Twenty (20) semester credit hours in the area of psychology. (7-1-21)T

10. Science – Middle Level (5-9). Twenty-four (24) semester credit hours in science content coursework including at least eight (8) credits in each of the following: biology, earth science, and physical science to include lab components. Science foundation standards must be met. (7-1-21)T

11. Social Studies (6-12). Must have an endorsement in history, American government/political science, economics, or geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: history, geography, economics, and American government/political science. (7-1-21)T

12. Social Studies – Middle Level (5-9). Twenty (20) Semester credit hours in social studies content coursework including at least five (5) credits in each of the following: history, geography, and American

government/political science or economics. Social studies foundations must be met. (7-1-21)T

13. Sociology (5-9 or 6-12). Twenty (20) semester credit hours in the area of sociology. (7-1-21)T

14. Sociology/Anthropology (5-9 or 6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: anthropology and sociology. (7-1-21)T

15. Teacher Leader. Teacher leaders provide technical assistance to teachers and other staff in the local education agency with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (7-1-21)T

a. Teacher Leader – Instructional Specialist – Eligibility of Endorsement. To be eligible for a Teacher Leader – Instructional Specialist endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (7-1-21)T

i. Education requirement: Hold a Standard Instructional Certificate. Content within coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and have demonstrated competencies in the following areas: providing feedback on instructional episodes; engaging in reflective dialogue centered on classroom instruction, management, and/or experience; focused goal setting and facilitation of individual and collective professional growth; understanding the observation cycle; and knowledge and expertise in data management platforms. (7-1-21)T

ii. Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. (7-1-21)T

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. (7-1-21)T

b. Teacher Leader – Literacy – Eligibility for Endorsement. To be eligible for a Teacher Leader – Literacy endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (7-1-21)T

i. Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies in the Idaho Literacy Standards. Coursework and content domains required include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process, which are all centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research based differentiation strategies; and culturally responsive pedagogy for diverse learners. (7-1-21)T

ii. Experience: Completion of a minimum of three (3) years' full-time certificated experience while under contract in an accredited school setting. (7-1-21)T

iii. Provides verification of completion of a state approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved literacy content assessment. (7-1-21)T

c. Teacher Leader – Mathematics – Eligibility for Endorsement. To be eligible for a Teacher Leader –

Mathematics endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (7-1-21)T

i. Education Requirements: Hold a Standard Instructional Certificate and have demonstrated content competencies. Coursework and content domains required include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching. (7-1-21)T

ii. Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. (7-1-21)T

iii. Provides verification of completion of a state approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. The candidate must meet or exceed the state qualifying score on appropriate state approved math content assessment. (7-1-21)T

d. Teacher Leader – Special Education – Eligibility for Endorsement. To be eligible for a Teacher Leader – Special Education endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (7-1-21)T

i. Education Requirements: Hold a Standard Instructional Certificate endorsed Generalist K-12, K-8, or 5-9 and have demonstrated content competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available and management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff; and special education law, including case law. (7-1-21)T

ii. Experience: Completion of a minimum of three (3) years' full-time certificated experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting. (7-1-21)T

iii. Provides verification of completion of a state approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. (7-1-21)T

16. Teacher Librarian (K-12). Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: collection development/materials selection; literature for children and/or young adults; organization of information to include cataloging and classification; school library administration/management; library information technologies; information literacy; and reference and information service. (7-1-21)T

17. Theater Arts (5-9 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (7-1-21)T

18. Visual Arts (5-9, 6-12, or K-12). Twenty (20) Semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers to include a minimum of nine (9) semester credit hours in:

~~foundation art and design. Additional course work must include secondary arts methods, 2-dimensional and 3-dimensional studio areas. To obtain a Visual Arts (K-12) endorsement, applicants must complete an elementary art methods course. (7-1-21)T~~

~~**19. Visual Impairment (Pre-K-12)**. Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (7-1-21)T~~

~~**20. World Language (5-9, 6-12 or K-12)**. Twenty (20) semester credit hours to include a minimum of twelve (12) intermediate or higher credits in a specific world language. Course work must include two (2) or more of the following areas: grammar, conversation, composition, culture, or literature; and course work in foreign language methods. To obtain an endorsement in a specific foreign language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific foreign language, applicants must complete the following: (7-1-21)T~~

~~**a.** Score an intermediate high (as defined by the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and (7-1-21)T~~

~~**b.** A qualifying score on a state approved specific foreign language content assessment, or if a specific foreign language content assessment is not available, a qualifying score on a state approved world languages pedagogy assessment) (7-1-21)T~~

0~~25~~22. -- 027. (RESERVED)

028. PROFESSIONAL ENDORSEMENT~~S~~.
Eligibility for the professional and advanced professional endorsement pursuant to Section 33-1201A, Idaho Code, may be established by providing additional evidence demonstrating effective teaching for the purpose of determining proficiency and student achievement in the event required standards for the professional endorsement are not met. (7-1-21)T

01. Measurable Student Achievement and Student Success Indicators. Evidence of a majority of the applicable staff person's students meeting measurable student achievement targets, or student success indicator targets, may be demonstrated by the certificated staff member providing evidence that students from an accredited private or out-of-state public school have met targets set by the certificated staff member. The measurable student achievement or student success indicators must be comparable to the measurable student achievement or student success indicator targets established by the hiring school for certificated staff in similar employment areas and similar grade ranges pursuant to Section 33-1001, Idaho Code. (7-1-21)T

~~**02. Performance Criteria**. Evidence of meeting the performance criteria as applicable to the professional or advanced professional endorsement pursuant to Section 33-1001, Idaho Code, may be provided through the submittal of annual evaluations showing standards aligned to the Idaho framework for teaching evaluation standards. (7-1-21)T~~

03. Validity of Evidence. Evidence provided must show that the certificated staff member met each of the proficiency and student achievement requirements in each year required. (7-1-21)T

04. Evaluation of Evidence. The local education agency administrator shall be responsible for evaluating the evidence provided and determining alignment with the school district or charter schools measurable student achievement and student success indicators and alignment with the Idaho framework for teaching evaluation standards. The reviewing administrator shall sign an affidavit stating the evidence meets the district and state standards for measurable student achievement and student success indicators and performance criteria. The local education agency shall report the equivalent performance criteria rating the certificated staff member received and indicate if any equivalent components were rated as unsatisfactory and the measurable student achievement or student success indicator used with verification that the majority of their students have met the measurable student achievement targets

or student success indicators. Targets must be comparable to targets set for like groups of students at the hiring school. The state board of education or state department of education may request to review the evidence provided for determining proficiency and student achievement. (7-1-21)T

029. -- 041. (RESERVED)

042. ALTERNATIVE AUTHORIZATION.

Alternative authorization allows a local education agency with an area of need to request certification for a candidate ~~when a professional position cannot be filled with someone who has the correct certification in an area of need identified by the local education agency~~. This authorization grants an interim certificate that allows individuals to serve as the ~~educator~~ teacher of record while pursuing standard certification. ~~The educator of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Alternative authorization is valid for one (1) year and may be renewed for two (2) additional years with e~~Evidence of satisfactory progress toward standard certification must be provided each year. ~~Interim certification is valid for no more than three (3) years total.~~ Individuals who ~~are~~ hold a current~~ly~~ instructional certificate~~d to teach but who are in need of an endorsement in another area~~ may obtain ~~an~~ additional endorsements through an alternative authorization – teacher to new endorsement ~~as described~~ as prescribed in Subsection 021.~~02~~ of these rules. (7-1-21)T

01. Alternative Authorization -- Teacher To New Certification. This alternative authorization allows a local education agency to request additional certification for a candidate who already holds a current and valid Idaho ~~instructional~~ certificate ~~when a professional position cannot be filled with someone who has the correct certification~~ in a new certification area. (7-1-21)T

a. Prior to application, ~~a~~the candidate must hold a baccalaureate degree or higher and a current and valid Idaho ~~instructional~~ certificate. The local education agency must attest to the candidate's ability to fill the position. (7-1-21)T

b. ~~A~~The candidate must participate in a state board- approved educator preparation program. (7-1-21)T

i. The candidate will work toward completion of a state board-approved educator preparation program. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal; and (7-1-21)T

ii. The participating educator preparation program shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (7-1-21)T

02. Alternative Authorization -- Content Specialist. This alternative authorization allows a local education agency to request an instructional certificate for an individual who possesses distinct content knowledge and skills to teach in ~~an area of need identified by the local education agency~~a content area. (7-1-21)T

a. Initial Qualifications. (7-1-21)T

i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching portion; and (7-1-21)T

ii. Prior to entering the classroom, the local education agency shall ensure the candidate is qualified to teach in the content area ~~of identified need~~. The candidate shall meet or exceed the state qualifying score on the appropriate state board-approved content or pedagogy assessment, including demonstration of content knowledge through a combination of employment, experience, and education. (7-1-21)T

b. State Board Approved Educator~~ion~~ Preparation Program. (7-1-21)T

i. Prior to authorization, a consortium comprised of a state board-approved educator preparation

program representative, a local education agency representative, and the candidate shall determine the preparation needed and develop a plan to meet the Idaho Standards for Initial Certification of Professional School Personnel. The educator preparation program shall provide procedures to assess and credit: equivalent knowledge, dispositions, and relevant life or ~~/~~work experiences. The plan must include a state board-approved mentoring program. While teaching under the alternative authorization, the mentor shall provide a minimum of one (1) classroom observation per month, which will include feedback and reflection. The plan must include annual progress goals that must be met for annual renewal; (7-1-21)T

ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan; and (7-1-21)T

iii. At the time of authorization the candidate must enroll in and work toward completion of the plan. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal. The candidate must complete the plan to receive a certificate of completion. (7-1-21)T

03. Alternative Authorization - Pupil Service Staff. This alternative authorization allows a local education agency to request ~~endorsement/~~certification and endorsement for a candidate when a position requiring the Pupil Service Staff Certificate cannot be filled ~~with someone who has the school counselor or school social worker endorsement~~. (7-1-21)T

a. Initial Qualifications. The applicant must complete the following: (7-1-21)T

i. Prior to application, a candidate must hold a baccalaureate degree or higher; and (7-1-21)T

ii. The local education agency must attest to the ability of the candidate to fill the position. (7-1-21)T

b. Educator Preparation Program. (7-1-21)T

i. At the time of authorization the candidate must enroll in and work toward completion of a state board approved educator preparation program through a participating college/university and the local education agency. The educator preparation program must include annual progress goals. (7-1-21)T

ii. The candidate must complete a minimum of nine (9) semester credits annually to maintain eligibility for renewal. (7-1-21)T

iii. The participating educator preparation program will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (7-1-21)T

iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (7-1-21)T

04. Alternative Authorization Renewal. Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. (7-1-21)T

043. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.
To obtain a new, renew, or reinstate an Idaho Educator Credential, the applicant must submit an application on a form supplied by the State Department of Education or the Division of Career Technical Education as applicable to the type of certificate. All applications for new, renewed, or reinstated occupational specialist certificates must be submitted to the Division of Career Technical Education. The following requirements must be met to renew or reinstate an Idaho Educator Credential. (7-1-21)T

01. State Board of Education Requirements for Professional Development. All certificated personnel must complete at least six (6) semester credit hours or equivalent professional development within the five (5) year validity period of the certificate being renewed. (7-1-21)T

02. Credit. Graduate or undergraduate credit will be accepted for renewal. Credit must be transcripted and completed through a college or university accredited by an entity recognized by the state board of education.

a. At least three (3) semester credits shall be taken for postsecondary credit and verified by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification, who would have not otherwise met this renewal requirement, will be investigated for violations of the Code of Ethics for Idaho Professional Educators. Any such violations may result in disciplinary action.

~~a~~**c.** Credits taken for ~~recertification~~ certificate renewal must be ~~educationally~~ related to the individualized professional learning plan or ~~related to~~ the professional practice of the applicant. (7-1-21)T

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (7-1-21)T

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (7-1-21)T

iii. Credits must be tied to a specific area of need designated by local education agency administration. (7-1-21)T

iv. Credits must be taken during the validity period of the certificate. (7-1-21)T

~~**b.** Graduate or undergraduate credit will be accepted for recertification. Credit must be transcripted and completed through a college or university accredited by an entity recognized by the State Board of Education. For pupil service staff, continuing education units completed and applied to the renewal of an occupational license issued by the appropriate Idaho state licensing board will be accepted for recertification. The continuing education units must be recognized by the appropriate Idaho state licensing board. (7-1-21)T~~

~~**c.** Credits and continuing education units must be taken during the validity period of the certificate. (7-1-21)T~~

d. All requests for equivalent in-service training to apply toward ~~recertification~~renewal, except occupational specialist certificates, must be ~~made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines~~approved by the local education agency. Individuals holding Occupational Specialist Certificates must ~~be made~~make requests through the Division of Career Technical Education. Applicants must receive ~~prior~~ approval ~~of~~ for in-service training and course work prior to applying for renewal. All in-service training must be aligned with the ~~individual's~~ applicant's individualized professional learning plan or related to professional practice. Fifteen (15) contact hours are equivalent to one (1) semester credit. (7-1-21)T

e. ~~At least fifteen (15) hours of formal instruction must be given for each hour of in-service credit granted.~~ Pupil service staff certificate holders who hold a professional license through the appropriate Idaho state licensing board may use renewal of their professional license toward the renewal of their pupil service staff certificate in lieu of the requirements herein. (7-1-21)T

f. Renewal~~Recertification~~ credits may not be carried over from one (1) ~~recertification~~ renewal period to the next. (7-1-21)T

03. Professional Development Plans. Local education agencies will have professional development plans.

~~**g.** An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission or the Division of Career Technical Education, as applicable to the certificate type, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (7-1-21)T~~

~~**02. State Board of Education Professional Development Requirements**. (7-1-21)T~~

~~**a.** Local education agencies will have professional development plans. (7-1-21)T~~

~~**b.** All certificated personnel will be required to complete at least six (6) semester credits or the equivalent within the five (5) year period of validity of the certificate being renewed. (7-1-21)T~~

~~**c.** At least three (3) semester credits will be taken for university or college credit. Verification may be by official or unofficial transcript. Individuals found to have intentionally altered transcripts used for verification, who would have not otherwise met this renewal requirement, will be investigated for violations of the Code of Ethics for Idaho Professional Educators. Any such violations may result in disciplinary action. (7-1-21)T~~

~~**d.** Pupil Service Staff Certificate holders who hold a professional license through the appropriate Idaho state licensing board may use continuing education units applied toward the renewal of their professional license toward the renewal of the Pupil Service Staff Certificate. Fifteen (15) contact hours are equivalent to one (1) semester credit. (7-1-21)T~~

061. -- 075. (RESERVED)

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

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (7-1-21)T

01. Aspirations and Commitments. (7-1-21)T

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (7-1-21)T

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen. (7-1-21)T

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs. (7-1-21)T

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (7-1-21)T

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (7-1-21)T

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (7-1-21)T

02. Principle I - Professional Conduct. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code. (7-1-21)T

03. Principle II - Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to: (7-1-21)T

a. Committing any act of child abuse, including physical or emotional abuse; (7-1-21)T

b. Committing any act of cruelty to children or any act of child endangerment; (7-1-21)T

c. Committing or soliciting any sexual act from any minor or any student regardless of age; (7-1-21)T

d. Committing any act of harassment as defined by local education agency policy; (7-1-21)T

e. Soliciting, encouraging, or consummating a romantic relationship (whether written, verbal, virtual, or physical) with a student, regardless of age; (7-1-21)T

f. Soliciting or encouraging any form of personal relationship with a student that a reasonable educator would view as undermining the professional boundaries necessary to sustain an effective educator-student relationship; (7-1-21)T

g. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g., sexual innuendos or sexual idiomatic phrases); (7-1-21)T

h. Taking or possessing images (digital, photographic, or video) of students of a harassing, confidential, or sexual nature; (7-1-21)T

i. Inappropriate contact with any minor or any student regardless of age using electronic or social media; (7-1-21)T

j. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; (7-1-21)T

k. Conduct that is detrimental to the health or welfare of students; and (7-1-21)T

l. Deliberately falsifying information presented to students. (7-1-21)T

04. Principle III - Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (7-1-21)T

a. Being on school premises or at any school-sponsored activity, home or away, involving students

while possessing, using, or consuming illegal or unauthorized drugs; (7-1-21)T

b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (7-1-21)T

c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (7-1-21)T

d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (7-1-21)T

e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (7-1-21)T

05. Principle IV - Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (7-1-21)T

a. Fraudulently altering or preparing materials for licensure or employment; (7-1-21)T

b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (7-1-21)T

c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (7-1-21)T

d. Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating the statutes or rules governing teacher certification; (7-1-21)T

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.); (7-1-21)T

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (7-1-21)T

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; (7-1-21)T

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and (7-1-21)T

i. Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification. (7-1-21)T

06. Principle V - Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (7-1-21)T

a. Misuse, or unauthorized use, of public or school-related funds or property; (7-1-21)T

b. Failure to account for school funds collected from students, parents, patrons, or other donors from all sources, including online donation platforms; (7-1-21)T

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (7-1-21)T

d. Co-mingling of public or school-related funds in personal bank account(s); (7-1-21)T

e. Use of school property for private financial gain; (7-1-21)T

f. Use of school computers to deliberately view or print pornography; and, (7-1-21)T

g. Deliberate use of poor budgeting or accounting practices. (7-1-21)T

07. Principle VI - Compensation. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (7-1-21)T

a. Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit; (7-1-21)T

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (7-1-21)T

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (7-1-21)T

d. Soliciting, accepting, or receiving a financial benefit greater than fifty dollars ($50) as defined in Section 18-1359(b), Idaho Code. (7-1-21)T

e. Keeping for oneself donations, whether money or items, that were solicited or accepted for the benefit of a student, class, classroom, or school. (7-1-21)T

08. Principle VII - Confidentiality. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (7-1-21)T

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (7-1-21)T

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (7-1-21)T

09. Principle VIII - Breach of Contract or Abandonment of Employment. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (7-1-21)T

a. Abandoning any contract for professional services without the prior written release from the contract by the employing local education agency; (7-1-21)T

b. Willfully refusing to perform the services required by a contract; and, (7-1-21)T

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (7-1-21)T

10. Principle IX - Duty to Report. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (7-1-21)T

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity);

(7-1-21)T

b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect); (7-1-21)T

c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and (7-1-21)T

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (7-1-21)T

11. Principle X - Professionalism. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to: (7-1-21)T

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (7-1-21)T

b. Committing any act of harassment toward a colleague; (7-1-21)T

c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (7-1-21)T

d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (7-1-21)T

e. Willfully interfering with the free participation of colleagues in professional associations; and (7-1-21)T

f. Taking, possessing, or sharing images (digital, photographic, or video) of colleagues of a harassing, confidential, or sexual nature. (7-1-21)T

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

01. Administrative Complaint. A document outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (7-1-21)T

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (7-1-21)T

03. Certificate Denial. The refusal of the state to grant a certificate. (7-1-21)T

04. Certificate Suspension. A time-certain invalidation of any Idaho certificate. (7-1-21)T

05. Conditioned Certificate. Stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(02), Idaho Code). (7-1-21)T

06. Educator. A person who held, holds, or applies for an Idaho Certificate (Section 33-1201, Idaho Code). (7-1-21)T

07. Education Official. An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (7-1-21)T

08. Executive Committee. A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review alleged violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and recommend possible disciplinary action. (7-1-21)T

09. Hearing. A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (7-1-21)T

10. Hearing Panel. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (7-1-21)T

11. Investigation. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Professional Standards Commission. (7-1-21)T

12. No Probable Cause. A determination by the Executive Committee that there is not sufficient evidence to take action against an educator's certificate. (7-1-21)T

13. Principles. Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (7-1-21)T

14. Probable Cause. A determination by the Executive Committee that sufficient evidence exists to issue an administrative complaint. (7-1-21)T

15. Reprimand. A written letter admonishing the Certificate holder for their conduct. (7-1-21)T

16. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (7-1-21)T

17. Revocation. The invalidation of any Certificate held by the educator. (7-1-21)T

18. Stipulated Agreement. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms. (7-1-21)T

078. -- 099. (RESERVED)

100. OFFICIAL VEHICLE FOR APPROVING EDUCATOR PREPARATION PROGRAMS.
~~Section 33-114, Idaho Code~~

01. The Official Vehicle for the Approval of Traditional Educator Preparation Programs. ~~The official vehicle for the approval of t~~Traditional educator preparation programs will be~~is the Council for the Accreditation of Educator Preparation (CAEP)~~ accredited by an accrediting body that approves educator preparation programs and is recognized by the state board of education~~standards~~ and meets the approved Idaho Standards for the Initial Certification of Professional School Personnel. ~~The Idaho Standards are based upon the accepted national standards for educator preparation and include state specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or Department of Education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will take effect and must be implemented within a period not to exceed two (2) years after notification of such revision.~~ The Idaho Standards for the Initial Certification of Professional School Personnel will be posted on the state board of education and state

department of education websites. All standards will include an implementation date. (7-1-21)T

02. Non-Traditional Educator Preparation Program. ~~The State Board of Education must approve all non-traditional route to teacher certification programs. The programs must include, at a minimum, the following components:~~To be considered for approval each non-traditional educator preparation program must include the following components: (7-1-21)T

~~**a.** Pre-assessment of teaching and content knowledge; (7-1-21)T~~

~~**b.** An academic advisor with knowledge of the prescribed instruction area; (7-1-21)T~~

c. ~~Exams~~ Assessment of pedagogy and content knowledge; and (7-1-21)T

d. ~~Be aligned~~ Alignment to the Idaho Standards for the Initial Certification of Professional School Personnel.

(7-1-21)T

03. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel, ~~incorporated by reference in Subsection 004.01,~~ are available for inspection on the Office of the State Board of Education's website at www.boardofed.idaho.gov. (7-1-21)T

04. Continuing Approval. Approved educator preparation programs will be reviewed for continued approval on a timeline and in a format established by the state board of education. Program reviews will take into consideration the instructional methodology used by the approved program. (7-1-21)T

~~**a.** The state of Idaho will follow the Council for Accreditation of Educator Preparation (CAEP) standards model by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. (7-1-21)T~~

~~**b.** The state of Idaho will additionally conduct focused reviews of state-specific, core teaching requirements in the interim, not to exceed every third year following the full program review. (7-1-21)T~~

~~**c.** All approved non-traditional educator preparation programs will be reviewed for continued approval on the same schedule as traditional educator preparation programs. Reviews will include determination of continued alignment with the approved Idaho Standards for the Initial Certification of Professional School Personnel and effectiveness of program completers. (7-1-21)T~~

05. Payment Responsibilities for Educator Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho educator preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (7-1-21)T

a. The Professional Standards Commission pay for all state review team expenses for on-site teacher preparation reviews from its budget. (7-1-21)T

b. Requesting institutions pay for all other expenses related to on-site educator preparation program reviews, including ~~the~~ all standards review. (7-1-21)T

101. -- 109. (RESERVED)

110. PERSONNEL STANDARDS.
The State Board of Education supports the efforts made by the Idaho Legislature to lower class size. Significant progress has been made in grades one through three (1-3). The State Board of Education believes that class sizes in grades four through six (4-6) are too high. Districts are encouraged to lower all class sizes as funds become available. Each district will develop personnel policies and procedures to implement the educational program of the district. The

policies and procedures will address representation in each of the following personnel areas, as appropriate to student enrollment and the needs of each attendance area. Districts should strive to achieve ratios consistent with state class size ratio goals.

TEACHERS	STATE GOALS
Kindergarten	20
Grades 1, 2, 3	20
Grades 4, 5, 6	26
Middle School/Jr. High	160 teacher load
High School	160 teacher load
Alternative School (7-12)	18 average daily class load

INSTRUCTIONAL PERSONNEL

Schools are encouraged to explore technological options that provide for credible alternative delivery systems. Present and emerging information transmission technology may provide for greater teacher/pupil class size ratios.

PUPIL PERSONNEL	
(Certificated School Counselors, Social Workers, Psychologists)	400:1 * student/district average
Secondary Media Generalist and Assistants	500:1 * student/district average
Elementary Media Generalist or Assistants	500:1 * student/district average
Building Administrative Personnel	Not to exceed 500:1 * district average

* The stated pupil to personnel ratio is the goal; each school district will assign personnel as appropriate to student enrollment and the needs of each attendance area.

Classroom Assistants - State Goal: will be provided where the student/teacher ratio is deemed excessive by the district or where other student special needs exist (e.g., limited English proficiency or special education).

Classified Personnel - State Goal: will be employed in each building to support the needs of the staff, students, and community. (7-1-21)T

111. BULLYING, HARASSMENT AND INTIMIDATION PREVENTION AND RESPONSE.

01. Dissemination of Information. School districts and charter schools shall make reasonable efforts to ensure that information on harassment, intimidation and bullying of students is disseminated annually to all school personnel, parents and students. (7-1-21)T

02. Professional Development. The content of ongoing professional development for school staff related to bullying, harassment and intimidation shall include: (7-1-21)T

a. School philosophy regarding school climate and student behavior expectations; (7-1-21)T

b. Definitions of bullying, harassment, and intimidation; (7-1-21)T

c. School prevention strategies or programs including the identification of materials to be distributed annually to students and parents; (7-1-21)T

d. Expectations of staff intervention for bullying, harassment, and intimidation; (7-1-21)T

e. School process for responding to bullying, harassment, and intimidation including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services and parental involvement; and (7-1-21)T

f. Other topics as determined appropriate by the school district or charter school. (7-1-21)T

03. Graduated Consequences. Graduated consequences for a student who commits acts of bullying, harassment, and intimidation shall include a series of measures proportional to the act(s) committed and appropriate to the severity of the violation as determined by the school board of trustees, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences should be in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. (7-1-21)T

a. Graduated consequences may include, but are not limited to: (7-1-21)T

i. Meeting with the school counselor; (7-1-21)T

ii. Meeting with the school principal and student's parents or guardian; (7-1-21)T

iii. Detention, suspension or special programs; and (7-1-21)T

iv. Expulsion. (7-1-21)T

b. The graduated consequences are not intended to prevent or prohibit the referral of a student who commits acts of harassment, intimidation or bullying to available outside counseling services or to law enforcement, or both, pursuant to Section 18-917A, Idaho Code. (7-1-21)T

c. Students with disabilities may be afforded additional protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act; school districts and charter schools shall comply with applicable state and federal law when disciplining students with individualized education programs (IEPs) or 504 plans for committing acts of bullying, harassment, and intimidation. (7-1-21)T

04. Intervention. School district and charter school employees are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation, and bullying. Intervention shall be reasonably calculated to: (7-1-21)T

a. Correct the problem behavior; (7-1-21)T

b. Prevent another occurrence of the problem; (7-1-21)T

c. Protect and provide support for the victim of the act; and (7-1-21)T

d. Take corrective action for documented systemic problems related to harassment, intimidation, or bullying. (7-1-21)T

05. Reporting. Annual reporting will occur at the end of the school year through an aggregate report identifying the total number of bullying incidents by school districts and charter schools, grade level, gender, and

repeat offenders. The State Department of Education shall provide school districts and charter schools with the guidelines and forms for reporting. (7-1-21)T

112. SUICIDE PREVENTION IN SCHOOLS.
As schools offer annual professional development for school staff related to preventing, intervening, and responding to suicide, the content shall include: (7-1-21)T

01. Prevention. School philosophy regarding school climate and the promotion of protective factors; data on suicide for the region or state, or both; risk and protective factors for students; suicide myths and facts; and how to develop community partnerships. (7-1-21)T

02. Intervention. How to utilize safe and appropriate language and messaging when addressing students; warning signs of suicide ideation for students; local and school-based protocols for aiding a suicidal individual; local protocols for seeking help for self and students; identification of appropriate mental health services and community resources for referring students and their families; information about state statutes on responsibility, liability, and duty to warn; confidentiality issues; and the need to ask others directly if they are suicidal. (7-1-21)T

03. Postvention. Evidence-based protocol for responding to a student/staff suicide. (7-1-21)T

113. -- 119. (RESERVED)

120. LOCAL DISTRICT EVALUATION POLICY -- INSTRUCTIONAL STAFF AND PUPIL SERVICE STAFF CERTIFICATE HOLDERS.
Each school district board of trustees will develop and adopt policies for certified staff performance evaluation using multiple measures in which criteria and procedures for the evaluation of certificated personnel are research based. For pupil service staff, those standards shall be aligned with the profession's national standards. For instructional staff, those standards shall be aligned to Charlotte Danielson Framework for Teaching Second Edition domains and components specified in Subsection 120.01 of this rule, and must be determined based on professional practice. For all certification personnel, domain or component ratings, or both, may be weighted based on the individual's individualized professional learning plan. The summative evaluation rating must be based on a combination of professional practice and student achievement as specified in Subsections 120.02 and 120.03. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers, and parents. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (7-1-21)T

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (7-1-21)T

a. Domain 1 - Planning and Preparation: (7-1-21)T

i. Demonstrating Knowledge of Content and Pedagogy; (7-1-21)T

ii. Demonstrating Knowledge of Students; (7-1-21)T

iii. Setting Instructional Outcomes; (7-1-21)T

iv. Demonstrating Knowledge of Resources; (7-1-21)T

v. Designing Coherent Instruction; and (7-1-21)T

vi. Designing Student Assessments. (7-1-21)T

b. Domain 2 - The Classroom Environment: (7-1-21)T

i. Creating an Environment of Respect and Rapport; (7-1-21)T

ii. Establishing a Culture for Learning; (7-1-21)T

iii. Managing Classroom Procedures; (7-1-21)T

iv. Managing Student Behavior; and (7-1-21)T

v. Organizing Physical Space. (7-1-21)T

c. Domain 3 - Instruction and Use of Assessment: (7-1-21)T

i. Communicating with Students; (7-1-21)T

ii. Using Questioning and Discussion Techniques; (7-1-21)T

iii. Engaging Students in Learning; (7-1-21)T

iv. Using Assessment in Instruction; and (7-1-21)T

v. Demonstrating Flexibility and Responsiveness. (7-1-21)T

d. Domain 4 - Professional Responsibilities: (7-1-21)T

i. Reflecting on Teaching; (7-1-21)T

ii. Maintaining Accurate Records; (7-1-21)T

iii. Communicating with Families; (7-1-21)T

iv. Participating in a Professional Community; (7-1-21)T

v. Growing and Developing Professionally; and (7-1-21)T

vi. Showing Professionalism. (7-1-21)T

02. Professional Practice. All certificated instructional employees must receive an evaluation in which at least a majority of the evaluation ratings must be based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition domains and components. Professional Practice shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable. At least one (1) documented summative evaluation must include a rating for all components of the applicable professional standards used for evaluation of certified personnel. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of each certificated instructional employee evaluations: (7-1-21)T

a. Parent/guardian input; (7-1-21)T

b. Student input; and/or (7-1-21)T

c. Portfolios. (7-1-21)T

03. Student Achievement. Instructional staff evaluation ratings must in part be based on measurable

student achievement, as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) year or both years' data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees. (7-1-21)T

04. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code. Evaluations shall be differentiated for certificated non-instructional employees and Pupil Service Staff Certificate holders in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible and aligned to the pupil service staff's applicable national standards. Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (7-1-21)T

05. Evaluation Policy – Content. Local school district policies will include, at a minimum, the following information: (7-1-21)T

a. Evaluation criteria -- statements of the criteria upon which certificated personnel will be evaluated and rated. (7-1-21)T

b. Evaluator -- identification of the individuals responsible for observing or evaluating certificated instructional staff and pupil service staff performance. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations. (7-1-21)T

c. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (7-1-21)T

d. Personnel actions -- the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (7-1-21)T

e. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (7-1-21)T

f. Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time and be used to develop individualized professional learning plans. Districts shall have an individualized teacher evaluation rating system with a minimum of three (3) ratings used to differentiate performance of teachers and Pupil Service Staff Certificate holders including: (7-1-21)T

i. Unsatisfactory being equal to "1"; (7-1-21)T

ii. Basic being equal to "2"; and (7-1-21)T

iii. Proficient being equal to "3". (7-1-21)T

iv. A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum ratings at the discretion of the school district or charter school. (7-1-21)T

g. A plan for including all stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their teacher evaluation plan. (7-1-21)T

06. Evaluation Policy – Frequency of Evaluation. The evaluation policy shall include a provision for

evaluating all certificated personnel on a fair and consistent basis. (7-1-21)T

07. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts with fewer than five (5) teachers and by only reporting that information in the aggregate by local school district. (7-1-21)T

08. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for teacher and Pupil Service Staff certificated performance evaluation in which criteria and procedures for the evaluation are research based and aligned with the Charlotte Danielson Framework for Teaching Second Edition and national standards for pupil service staff as applicable. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (7-1-21)T

121. LOCAL DISTRICT EVALUATION POLICY – SCHOOL ADMINISTRATOR.
All school and school district administrators must receive an annual evaluation. Individuals serving in the role of superintendent or its equivalent shall be evaluated by the local board of trustees. Individuals serving in the capacity of a school district superintendent shall be evaluated based on the school district evaluation policy for superintendents. For principal and other school level administrator evaluations, each school district board of trustees will develop and adopt policies for performance evaluation using multiple measures in which criteria and procedures for the evaluation of administratively certificated personnel serving as school principal or other school level administrators are research based and aligned to the standards and requirements outlined in Subsections 121.01 through 121.07 of this rule. For Special Education Directors, standards aligned with the profession's national standards may replace those outlined in Subsection 121.01. The process of developing criteria and procedures for administrator evaluations will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators, teachers and parents. The evaluation policy will be a matter of public record and communicated to the principal for whom it is written. (7-1-21)T

01. Standards. Each district principal and school level administrator evaluation model shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the state's framework for evaluations, the Charlotte Danielson Framework for Teaching Second Edition. Proof of training in evaluating teacher performance shall be required of all individuals assigned the responsibility for observing or evaluating certificated personnel performance. Principal evaluation standards shall additionally address the following domains and components: (7-1-21)T

a. Domain 1: School Climate - An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs. (7-1-21)T

i. School Culture - Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors. (7-1-21)T

ii. Communication - Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders. (7-1-21)T

iii. Advocacy - Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. (7-1-21)T

b. Domain 2: Collaborative Leadership - An educational leader promotes the success of all students

by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The educational leader uses research and/or best practices in improving the education program. (7-1-21)T

i. Shared Leadership - Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth. (7-1-21)T

ii. Priority Management - Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities. (7-1-21)T

iii. Transparency - Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions. (7-1-21)T

iv. Leadership Renewal - Principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others. (7-1-21)T

v. Accountability - Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others. (7-1-21)T

c. Domain 3: Instructional Leadership - An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The educational leader provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program. (7-1-21)T

i. Innovation - Principal seeks and implements innovative and effective solutions that comply with general and special education law. (7-1-21)T

ii. Instructional Vision - Principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn. (7-1-21)T

iii. High Expectations - Principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being. (7-1-21)T

iv. Continuous Improvement of Instruction - Principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision. (7-1-21)T

v. Evaluation - Principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness. (7-1-21)T

vi. Recruitment and Retention -Principal recruits and maintains a high quality staff. (7-1-21)T

02. Professional Practice. All principals must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Domains and Components listed in Subsection 121.01.a. through 121.01.c. of this rule. As a measure to inform the Professional Practice portion of each evaluation, district evaluation models shall also include at least one (1) of the following: (7-1-21)T

a. Parent/guardian input; (7-1-21)T

b. Teacher input; (7-1-21)T

c. Student input; and/or (7-1-21)T

d. Portfolios. (7-1-21)T

03. Student Achievement. All administrators must receive an evaluation in which part of the summative evaluation results are based in part on objective measures of growth in measurable student achievement, as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) or both years data. Growth in student achievement may be considered as an optional measure for all other school based and district based administrators, as determined by the local board of trustees. (7-1-21)T

04. Evaluation Policy - Content. For evaluations conducted on or after July 1, 2014, local school district policies will include, at a minimum, the following information: (7-1-21)T

a. Evaluation criteria -- statements of the criteria upon which administrators will be evaluated. (7-1-21)T

b. Evaluator -- identification of the individuals responsible for observing or evaluating school level administrator performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations. (7-1-21)T

c. Communication of results -- the method by which principals are informed of the results of evaluation. (7-1-21)T

d. Personnel actions -- the action, available to the school district as a result of the evaluation, and the procedures for implementing these actions; e.g., job status change. (7-1-21)T

e. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of an evaluations. (7-1-21)T

f. Individualizing principal evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. Districts shall have an individualized principal evaluation rating system with a minimum of three ratings used to differentiate performance of principals including: (7-1-21)T

i. Unsatisfactory being equal to "1"; (7-1-21)T

ii. Basic being equal to "2"; and (7-1-21)T

iii. Proficient being equal to "3". (7-1-21)T

iv. A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three (3) minimum ratings at the discretion of the school district or charter school. (7-1-21)T

g. A plan for including stakeholders including, but not limited to, teachers, board members, administrators, and parents in the development and ongoing review of their principal evaluation plan. (7-1-21)T

05. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all administrators on a fair and consistent basis. All administrators shall be evaluated at least once annually no later than June 1 of each year. (7-1-21)T

06. Evaluation Policy - Personnel Records. Permanent records of each principal evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). Local school districts shall report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes. The State Department of Education shall ensure that the privacy of all certificated personnel is protected by not releasing statistical data of evaluation ratings in local school districts in

accordance with the approved policies of the Idaho State Board of Education Data Management Council. (7-1-21)T

07. Evaluation System Approval. Each school district board of trustees will develop and adopt policies for principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014, an evaluation plan which incorporates all of the above elements shall be submitted to the State Department of Education for approval. Once approved, subsequent changes made in the evaluation system shall be resubmitted for approval. (7-1-21)T

122. -- 129. (RESERVED)

130. SCHOOL FACILITIES.

Each school facility consists of the site, buildings, equipment, services, and is a critical factor in carrying out educational programs. The focus of concern in each school facility is the provision of a variety of instructional activities and programs, with the health and safety of all persons essential. (7-1-21)T

01. Buildings. All school buildings, including portable or temporary buildings, will be designed and built in conformance with the current edition of the codes specified in the Idaho Building Code Act, Section 39-4109, Idaho Code, including, the National Electrical Code, Uniform Plumbing Code, and Idaho General Safety and Health Standards. All school buildings, including portable or temporary buildings, will meet other more stringent requirements established in applicable local building codes. (7-1-21)T

02. Inspection of Buildings. All school buildings, including portable or temporary buildings, will be inspected as provided in Section 39-4130, Idaho Code, for compliance with applicable codes. Following this inspection, the school district will, within twenty (20) days, (1) correct any deficiencies specified in the inspection report or (2), if the corrective action involves structural modification, file a written plan with the inspecting agency for correction by the beginning of the following school year. (7-1-21)T

131. -- 139. (RESERVED)

140. ACCREDITATION.

01. Requirement. ~~All public secondary schools, serving any grade(s) 9-12, will be accredited pursuant to Section 33-119, Idaho Code.~~ Accreditation is voluntary for elementary schools, grades K-8, and alternative schools not identified in Subsection 140.02.a. through 140.012.e. of this rule. (7-1-21)T

02. Alternative Schools. An alternative school serving any grade(s) 9-12 that meets any three (3) of the criteria in Subsections 140.02.a. through 140.02.e. of this rule, shall be required to be accredited. An alternative school that does not meet three (3) of the following criteria in Subsections 140.02.a. through 140.02.e. is considered as an alternative program by the district board of trustees and shall be included in the accreditation process and reporting of another secondary school within the district for the purposes of meeting the intent of this rule. (7-1-21)T

a. School has an Average Daily Attendance greater than or equal to 36 students based on previous year's enrollment; (7-1-21)T

b. School enrolls any students full-time for the school year once eligibility determination is made as opposed to schools that enroll students for "make-up" or short periods of time; (7-1-21)T

c. School offers an instructional model that is different than that provided by the traditional high school within the district for a majority of the coursework, including but not limited to online/virtual curriculum; (7-1-21)T

d. School administers diplomas that come from that alternative school as opposed to students receiving a diploma from the traditional high school within the school district; or (7-1-21)T

e. School receives its own accountability rating for federal reporting purposes. (7-1-21)T

03. Standards. Schools will meet the accreditation standards of ~~the Northwest Accreditation Commission, a division of AdvancED.~~an accrediting body recognized by the state board of education. (7-1-21)T

04. Residential Schools. In addition to the academic standards, residential schools must meet the applicable health and safety standards established pursuant to Section 39-1210, Idaho Code, to be considered fully accredited by the State Board of Education. (7-1-21)T

05. Reporting. An annual accreditation report will be submitted to the State Board of Education identifying each accredited school and school district in the state and the status of their accreditation. (7-1-21)T

141. -- 149. (RESERVED)

150. TRANSPORTATION.

Minimum School Bus Construction Standards. All new school bus chassis and bodies must meet or exceed Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules and as authorized in Section 33-1511, Idaho Code. (7-1-21)T

151. -- 159. (RESERVED)

160. MAINTENANCE STANDARDS AND INSPECTIONS.

01. Safety. School buses will be maintained in a safe operating condition at all times. Certain equipment or parts of a school bus that are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal any unsafe condition identified in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules the school district will eliminate the deficiency before returning the vehicle to service. (7-1-21)T

02. Annual Inspection. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) (7-1-21)T

03. Sixty-Day Inspections. At intervals of not more than sixty (60) calendar days, excluding documented out-of-use periods in excess of thirty (30) days, the board of trustees shall cause inspection to be made of each school bus operating under the authority of the board. Except that, no bus with a documented out-of-use period in excess of sixty (60) days shall be returned to service without first completing a documented sixty (60) day inspection. Annual inspections are considered dual purpose and also meet the sixty (60) day inspection requirement. (Section 33-1506, Idaho Code) (7-1-21)T

04. Documentation of Inspection. All inspections will be documented in writing. Annual inspections must be documented in writing on the form provided by the State Department of Education. (7-1-21)T

05. Unsafe Vehicle. When a bus has been removed from service during a State Department of Education inspection due to an unsafe condition, the district will notify the State Department of Education on the appropriate form before the bus can be returned to service. When a bus has been found to have deficiencies that are not life-threatening, it will be repaired within thirty (30) days and the State Department of Education notified on the appropriate form. If the deficiencies cannot be repaired within thirty (30) days, the bus must be removed from service until the deficiencies have been corrected or an extension granted. (7-1-21)T

06. Withdraw from Service Authority. Subsequent to any federal, national, or state advisory with good cause given therefor, the district shall, under the direction of the State Department of Education, withdraw from service any bus determined to be deficient in any prescribed school bus construction standard intended to safeguard

life or minimize injury. No bus withdrawn from service under the provisions of this section shall be returned to service or used to transport students unless the district submits to the State Department of Education a certification of compliance specific to the school bus construction standard in question. (Section 33-1506, Idaho Code) (7-1-21)T

161. -- 169. (RESERVED)

170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION.
All school districts and school bus drivers must meet or exceed the training, performance and operation requirements delineated in the Standards for Idaho School Buses and Operations as incorporated in Section 004 of these rules. (7-1-21)T

171. -- 179. (RESERVED)

180. WRITTEN POLICY.
The board of trustees will establish and adopt a set of written policies governing the pupil transportation system. Each school district that provides activity bus transportation for pupils shall have comprehensive policies and guidelines regarding activity transportation. (7-1-21)T

181. -- 189. (RESERVED)

190. PROGRAM OPERATIONS.
School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, program support and district waiver procedures shall be delineated in Standards for Idaho School Buses and Operations incorporated in Section 004 of these rules. Approved school activities shall include structured college/university visits when such visits are part of the school district college and career advising and mentoring plan. (7-1-21)T

191. -- 219. (RESERVED)

220. RELEASE TIME PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOLS.
In the view of the State Board of Education, public elementary and secondary school programs that permit the practice of releasing students from school for the purpose of attending classes in religious education or for other purposes should observe certain practices that are in keeping with the present state of the law. These practices are designed to ensure that the public school operation is not adversely affected and that public funds and property are not used for sectarian religious instruction in a way which violates the United States Constitution, the Idaho State Constitution, or state law. These practices should include the following: (7-1-21)T

01. Scheduling. The local school board will have reasonable discretion over the scheduling and timing of the release program. Release time programs may not interfere with the scheduling of classes, activities and programs of the public schools. (7-1-21)T

02. Voluntary Decision. The decision of a school district to permit release time programs for kindergarten through grade eight (K-8), as well as the decision of individual students to participate, must be purely voluntary. (7-1-21)T

03. Time Limit. Release time will be scheduled upon the application of a parent or guardian of a student in grades nine through twelve (9-12), not to exceed five (5) periods per week or one hundred sixty-five (165) hours during any one (1) academic school year. (7-1-21)T

04. Location. Release time programs will be conducted away from public school buildings and public school property. (7-1-21)T

05. Request by Parent. No student will be permitted to leave the school grounds during the school day to attend release time programs except upon written request from a parent or guardian filed with the school principal. Such written request by the parent will become a part of the student's permanent record. (7-1-21)T

06. Record Maintenance. The public school will not be responsible for maintaining attendance records for a student who, upon written request of a parent or guardian, is given permission to leave the school grounds to attend a release time program. The school district will maintain a record of each student's daily schedule that indicates when a student is released for classes in religious education or for other purposes. (7-1-21)T

07. Liability. The school district is responsible for ensuring that no public school property, public funds or other public resources are used in any way to operate these programs. The school district is not liable for any injury, act or event occurring while the student participates in such programs. (7-1-21)T

08. Course Credit. No credit will be awarded by the school or district for satisfactory completion by a student of a course or courses in release time for religious instruction. Credit may be granted for other purposes, at the discretion of the local school board. (7-1-21)T

09. Separation From Public Schools. Public schools will not include schedules of classes for release time programs in school catalogs, registration forms or any other regularly printed public school material. Registration for release time programs must occur off school premises, and must be done on forms and supplies furnished by the group or institution offering the program. Teachers of release time programs are not to be considered members of any public school faculty and should not be asked to participate as faculty members in any school functions or to assume responsibilities for operation of any part of the public school program. (7-1-21)T

10. Transportation Liability. Public schools and school districts will not be liable or responsible for the health, safety and welfare of students while they are being transported to and from or participating in release time programs. (7-1-21)T

221. -- 229. (RESERVED)

230. DRIVER EDUCATION.

Public Schools. Pursuant to Section 004 of these rules, all public driver education courses offered in Idaho public schools must be conducted in compliance with all the requirements in the Operating Procedures for Idaho Public Driver Education Programs, as incorporated. (7-1-21)T

231. -- 239. (RESERVED)

240. JUVENILE DETENTION CENTERS.

01. Instructional Program. Every public school district in the state within which is located a public or private detention facility housing juvenile offenders pursuant to court order will provide an instructional program. The instructional program will: (7-1-21)T

a. Provide course work that meets the minimum requirements of Idaho State Board of Education Rules. (7-1-21)T

b. Provide instruction in core subject areas. (7-1-21)T

c. Include the following components, where appropriate: self-concept improvement, social adjustment, physical fitness/personal health, vocational/occupational, adult living skills, and counseling. (7-1-21)T

d. Provide instruction and guidance that may lead to a high school diploma. School districts will accept such instruction for purposes of issuing credit when the detention center certifies to the school that the appropriate work is completed. (7-1-21)T

e. Be directed by an instructor who holds an appropriate, valid certificate. (7-1-21)T

f. Be provided to each student not later than two (2) school days after admission and continue until the student is released from the detention center. (7-1-21)T

g. Be provided to students who have attained "school age" as defined in Idaho Code 33-201. (7-1-21)T

h. Be provided for a minimum of four (4) hours during each school day. (7-1-21)T

i. Be based on the needs and abilities of each student. The resident school district will provide pertinent status information as requested by the Juvenile Detention Center. (7-1-21)T

j. Be coordinated with the instructional program at the school the student attends, where appropriate. (7-1-21)T

k. Be provided in a facility that is adequate for instruction and study. (7-1-21)T

02. State Funding of Instructional Programs at Juvenile Detention Centers. (7-1-21)T

a. Every student housed in a juvenile detention center pursuant to court order and participating in an instructional program provided by a public school district will be counted as an exceptional child by the district for purposes of state reimbursement. (7-1-21)T

b. Public school districts that educate pupils placed by Idaho court order in juvenile detention centers will be eligible for an allowance equivalent to the previous year's certified local annual tuition rate per pupil. The district allowance will be in addition to support unit funding and included in the district apportionment payment. (7-1-21)T

c. To qualify for state funding of instructional programs at Juvenile Detention Centers, school districts must apply for such funding on forms provided by the State Department of Education. Applications are subject to the review and approval of the State Superintendent of Public Instruction. School districts will submit attendance and enrollment reports as required by the State Superintendent of Public Instruction. Juvenile Detention Centers will submit reports to the local school district as required. (7-1-21)T

241. -- 999. (RESERVED)

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

Professional Standards Commission

Idaho State Board of Education

Idaho State Department of Education

~~**July 1, 2022**~~**July 1, ~~2022~~xxxx**

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education approval ~~June 19, 2019~~ ~~October 21~~xxxx, 202~~0~~1)

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DRAFT

SUMMARY

Overview of the Past Standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input- based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

In 2000, Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do, similar to mastery-based education.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do)

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.

REVISED IDAHO CORE TEACHER STANDARDS

The "Idaho Core Teacher Standards" apply to ALL teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional Responsibility. The summary of each standard is:

The Learner and Learning

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

~~***Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***~~

~~Content~~

~~***Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***~~

~~***Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***~~

~~Instructional Practice~~

~~***Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***~~

~~***Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***~~

~~***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***~~

~~Professional Responsibility~~

~~***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Examples of an Enhancement to Standard 1:

For Elementary: The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.

For Math: The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that every teacher needs to know. Therefore, it is Standard 11 under Science.

In no case are there more than 12 overall standards for any subject area.

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Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- Administrator Endorsements
  - School Principals
  - Superintendents
  - Special Education Directors
- Pupil Personnel Services Endorsements
  - Audiology
  - School Counselors
  - School Nurses
  - School Psychologists
  - School Social Workers
  - Speech Language Pathology

Because of the unique role of these professionals, their standards are independent of the Core Standards, but are still written in the same performance-based format: Knowledge and Performances.

The Process of Idaho Standards Maintenance

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards annually. The standards review process ensures current best practices are embedded.

The process for all standards reviews are as follows:

- A standards review team of content area experts from educators, including those from P-12 schools and higher education, is formed for each standard area.
- The team of content area experts reviews the standards and makes revisions, if necessary.
- The recommended revisions from the team of content area experts are presented to the PSC.
- If the PSC approves the revisions, they are presented to the State Board of Education for adoption.
- If the State Board of Education adopts the revised standards, they are presented to the Legislature for approval.
- If approved by the Legislature, the revised standards are incorporated into State Board Rule (IDAPA 08.02.02.004.01).

Please visit the Idaho State Department of Education Standards for Educator Preparation webpage for information on which preparation programs have been changed: http://www.sde.idaho.gov/cert-psc/psc/standards.html

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IDAHO CORE TEACHING STANDARDS

All teacher candidates are expected to meet the Idaho Core Teach~~er~~ing Standards and ~~the~~ any standards specific to their discipline area(s) ~~at the "acceptable" level or above~~. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with knowledge or equivalent standards.

EXAMPLE

~~:~~ Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

The nonpublic teacher preparation program review of Standard 2 shall be limited to verification that the candidate **knows how** they can use their understanding of individual differences and diverse cultures to ensure inclusive learning environments that enable each learner to meet high standards.

~~**The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.**~~

~~**An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.**~~

~~**The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.**~~

The Learner and Learning

~~Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations~~

~~for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.~~

Standard 1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

~~Knowledge~~

~~1(a) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.~~

~~1(b) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.~~

~~1(c) The teacher knows how to identify readiness for learning and understands that development in any one area (cognitive, linguistic, social, emotional, and physical) may affect performance in others.~~

~~1(d) The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate instruction to make language comprehensible and instruction relevant, accessible, and challenging.~~

~~Performance~~

~~1(e) The teacher regularly assesses individual and group performance in order to design and differentiate instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.~~

~~1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, needs, and background that enables each learner to advance and accelerate his/her learning.~~

~~1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.~~

~~Disposition~~

~~1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development~~

~~1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.~~

~~1(j) The teacher takes responsibility for promoting learners' growth and development.~~

~~1(k) The teacher values collaborative relationships with families, colleagues, and other professionals in understanding and supporting each learner's development.~~

Standard 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

~~Knowledge~~

~~2(a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.~~

~~2(b) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.~~

~~2(c) The teacher knows about linguistic diversity and second language acquisition processes and knows instructional strategies and resources to support language acquisition.~~

~~2(d) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as contemporary and historical impacts on language, culture, family, and community values.~~

~~2(e) The teacher knows how to access reliable information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.~~

~~Performance~~

~~2(f) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.~~

~~2(g) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, response modes) for individual students with particular learning differences or needs.~~

~~2(h) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.~~

~~2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.~~

~~2(j) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.~~

~~2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.~~

~~Disposition~~

~~2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.~~

~~2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.~~

~~2(n) The teacher makes learners feel valued and helps them learn to value each other.~~

~~2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.~~

~~2(p) The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.~~

Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

~~**Knowledge**~~

~~3(a) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning (e.g., principles of universal design for learning and culturally responsive pedagogy).~~

~~3(b) The teacher knows how to create respectful learning communities where learners work collaboratively to achieve learning goals.~~

~~3(c) The teacher knows how to collaborate with learners to establish and monitor elements of safe and productive learning environments including norms, expectations, routines, organizational structures, and multiple levels of behavioral interventions.~~

~~3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.~~

~~3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.~~

~~**Performance**~~

3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(g) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with diverse local and global ideas.

3(h) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(i) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.

3(k) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(m) The teacher intentionally builds learner capacity to collaborate in face to face and virtual environments through applying effective interpersonal communication skills.

Disposition

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication and develop rapport among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of

~~communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.~~

Standard 4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

~~Knowledge~~

~~4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.~~

~~4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.~~

~~4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.~~

~~4(d) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.~~

~~4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he/she teaches.~~

~~Performance~~

~~4(f) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.~~

~~4(g) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.~~

~~4(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.~~

~~4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.~~

~~4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.~~

~~4(k) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.~~

~~4(l) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.~~

~~4(m) The teacher creates opportunities for students to learn, practice, and master academic language in their content.~~

~~4(n) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.~~

~~Disposition~~

~~4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He/she keeps abreast of new ideas and understandings in the field.~~

~~4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.~~

~~4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.~~

~~4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.~~

Standard 5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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~~Knowledge~~

~~5(a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches, and the strengths and limitations of each approach in addressing problems, issues, and concerns.~~

~~5(b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global mindedness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.~~

~~5(c) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.~~

~~5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.~~

~~5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.~~

~~5(f) The teacher understands multiple forms of communication as vehicles for learning across disciplines and for expressing learning.~~

~~5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.~~

~~5(h) The teacher knows where and how to access resources to build global mindedness and multiple perspectives and how to integrate them into the curriculum.~~

~~Performance~~

~~5(i) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).~~

~~5(j) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).~~

~~5(k) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.~~

~~5(l) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied cultures, audiences and purposes.~~

~~5(m) The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.~~

~~5(n) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.~~

~~5(o) The teacher develops and implements supports for learner literacy development across content areas.~~

~~Disposition~~

~~5(p) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.~~

~~5(q) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.~~

~~5(r) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.~~

Instructional Practice

~~Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.~~

Standard 6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~Knowledge~~

~~6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.~~

~~6(b) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.~~

~~6(c) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.~~

~~6(d) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.~~

~~6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.~~

~~6(f) The teacher knows when and how to evaluate and report learner progress against standards.~~

~~6(g) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.~~

~~6(h) The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.~~

~~6(i) Performance~~

~~6(j) The teacher balances the use of an effective range of formative and summative assessment strategies to support, verify, and document learning.~~

~~6(k) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.~~

~~6(l) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.~~

~~6(m) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.~~

~~6(n) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.~~

~~6(o) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.~~

~~6(p) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.~~

~~6(q) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.~~

~~6(r) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.~~

~~6(s) Disposition~~

~~6(t) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.~~

~~6(u) The teacher takes responsibility for aligning instruction and assessment with learning goals.~~

~~6(v) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.~~

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~~6(w) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.~~

~~6(x) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.~~

~~6(y) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.~~

Standard *7*: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~Knowledge~~

~~7(a) The teacher understands content and content standards and how these are organized in the curriculum.~~

~~7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.~~

~~7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.~~

~~7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.~~

~~7(e) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.~~

~~7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.~~

~~7(g) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, professional organizations, community organizations, community members).~~

~~Performance~~

~~7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.~~

~~7(i) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.~~

~~7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.~~

~~7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.~~

~~7(l) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.~~

~~7(m) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.~~

~~Disposition~~

~~7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.~~

~~7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.~~

~~7(p) The teacher is committed to using short- and long-term planning as a means of assuring student learning.~~

~~7(q) The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and circumstances.~~

Standard 8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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~~Knowledge~~

~~8(a) The teacher understands the cognitive processes associated with various types of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.~~

~~8(b) The teacher knows how to apply an effective range of developmentally, culturally, and linguistically responsive instructional strategies to achieve learning goals.~~

~~8(c) The teacher knows when and how to use effective strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.~~

~~8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build connections.~~

~~8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.~~

~~8(f) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.~~

~~Performance~~

~~8(g) The teacher uses appropriate strategies and resources to adjust instruction to meet the needs of individuals and groups of learners.~~

~~8(h) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.~~

~~8(i) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and/or access family and community resources to develop their areas of interest.~~

~~8(j) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.~~

~~8(k) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.~~

~~8(l) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.~~

~~8(m) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.~~

~~8(n) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other methods of communication.~~

~~8(o) The teacher asks questions to stimulate discussions that serve different purposes.~~

~~**Disposition**~~

~~8(p) The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible instruction.~~

~~8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.~~

~~8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.~~

~~8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adjusting instruction to learner responses, ideas, and needs.~~

Professional Responsibility

~~Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.~~

Standard 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~Knowledge~~

~~9(a) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.~~

~~9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.~~

~~9(c) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.~~

~~9(d) The teacher understands laws and responsibilities related to the learner (e.g., educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).~~

9(e) The teacher understands professional responsibilities (e.g., responsibilities to the profession, for professional competence, to students, to the school community, and regarding the ethical use of technology).

Performance

9(f) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(g) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(h) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(i) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(j) The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.

9(k) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

9(l) The teacher builds and implements an Individualized Professional Learning Plan (IPLP) directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

9(m) The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.

Disposition

9(n) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(o) The teacher is committed to culturally responsive teaching.

9(p) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(q) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

~~**Knowledge**~~

~~10(a) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.~~

~~10(b) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.~~

~~10(c) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.~~

~~10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.~~

~~10(e) The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.~~

~~**Performance**~~

~~10(f) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.~~

~~10(g) The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.~~

~~10(h) The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.~~

~~10(i) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.~~

~~10(j) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.~~

~~10(k) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.~~

~~10(l) The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.~~

~~10(m) The teacher uses and generates meaningful inquiry into education issues and policies.~~

~~10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact change.~~

~~**Disposition**~~

~~10(o) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.~~

~~10(p) The teacher is committed to working collaboratively with learners and families in setting and meeting challenging goals, while respecting families' beliefs, norms, and expectations.~~

~~10(q) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.~~

~~10(r) The teacher takes responsibility for contributing to and advancing the profession.~~

~~10(s) The teacher embraces the challenge of continuous improvement and change.~~

~~10(t)~~

~~The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.~~

~~The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities~~

~~GLOSSARY OF TERMS~~

~~**Culturally Responsive Pedagogy** – Pedagogy that recognizes the importance of including student's cultural references in all aspects of learning. (Ladson-Billings)~~

~~**Global Mindedness** – Exploring new ideas and perspectives, as well as having the humility to learn and willingness to work with people around the globe~~

~~**Learning Environments** – The diverse physical and virtual locations, contexts, and cultures in which students learn.~~

~~**Principles of Universal Design** – A set of principles for curriculum development that give all individuals equal opportunities to learn. (udlcenter.org)~~

~~**Socio-Historical Context** – The social and historic factors which shape learning and learning trajectories over time.~~

State Specific Standards

Standard 11: American Indian Tribes and Tribal Sovereignty*. The teacher candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.

The federal and state governments of Idaho recognize the unique inherent sovereignty of each tribe of Idaho. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

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~~STATE SPECIFIC REQUIREMENTS~~

IDAHO COMPREHENSIVE LITERACY STANDARDS

All teacher candidates are expected to meet ~~the~~ Idaho ~~Core Teacher~~Comprehensive Literacy Standards~~: and the standards specific to their discipline area(s) at the "acceptable" level or above~~

- Standards II, IV, and V apply to all endorsements that can be added to a Standard Instructional Certificate.
- Standards I and III apply only to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Early Literacy K-3; Exceptional Child Generalist K-8, 6-12, and K-12; Literacy K-12; Teacher Leader-Literacy; and Blind and Visually Impaired K-12.

~~. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~Idaho Comprehensive Literacy Standards were revised in Spring 2021 to align with the revised Idaho Comprehensive Literacy Plan adopted by the State Board of Education in December 2020.

~~The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~The standards have been grouped into four general categories and represent the inter-relationship between written and oral language, which are key skills for student learning and success. These standards outline the four competencies of effective reading, writing, and communication instruction necessary to meet the Idaho Comprehensive Literacy requirements and Idaho ELA/Literacy Standards.~~

- ~~As needed, adapt instructional materials and approaches to meet the language proficiency needs of English learners and students who struggle to learn to read and write.~~

Standard I: Foundational Literacy Concepts*~~.~~

The teacher candidate demonstrates knowledge of the following foundational concepts~~, including but not limited to:~~of literacy instruction and their typical developmental progression, oral language, emergent literacy, concepts of print, phonological awareness, alphabetic principle,

phonics skills, automatic word recognition, orthographic knowledge, fluency, linguistic development, and English language acquisition~~, and home-to-school literacy partnerships~~. ~~In addition, the~~ The candidate teaches these concepts using ~~demonstrates the ability to apply concepts using research~~evidence-based ~~best~~ practices ~~in lesson planning and literacy~~including systematic, explicit, and multisensory instruction. The teacher candidate understands learners with reading difficulties require code-based explicit, systematic, sequential, and diagnostic instruction with many repetitions.

~~(~~*Applies to the following endorsements: All Subjects K-8~~;~~, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6~~;~~ Deaf/Hard of Hearing K-12~~;~~ Early Childhood Special Education Pre-K-3~~;~~ Early Literacy K-3; Exceptional Child Generalist K-8, 6-12, and K-12~~;~~ Literacy K-12; Teacher Leader-Literacy; and ~~Visual Impairment~~Blind and Visually Impaired K-12~~)~~

~~**Knowledge**~~

~~1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.~~

~~1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.~~

~~1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.~~

~~**Performance**~~

~~1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.~~

~~1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.~~

~~1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.~~

Standard II: Fluency, Vocabulary Development and Comprehension~~.~~

~~The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction.~~The teacher candidate understands: the importance of automatic word recognition, reading fluency, reading comprehension, and motivation to read; the impact of vocabulary knowledge in oral and written language comprehension; and factors that contribute to deep listening and reading comprehension. ~~This includes~~The candidate demonstrates the ability to~~:~~ analyze the complexity of text structures~~;~~, utilize a variety of narrative and informational texts from both print and digital sources~~;~~, and make instruction accessible to all, including English ~~Language~~ language ~~Learners~~learners. The teacher candidate demonstrates the ability to apply these components by using evidence-based practices and explicit strategy instruction in all aspects of literacy and/or content area instruction.

*(**Applies to all endorsements that can be added to a Standard Instructional Certificate)*

Knowledge

2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.

2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.

2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.

2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.

2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

Performance

2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.

2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.

2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.

2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.

2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

Standard III: Literacy Assessment Concepts. *

The teacher candidate understands, interprets, and applies informal and formal formative literacy assessment concepts, strategies, and measures. The candidate knows the basic principles of formal assessment construction and types of assessments including: screening (Idaho Reading Indicator), progress-monitoring, diagnostic, and outcome assessments (Idaho Standards Achievement Test); appropriate uses and administration; and interpretation of results. The candidate understands basic statistical terminology commonly utilized in formal and formative assessment including reliability, validity, criterion, normed, percentile, and percentage. The teacher candidate uses assessment data to inform and design differentiated literacy instruction.

In addition, the teacher candidate demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

*~~(~~*Applies to the following endorsements: All Subjects K-8~~;~~, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6~~;~~ Deaf/Hard of Hearing K-12~~;~~ Early Childhood Special Education Pre-K-3~~;~~ ~~and~~ Early Literacy K-3; Exceptional Child Generalist K-8, 6-12, and K-12~~;~~ Literacy K-12; Teacher Leader-Literacy; and ~~Visual Impairment~~Blind and Visually Impaired K-12~~)~~

~~**Knowledge**~~

~~3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.~~

~~3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.~~

~~3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.~~

~~3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.~~

~~3(e) The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.~~

~~3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.~~

~~**Performance**~~

~~3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.~~

~~3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.~~

~~3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.~~

~~3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.~~

Standard IV: Writing Process*~~*~~*~~,~~

The teacher candidate ~~incorporates writing in his/her instructional content area(s)~~understands the benefit of incorporating writing in the content areas. The candidate uses evidence-based practices for teaching developmental spelling and handwriting, written expression, content area writing, and conventions. The ~~teacher~~ candidate understands, models, and ~~instructs~~ provides instruction in the writing process, including ~~but not limited to:~~ pre-~~-~~writing, drafting, revising, editing, and publishing. The ~~teacher~~ candidate knows how to structure~~s~~ frequent, authentic

writing opportunities that encompass a range of tasks, purposes, and audiences. ~~The teacher incorporates ethical research practices using multiple resources.~~ The teacher ~~fosters~~ candidate provides opportunities for written, visual, and oral communication in a variety of formats, including the use of appropriate assistive technology. The candidate understands the components of effective writing, the role of quality rubrics, and how to assess different types of writing in order to provide individualized constructive feedback and support. The teacher candidate incorporates ethical and credible research practices into instruction.

~~(~~*~~*~~*Applies to all endorsements that can be added to a Standard Instructional Certificate~~)~~

~~**Knowledge**~~

~~4(a) The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.~~

~~4(b) The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.~~

~~4(c) The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.~~

~~4(d) The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.~~

~~4(e) The teacher understands how to assess content area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.~~

~~4(f) The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.~~

~~4(g) The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.~~

~~4(h) The teacher understands the impact of motivation and choice on writing production.~~

~~Performance~~

~~4(i) The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.~~

~~4(j) The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.~~

~~4(k) The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.~~

~~4(l) The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).~~

~~4(m) The teacher assesses components of effective writing in the content areas, including utilizing quality rubrics.~~

~~4(n) The teacher scaffolds instruction for a range of student writers.~~

~~4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.~~

~~4(p) The teacher utilizes choice to motivate writing production.~~

Standard V: Diverse Reading & Writing Profiles – Reading & Writing Difficulties**

The teacher candidate understands how reading and writing difficulties vary in presentation and degree. The candidate understands the characteristics of struggling readers and writers, identifies appropriate accommodations, and adapts instruction to meet student needs. The candidate advocates for meeting the needs of struggling readers and writers within the available structure of tiered support. The candidate understands how federal and state laws pertain to learning disabilities, including dyslexia. The teacher candidate understands the (2003) International Dyslexia Association (IDA) definition of dyslexia and recognizes the distinguishing characteristics of dyslexia.

***Applies to all endorsements that can be added to a Standard Instructional Certificate*

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~~PRE-SERVICE TECHNOLOGY STANDARDS~~

~~The 2016 Pre-Service Standards Review was conducted by a team of content area experts from across the state of Idaho. The Idaho Pre-Service Technology Standards were revised in January 2016 to align with the Idaho Core Teacher Standards (2013). All teacher candidates are expected to meet the Idaho Core Teacher Standards, including the Idaho Pre-Service Technology Standards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The standards review team endeavored to arrive at standards that were comprehensive, research based, support reciprocity, and promote unique local, regional, and statewide implementations within sound and responsible attention to its fundamental outcomes. Special attention was paid to the recognition that technology enriched teaching and learning is a continually and rapidly changing process. It was, therefore, important to determine standards that promote the best preparation of teachers to integrate technologies into instruction that continue to be relevant over time and will best suit any school district in Idaho, regardless of its size, location, or resources. In consideration of these variables as well as careful attention to its correlation to the Idaho Core Teaching Standards, the standards review team recommended that the ISTE (International Society for Technology in Education) Standards for Teachers (2008) be adopted to serve as the Pre-Service Technology Standards.~~

~~The Pre-Service Technology Standards indicate teacher candidates have met the standards and competencies. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies identified in the ISTE Standards for Teachers. These competencies reflect the principles of universal design related to technology, while emphasizing flexibility and accessibility.~~

~~Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate knowledge, skills, and dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments. In addition, teacher candidates must become fully aware of Idaho's technology standards for K-12 students.~~

~~The alignment matrix found on the next page of this standards document and shows the connections between the Idaho Core Teacher Standards and the Pre-Service Technology Standards.~~

~~ISTE STANDARDS FOR TEACHERS~~

~~Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.~~

1. ~~***Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.***~~
   a. ~~Promote, support, and model creative and innovative thinking and inventiveness~~
   b. ~~Engage students in exploring real-world issues and solving authentic problems using digital tools and resources~~
   c. ~~Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes~~
   d. ~~Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments~~
2. ~~***Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.***~~
   a. ~~Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity~~
   b. ~~Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress~~
   c. ~~Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources~~
   d. ~~Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching~~
3. ~~***Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.***~~
   a. ~~Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations~~
   b. ~~Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation~~
   c. ~~Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats~~

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility – Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership – Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

ISTE Standards • Teachers

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~~IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE~~

~~All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.~~

~~Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.~~

- ~~1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.~~
- ~~1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.~~
- ~~1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.~~
- ~~1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.~~
- ~~1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.~~
- ~~1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.~~

~~Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.~~

- ~~2(a) The EPP supervisor has P-12 education certified field experience.~~
- ~~2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.~~
- ~~2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.~~
- ~~2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.~~

~~Standard 3: Partnership.~~

- ~~3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.~~
- ~~3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.~~

~~Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.~~

- ~~4(a) Passed background check~~
- ~~4(b) Competency in prior field experience~~
- ~~4(c) Passed all required Praxis tests~~
- ~~4(d) Completion of all relevant coursework~~
- ~~4(e) Possesses dispositions of a professional educator~~

~~Standard 5: Student Teaching Experience~~

- ~~5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework~~
- ~~5(b) At least three formative assessments by the mentor teacher~~
- ~~5(c) One common summative assessment based on state teacher evaluation framework~~
- ~~5(d) Performance assessment including influence on P-12 student growth~~
- ~~5(e) Recommended minimum 14 weeks student teaching~~
- ~~5(f) Development of an Individualized Professional Learning Plan (IPLP)~~
- ~~5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*~~
- ~~5(h) Relevant preparatory experience for an Idaho teacher's certificate~~

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~~INSTITUTIONAL RECOMMENDATIONS~~

~~All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate's institutional recommendation.~~

~~Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.~~

~~Standards 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.~~

~~Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.~~

~~Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.~~

~~Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.~~

~~Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).~~

~~Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.~~

~~Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation.~~

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IDAHO FOUNDATION STANDARDS FOR BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS

In addition to the standards listed here, bilingual education and English as a second language (ESL) teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Bilingual Education Teachers or (2) Idaho Standards for English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual and ESL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands the processes of language acquisition and the stages of development of linguistically diverse students

1(b) The teacher understands the concepts of bilingualism and biliteracy in regards to language development and how a student's first language may influence second language development.

Performance

1(c) The teacher plans, integrates, and delivers language and content instruction appropriate to the students' stages of language development.

1(d) The teacher facilitates students' use of their first language as a resource to promote academic learning and further development of the second language.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.

2(b) The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).

2(c) The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.

2(d) The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).

Performance

2(e) The teacher identifies ways to promote respect and advocate for diverse linguistic communities.

2(f) The teacher demonstrates the ability to collaborate with other area specialists to appropriately identify culturally and linguistically diverse students with exceptionalities.

2(g) The teacher demonstrates the ability to provide appropriate accommodations that allow students to access academic content based on their current level of language proficiency.

2(h) The teacher identifies and describes characteristics of major language and cultural groups in Idaho.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Knowledge

3(a) The teacher understands that language is socially constructed and the importance of individual and collaborative learning.

3(b) The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.

Performance

3(c) The teacher demonstrates the ability to create a culturally responsive classroom environment.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.

4(b) The teacher understands various language instruction educational program models.

4(c) The teacher understands that language is a system (including linguistic and socio-linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.

Performance

4(d) The teacher establishes goals, designs curricula and instruction, and facilitates student learning in a manner that builds on students' linguistic and cultural diversity.

4(e) The teacher evaluates various language instruction program models and makes possible recommendations for improvement.

4(f) The teacher analyzes language demands for instruction.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

Performance

5(b) The teacher develops active and interactive activities that promote proficiency in the four domains of language.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

6(b) The teacher understands how to measure English language proficiency and is familiar with the state English language proficiency assessment.

6(c) The teacher understands the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.

6(d) The teacher knows how to interpret data and explain the results of standardized assessments to students who are English learners, the students' families, and to colleagues.

6(e) The teacher understands appropriate accommodations for language learners being tested in the content areas.

6(f) The teacher understands how to use data to make informed decisions about program effectiveness.

Performance

6(g) The teacher demonstrates the ability to use a combination of observation and other assessments to make decisions about appropriate program services for language learners.

6(h) The teacher demonstrates the ability to use a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

6(i) The teacher demonstrates the ability to identify and utilize appropriate accommodations for language learners being tested in the content areas.

6(j) The teacher demonstrates the ability to use English language proficiency data (formative, summative, etc.), in conjunction with other student achievement data, to evaluate language instruction program effectiveness.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance

7(b) The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

8(b) The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

Performance

8(c) The teacher selects, adapts, creates and uses various culturally and linguistically appropriate resources related to content areas and second language development.

8(d) The teacher has a repertoire of research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands the importance of staying current on research related to language learning.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

10(b) The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.

Performance

10(c) The teacher identifies ways in which to create family and community partnerships that promote students' linguistic, academic, and social development.

10(d) The teacher identifies ways in which to collaborate with colleagues to promote opportunities for language learners.

10(e) The teacher identifies ways in which to assist other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

~~GLOSSARY OF TERMS~~

~~**Bilingual Education Program –** An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism~~

~~**Biliteracy** – The ability to read and write in two languages~~

~~**English as a Second Language (ESL)** – The teaching/studying of English by nonnative English speakers ESL is an educational approach in which English language learners are instructed in the use of English as an additional language. ESL refers to an additive language to either bilingual or multilingual speakers of other languages.~~

~~**First Language** – A person's native language and/or language spoken most fluently – also known as: L1, primary language, home language, native language, heritage language~~

~~**Second Language** – Any language that one speaks other than one's first language – also known as L2, target language, additive language~~

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IDAHO STANDARDS FOR BILINGUAL EDUCATION TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, bilingual educations teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The bilingual education teacher understands the stages of development for learners of two languages and the impacts on their language and development.

Performance

1(b) The bilingual education teacher uses evidence-based strategies and approaches that promote bilingualism and biliteracy for language development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The bilingual education teacher has communicative competence and academic language proficiency in the first language and in the second language.

4(b) The bilingual education teacher understands the linguistic features of both the first language and the second language.

4(c) The bilingual education teacher has knowledge of the cultures of the first language and the second language.

4(d) The bilingual education teacher understands the methodology of teaching biliteracy.

Performance

4(e) The bilingual education teacher demonstrates proficiency in key linguistic structures and the ability to expose students to the linguistic features of the first and second language, such as various registers, dialects, and idioms.

4(f) The bilingual education teacher demonstrates the ability to address the cultures of the first and the second language in an instructional cycle.

4(g) The bilingual education teacher demonstrates the ability to plan literacy instruction for students in a bilingual program.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The bilingual education teacher understands how to measure students' level of proficiency in the first language and in the second language.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

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IDAHO STANDARDS FOR ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, English as a Second Language (ESL) teachers must meet Idaho Foundation Standards for Bilingual Education and English as a Second Language (ESL) Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English as a Second Language Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The ESL teacher understands linguistic features of the English language.

Performance

4(b) The ESL teacher is able to integrate linguistic features of the English language in lesson planning, delivery, and instruction.

~~***Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***~~

~~***Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***~~

~~***Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***~~

~~***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***~~

~~***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

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IDAHO STANDARDS FOR BLENDED EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

These standards apply in addition to Idaho Core Teaching Standards.

Standard 1: Child Development. The teacher candidate understands the development period of early childhood from birth through age 8, both typical and atypical, across all domains of development, including consideration for children who are medically fragile, special health care needs, or have experienced trauma.

Standard 2: Embedding Instructional Strategies. The teacher candidate selects, adapts modifies and uses a repertoire of evidence-based instructional strategies, including universal design for learning and intentional and explicit instruction to embed learning objectives into child initiated, planned, and routine activities in natural and inclusive settings

Standard 3: Functional Skills. The teacher candidate understands functional and communication skills that facilitate the child's growing independence and have the ability to differentiate and scaffold supports for acquisition, fluency, maintenance, and generalization.

Standard 4: Integrated and Meaningful Learning. The teacher candidate utilizes a foundation of exploration, inquiry, and play to plan learning opportunities that integrate the domains of development and traditional content areas connected to meaningful every day early childhood experiences.

Standard 5: Authentic Assessment. The teacher candidate, in collaboration with the child's family, use a variety of methods, including authentic and routine-based assessments, to conduct screening, pre-referral interventions, referral, and eligibility determination to guide educational decisions. The teacher candidate reports assessment results so that they are understandable and useful to families.

Standard 6: Laws, Rules, and Regulations. The teacher candidate develops individualized family service plans, early childhood/K-3 individualized education plans, transition plans, early childhood outcomes, and behavior plans in accordance with applicable standards, laws, rules, regulations, and procedural safeguards.

Standard 7: Assistive Technology. The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to promote active and equitable participation in learning activities.

Standard 8: Coaching and Consultation. The teacher candidate uses coaching or consultation strategies with primary caregivers, paraeducators, or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

Standard 9: Family Partnership. The teacher candidate~~s~~ understands the impact of family systems and culture on children's development and intentionally partner with families throughout the process of assessment, goal development, intervention, and ongoing evaluation. Families' concerns, priorities, and resources are integrated into individualized plans.

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Blended Early Childhood/Early Childhood Special Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The early childhood educator knows that family systems are inextricably tied to child development.

1(b) The early childhood educator understands the typical and atypical development from conception to age eight (8).

1(c) The early childhood educator understands how learning occurs and that children's development influences learning and instructional decisions.

1(d) The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child's mental health.

1(e) The early childhood educator understands the importance of supportive relationships on the child's learning, emotional, and social development.

1(f) The early childhood educator understands the role of adult-child relationships in learning and development.

Performance

1(g) The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

1(h) The early childhood educator establishes and maintains positive interactions and relationships with the child.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2(b) The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

2(c) The early childhood educator knows how to access information regarding specific children's needs and disability-related issues (e.g., medical, support, service delivery).

2(d) The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.

Performance

2(e) The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

2(f) The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

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Knowledge

3(a) The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.

3(b) The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.

3(c) The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.

3(d) The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.

3(e) The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

Performance

3(f) The early childhood educator embeds learning objectives within everyday routines and activities in natural and inclusive settings.

3(g) The early childhood educator creates an accessible learning environment, including the use of assistive technology.

3(h) The early childhood educator creates a positive, predictable, and safe environment that encourages social-emotional development, self-advocacy and increased independence.

3(i) The early childhood educator designs environments to support inquiry and exploration.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices.

4(b) The early childhood educator aligns curriculum with Idaho's Early Learning eGuidelines and individual children's needs, along with the Idaho Content Standards and other early learning standards. The early learning childhood educator also understands and is current in academic domains, including English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, physical education and other disciplines applicable to their certification.

4(c) The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

4(d) The early childhood educator understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

4(e) The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

4(f) The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, effective conflict resolutions, and develop self-regulation skills.

4(g) The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).

Performance

4(h) The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.

4(i) The early childhood educator applies developmentally appropriate practices and uses a variety of strategies and supports to individualize meaningful and challenging learning experiences for children with diverse needs across domains of development and content areas of learning.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

5(b) The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement) and how to weave those themes into meaningful learning experiences.

Performance

5(c) The early childhood educator utilizes a play based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

6(b) The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

6(c) The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Performance

6(d) The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).

6(e) The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.

6(f) The early childhood educator collaborates with families and professionals involved in the assessment process of children.

6(g) The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

6(h) The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g., observation, checklists, norm-referenced, teacher-created assessment, functional assessments).

6(i) The early childhood educator regularly monitors the progress of birth to age 8 children and makes instructional adjustments based on assessment data.

6(j) The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

6(k) The early childhood educator conducts functional behavior assessments to understand behavior in the context within which it occurs.

6(l) The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

~~***cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***~~

~~**Knowledge**~~

~~7(a) The early childhood educator designs instruction that reflects currently recommended professional practice and provides opportunities for children (from birth through age 2, ages 3-5, and grades K-3) and families to learn through inquiry and exploration.~~

~~**Performance**~~

~~7(b) The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.~~

~~7(c) The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-centered services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP).~~

~~7(d) The early childhood educator uses functional behavior assessment to develop a comprehensive, function-based behavior support plan that includes strategies for prevention and replacement of challenging behavior.~~

~~7(e) The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).~~

~~***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***~~

~~**Knowledge**~~

~~8(a) The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).~~

~~8(b) The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.~~

~~**Performance**~~

~~8(c) The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).~~

8(d) The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The early childhood educator understands the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation and the Council for Exceptional Children /Division for Early Childhood (CEC/DEC) Initial Preparation Standards.

9(b) The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.

Performance

9(c) The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.

9(d) The early childhood educator creates a manageable system to maintain all program and legal records for children.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The early childhood educator knows family systems and its application to the dynamics, roles, and relationships within families and communities.

10(b) The early childhood educator knows community, state, and national resources available for children and their families.

10(c) The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.

10(d) The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

10(e) The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.

10(f) The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

Performance

10(g) The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.

10(h) The early childhood educator identifies and accesses community, state, and national resources for children and families.

10(i) The early childhood educator advocates for children and their families.

10(j) The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

10(k) The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

10(l) The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

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IDAHO FOUNDATION STANDARDS FOR CAREER-TECHNICAL TEACHERS

In addition to the standards listed here, career-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally certified teachers must meet these foundation standards for career technical teachers. Additionally, all teacher candidates are expected to meet the requirements defined in IDAPA (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

3(a) The teacher is able to apply concepts of classroom motivation and management to laboratory and field settings.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands basic technological principles, processes, terminology, skills, and safety practices of the occupational area.

4(b) The teacher understands industry trends and labor market needs.

4(c) The teacher understands organizational and leadership structures in the workplace.

4(d) The teacher understands the philosophical principles and the practices of career-technical education.

4(e) The teacher understands the importance of intra-curricular student leadership development in career technical program areas.

Performance

4(f) The teacher demonstrates specific occupational skills necessary for employment.

4(g) The teacher uses current terminology, industry logistics, and procedures for the occupational area.

4(h) The teacher incorporates and promotes leadership skills in state-approved Career-Technical Student Organizations (CTSO).

4(i) The teacher assesses the occupational needs of the community.

4(j) The teacher facilitates experiences designed to develop skills for successful employment.

4(k) The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, employment opportunities).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher knows how to analyze data about a student's progress, including assessments, to evaluate workplace readiness.

6(b) The teacher understands the importance of conducting a follow-up survey of graduates.

6(c) The teacher understands how to modify the instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.

6(d) The teacher understands how to assess student learning in applicable laboratory settings.

Performance

6(e) The teacher analyzes data about a student's progress, including assessments, to evaluate workplace readiness.

6(f) The teacher provides verbal and written assessment feedback on students' classroom and/or laboratory assignments.

6(g) The teacher modifies instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands state-approved career-technical secondary-to-postsecondary standards and competencies, and how these are organized in the curriculum.

7(b) The teacher understands how to embed state-approved career-technical student organization (CTSO) activities in the curriculum.

7(c) The teacher knows how to identify community and industry expectations and access resources.

Performance

7(d) The teacher designs instruction to meet state-approved career-technical secondary-to-postsecondary curricula and industry standards.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands how to provide students with realistic occupational and/or work experiences.

8(b) The teacher knows how to utilize education and industry professionals, and research to enhance student understanding of processes, knowledge, and safety.

8(c) The teacher understands integration of student leadership development, community involvement, and personal growth into instructional strategies.

8(d) The teacher understands how academic skills and advanced technology can be integrated into an occupational learning environment.

Performance

8(e) The teacher models ethical workplace practices.

8(f) The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

8(g) The teacher integrates academic skills into each occupational area.

8(h) The teacher uses simulated and/or authentic occupational applications of course content.

8(i) The teacher uses experts from business, industry, and government as appropriate for the content area.

8(j) The teacher discusses innovation and entrepreneurship in the workforce and incorporates them where possible.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

9(b) The teacher understands the importance of maintaining current technical skills and seeking continual improvement.

9(c) The teacher understands current state and federal guidelines and regulations related to career technical education requirements.

Performance

9(d) The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

9(e) The teacher participates in continual relevant professional development activities through involvement with local, state, and national career and technical organizations.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the role technical advisory committees play in continuous program improvement.

10(b) The teacher understands the importance of using industry experts to develop and validate occupational skills.

10(c) The teacher understands the importance of professional organizations within the content and occupational areas.

10(d) The teacher understands career-technical education advanced opportunities.

10(e) The teacher understands the local, state, and national opportunities of state-approved career-technical student organizations (CTSO).

Performance

10(f) The teacher participates with technical advisory committees for program development and improvement.

10(g) The teacher cooperates with educators in other content areas to develop instructional strategies and to integrate learning.

10(h) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Knowledge

11(a) The teacher understands how to safely handle and dispose of waste materials.

11(b) The teacher understands how to care for, inventory, and maintain materials and equipment.

11(c) The teacher understands safety contracts and operation procedures.

11(d) The teacher understands legal safety issues related to the program area.

11(e) The teacher understands safety requirements necessary to conduct laboratory and field activities.

11(f) The teacher understands time and organizational skills in laboratory management.

11(g) The teacher is aware of safety regulations at school and work sites.

Performance

11(h) The teacher ensures that facilities, materials, and equipment are safe to use.

11(i) The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

11(j) The teacher demonstrates effective management skills in the classroom and laboratory environments.

11(k) The teacher models and reinforces effective work and safety habits.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Knowledge

12(a) The teacher understands workplace employability skills and related issues.

12(b) The teacher understands the issues of balancing work and personal responsibilities.

~~12(c) The teacher understands how to promote career awareness.~~

~~**Performance**~~

~~12(d) The teacher designs instruction that addresses employability skills and related workplace issues.~~

~~12(e) The teacher discusses how to balance demands between work and personal responsibilities.~~

~~12(f) The teacher provides opportunities for career awareness and exploration.~~

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~~IDAHO STANDARDS FOR AGRICULTURAL SCIENCE AND TECHNOLOGY TEACHERS~~

~~In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.~~

~~Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.~~

~~Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.~~

~~Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.~~

~~Knowledge~~

~~4(a) The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.~~

~~4(b) The teacher knows about production agriculture.~~

~~4(c) The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.~~

4(d) The teacher understands and has experience in one or more of the following specialized occupational areas:

- Agricultural production and marketing
- Agricultural equipment and supplies
- Agriculture product processing
- Ornamental horticulture and turf grass management (e.g., floriculture, greenhouse management)
- Agricultural business planning and analysis
- Natural resource management
- Environmental science
- Forestry
- Small animal production and care

4(e) The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

4(f) The teacher understands how to organize and implement Supervised Agricultural Experience (SAE) programs including but not limited to working with parents, students, adults, and employers.

4(g) The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).

Performance

4(h) The teacher applies natural and physical science principles to practical solutions.

4(i) The teacher discusses production agriculture.

4(j) The teacher discusses and demonstrates content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

4(k) The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

4(l) The teacher organizes and implements SAE programs including but not limited to working with parents, students, adults and employers.

4(m) The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, SAE).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

6(a) The teacher can develop and utilize performance based assessments to evaluate student projects.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands the integrated programmatic approach of incorporating classroom and laboratory, FFA, and SAE.

Performance

7(b) The teacher actively incorporates components of FFA and SAE into instruction.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands that experiential learning theory is the foundation for classroom/laboratory instruction, SAE, and FFA leadership development.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the role of industry experts in agricultural education settings for the purpose of formal training.

10(b) The teacher understands the role of adult volunteers in secondary agricultural education and FFA programs.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

~~***Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.***~~

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IDAHO STANDARDS FOR BUSINESS TECHNOLOGY TEACHERS

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher possesses a foundational level of knowledge about a broad range of business and business technology subjects, which support current state-approved standards.

~~4(b) The teacher understands how to advise, oversee and facilitate a Business Professionals of America (BPA) chapter and how it relates to the Idaho and National BPA organizations.~~

~~**Performance**~~

~~4(c) The teacher integrates BPA through intra-curricular approaches in the business program of study.~~

~~4(d) The teacher integrates academic concepts into business and business technology content areas.~~

~~***Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***~~

~~***Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***~~

~~***Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***~~

~~***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***~~

~~***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

~~***Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.***~~

~~***Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.***~~

IDAHO STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEACHERS

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

4(b) The teacher knows of community agencies and organizations that provide assistance to individuals and families.

4(c) The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

~~4(d) The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.~~

~~4(e) The teacher understands the social, emotional, intellectual, physical, and moral development across the lifespan.~~

~~4(f) The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.~~

~~4(g) The teacher understands the design, selection, and care of textiles and apparel products.~~

~~4(h) The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.~~

~~4(i) The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.~~

~~4(j) The teacher understands resource conservation and environmental issues in relation to family and community health.~~

~~4(k) The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.~~

~~4(l) The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.~~

~~4(m) The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.~~

~~4(n) The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.~~

~~Performance~~

~~4(o) The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.~~

~~4(p) The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.~~

~~4(q) The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.~~

~~4(r) The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.~~

4(s) The teacher demonstrates the design, selection, and care of textiles and apparel products.

4(t) The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

4(u) The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

4(v) The teacher integrates resource conservation and environmental issues in relation to family and community health.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

6(b) The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands how to apply family and consumer sciences national standards and other resources when planning instruction.

7(b) The teacher understands how program alignment across grade levels (6-12) and family and consumer sciences content area maximizes learning.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

~~***Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.***~~

~~***Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.***~~

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IDAHO STANDARDS FOR MARKETING TECHNOLOGY TEACHERS

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher possesses a foundational level of knowledge about a broad range of marketing and marketing technology subjects, which support current state-approved teacher endorsement standards.

4(b) The teacher understands how to advise, oversee, and facilitate a DECA chapter and how it relates to the Idaho and National DECA organizations.

Performance

4(c) The teacher embeds DECA activities and curriculum through an intra-curricular approach within the marketing program of study.

4(d) The teacher integrates academic concepts into marketing and marketing technology content areas.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness – The teacher prepares students to meet the demands and responsibilities of the workplace.

IDAHO STANDARDS FOR TECHNOLOGY EDUCATION TEACHERS

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Career-Technical Teachers.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher has a basic understanding of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

4(b) The teacher understands the operation and features of computer-aided design and automated manufacturing systems.

4(c) The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

4(d) The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

4(e) The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

4(f) The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Performance

4(g) The teacher demonstrates the skills that support the fields of communication technology; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

4(h) The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, and other related technology applications.

4(i) The teacher demonstrates architectural and mechanical drafting skills.

4(j) The teacher demonstrates the various phases of an engineering design process.

4(k) The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The teacher creates and manages classroom/ laboratories that are clean, orderly, safe, and accessible to all students.

~~***Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.***~~

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IDAHO FOUNDATION STANDARDS FOR COMMUNICATION ARTS TEACHERS

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands how values and ethics affect communication.

4(b) The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

4(c) The teacher knows the components and processes of communication.

4(d) The teacher understands the interactive roles of perceptions and meaning.

4(e) The teacher understands how symbolism and language affect communication.

4(f) The teacher understands the role of organization in presenting concepts, ideas, and arguments.

4(g) The teacher knows methods and steps of problem solving in communication arts.

4(h) The teacher understands the impact of outside social structures and institutions – including historical, political, social, economic, and cultural perspectives on communication processes and messages.

Performance

4(i) The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).

4(j) The teacher provides instruction and practice in conducting and applying research.

4(k) The teacher creates lessons that stress the importance of audience analysis and adaptation.

4(l) The teacher presents communication as a process consisting of integral components.

4(m) The teacher explains various methods of organization and their effects on the communication process.

4(n) The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

~~**Knowledge**~~

~~9(a) The teacher understands contemporary legal standards relating to communication and media.~~

~~**Performance**~~

~~9(b) The teacher develops learning progressions for students that embed contemporary legal standards relating to communication and media.~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

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IDAHO STANDARDS FOR JOURNALISM TEACHERS

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).

4(b) The teacher understands the elements of design and layout.

4(c) The teacher understands the purposes and elements of photojournalism (e.g., composition, processing).

4(d) The teacher understands the purposes, types, and rules of headline and caption writing.

4(e) The teacher possesses knowledge of interviewing skills.

4(f) The teacher knows how to organize and equip a production area.

4(g) The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).

4(h) The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).

4(i) The teacher understands advertising and finance.

4(j) The teacher knows the fundamentals of editing.

4(k) The teacher understands processes of effective critiquing.

4(l) The teacher understands journalistic and scholastic press law and ethics.

4(m) The teacher understands the role of journalism in democracy.

Performance

4(n) The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.

4(o) The teacher student application of design and layout techniques.

4(p) The teacher integrates the purposes and elements of photojournalism into the production process.

4(q) The teacher instructs students in the purposes, types, and rules of headline and caption writing.

4(r) The teacher provides opportunities for students to practice and use interviewing skills.

4(s) The teacher teaches editing skills and provides opportunities for student practice.

4(t) The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

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IDAHO STANDARDS FOR SPEECH AND DEBATE TEACHERS

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the models of interpersonal communication.

4(b) The teacher knows the processes and types of active listening.

4(c) The teacher knows the nature of conflict and conflict resolution strategies in the speech process.

4(d) The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem solving).

4(e) The teacher understands rhetorical theories and practices.

4(f) The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).

4(g) The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

4(h) The teacher understands the necessity of adapting public speaking styles and skills to various media.

4(i) The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).

4(j) The teacher knows the theories and practices of argumentation.

4(k) The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).

4(l) The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).

4(m) The teacher knows how to identify and minimize communication anxiety.

Performance

4(n) The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).

4(o) The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

4(p) The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

4(q) The teacher provides instruction integrating digital media and visual displays to enhance presentations.

4(r) The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).

4(s) The teacher provides opportunities for students to participate in debate and speaking events.

4(t) The teacher explains various methods of organization and their effects on the communication process.

4(u) The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

~~***Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***~~

~~***Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***~~

~~***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***~~

~~***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

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IDAHO STANDARDS FOR COMPUTER SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Computer Science Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers' Association (CSTA).

The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands digital citizenship.

Performance

1(b) The teacher promotes and models digital citizenship.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Knowledge

3(a) The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and promote digital citizenship.

Performance

3(b) The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.

3(c) The teacher develops student understanding of privacy, security, safety, and effective communication in digital environments.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands data representation and abstraction.

4(b) The teacher understands how to effectively design, develop, and test algorithms.

4(c) The teacher understands the software development process.

4(d) The teacher understands digital devices, systems, and networks.

4(e) The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

4(f) The teacher understands the role computer science plays and its impact in the modern world.

4(g) The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.

4(h) The teacher understands the many and varied career and education paths that exist in Computer Science.

Performance

4(i) The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:

- Effectively uses primitive data types.
- Demonstrates an understanding of static and dynamic data structures.
- Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
- Effectively uses modeling and simulation to solve real-world problems

4(j) The teacher effectively designs, develops, and tests algorithms. The teacher:

- ~~Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.~~
- ~~Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.~~
- ~~Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.~~
- ~~Effectively uses two or more development environments.~~
- ~~Demonstrates knowledge of varied software development models and project management strategies.~~
- ~~Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.~~

~~4(k) The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:~~

- ~~Demonstrates an understanding of data representation at the machine level.~~
- ~~Demonstrates an understanding of machine level components and related issues of complexity.~~
- ~~Demonstrates an understanding of operating systems and networking in a structured computing system.~~
- ~~Demonstrates an understanding of the operation of computer networks and mobile computing devices.~~

~~4(l) The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:~~

- ~~Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.~~
- ~~Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.~~

~~4(m) The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.~~

~~Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.~~

~~Knowledge~~

~~5(a) The teacher understands the academic language and conventions of computer science and how to make them accessible to students.~~

Performance

5(b) The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Performance

7(b) The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.

7(c) The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.

7(d) The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Performance

8(b) The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.

8(c) The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

~~9(a) The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.~~

~~Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.~~

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IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.

1(b) The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.

1(c) The teacher recognizes the role of inquiry and exploration in learning and development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.

2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Performance

2(c) The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.

2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

Performance

3(b) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.

3(c) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.

3(d) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

4(b) The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

4(c) The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).

4(d) The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.

4(e) The teacher understands concepts of mathematics and child development in order to teach number sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.

4(f) The teacher understands the structure of mathematics and the connections and relationships within learning progressions.

4(g) The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

4(h) The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

4(i) The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

4(j) The teacher understands human movement and physical activity as central elements in learning and cognitive development.

Performance

4(k) The teacher models appropriate and accurate use of written and spoken language.

4(l) The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.

4(m) The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,

~~***cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***~~

~~**Performance**~~

~~7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.~~

~~***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***~~

~~**Performance**~~

~~8(a) The teacher engages all learners in developing higher order thinking skills.~~

~~***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

~~**Knowledge**~~

~~10(a) The teacher understands the significance of engaging in collaborative data-driven decision making.~~

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~~IDAHO STANDARDS FOR ENGINEERING TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Engineering Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.~~

~~Knowledge~~

~~1(a) The teacher understands how to design developmentally appropriate engineering activities and assignments.~~

~~Performance~~

~~1(b) The teacher designs and implements developmentally appropriate engineering activities and assignments.~~

~~Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.~~

~~Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.~~

~~Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.~~

~~Knowledge~~

~~4(a) The teacher understands the principles and concepts of engineering design.~~

4(b) The teacher understands the role of mathematics in engineering design and analysis.

4(c) The teacher understands the role of natural and physical sciences in engineering design and analysis.

4(d) The teacher understands the ethical issues and practices of the engineering profession.

4(e) The teacher understands the importance of team dynamics and project management in engineering projects.

4(f) The teacher understands how to embed Technology Student Association (TSA) activities through intra-curricular approaches in the engineering program of study.

4(g) The teacher understands the differences in engineering career pathways and opportunities.

Performance

4(h) The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.

4(i) The teacher can demonstrate the effects engineering has on the society, the environment and the global community.

4(j) The teacher is able to work in a learning community/project team.

4(k) The teacher facilitates students working in teams to solve engineering design problems.

4(l) The teacher facilitates student understanding of engineering career pathways and opportunities.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows the symbols, terminology, and notations specific to engineering.

5(b) The teacher recognizes the importance of oral and written communication in the engineering discipline.

Performance

5(c) The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.

5(d) The teacher uses the symbols, terminology, and notations specific to engineering.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.

Performance

6(b) The teacher uses multiple assessment strategies to measure students' ability to apply an engineering design process to address an engineering design problem.

6(c) The teacher appropriately uses assessment strategies to measure students' ability to use notation, terminology, and symbols in oral and written communication.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands how to incorporate design into instructional practice strategies.

Performance

8(b) The teacher uses a variety of instructional tools and resources for teaching engineering design.

8(c) The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher is knowledgeable about the different career opportunities for engineering.

9(b) The teacher is familiar with professional engineering organizations and resources available through them.

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Performance

9(c) The teacher stays abreast of professional engineering literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

9(d) The teacher engages in professional discourse about subject matter knowledge and pedagogy.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher is aware of community issues and needs for design opportunities.

Performance

10(b) The teacher is able to adapt lessons to address community needs using the engineering design process.

GLOSSARY OF TERMS

Engineering – The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind – Preparation would be a bachelor's degree

Engineering Design Process – A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.

Engineering Technology – The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer – Preparation would be an associate's degree or bachelor's degree in engineering technology

Technology – Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, and clinical experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands developmental levels in reading, writing, listening, viewing, and speaking.

1(b) The teacher understands how adolescents read, write, and make meaning of a wide range of texts, genres, and formats (e.g., literature, poetry, informational text, digital media, social media, multimodal).

Performance

1(c) The teacher creates developmentally appropriate learning experiences that take into account stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

2(a) The teacher designs and/or implements instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands how to use students' individual differences, data for literacy learning, identities, and funds of knowledge to create inclusive learning environments that help students participate actively in their own learning in English language arts (e.g., workshops, project based learning, guided writing, Socratic seminars, literature circles).

Performance

3(b) The teacher collaborates with colleagues to create literacy-rich interdisciplinary learning environments to help students participate actively in their own learning in English language arts.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher is knowledgeable about texts (print and non-print, digital, classic, contemporary, and young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.

4(b) The teacher understands principles of language acquisition, dialect, and grammar systems (e.g., descriptive and prescriptive)

4(c) The teacher understands the evolution and impact of language on society.

4(d) The teacher understands the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.

4(e) The teacher understands the use of contemporary technologies and/or digital media to compose multimodal discourse.

4(f) The teacher understands how to use strategies for acquiring and applying vocabulary knowledge.

Performance

4(g) The teacher uses literary theories to interpret and critique a range of texts.

4(h) The teacher demonstrates command of the conventions of standard English (e.g., grammar, usage, and mechanics).

4(i) The teacher models various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.

4(j) The teacher models the use of contemporary technologies and/or digital media to compose multimodal discourse.

4(k) The teacher designs instruction using strategies for acquiring academic and content-specific vocabulary.

4(l) The teacher models how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands research-based strategies that lend to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

Performance

5(b) The teacher designs and/or implements instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

5(c) The teacher designs and/or implements English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

5(d) The teacher designs and/or implements instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students can become independent, critical, and strategic readers, writers, speakers, and listeners.

5(e) The teacher designs and/or implements instruction related to speaking and listening that leads to students becoming critical and active participants in conversations and collaborations.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

6(a) The teacher uses data to differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments).

6(b) The teacher designs or knowledgeably selects appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

6(c) The teacher designs or knowledgeably selects a range of assessments for students that promote development as writers, are appropriate to the writing task, and are consistent with current research and theory.

6(d) The teacher responds to students' writing throughout the writing processes in ways that engage ideas and encourage their growth as writers over time.

6(e) The teacher communicates with students about their performance in ways that actively involve students in their own learning.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) The teacher plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

7(b) The teacher plans standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading, and that utilize individual and collaborative approaches and a variety of reading strategies.

7(c) The teacher uses knowledge of theory, research, and practice to plan standards-based, coherent, and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

7(d) The teacher uses a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

~~9(a) The teacher models literate and ethical practices in English language arts teaching, engages in a variety of experiences related to English language arts, and reflects on their own professional practices.~~

~~Standard 10: Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.~~

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IDAHO STANDARDS FOR ~~SPECIAL EDUCATION~~EXCEPTIONAL CHILD ~~GENERALIST~~EDUCATION TEACHERS ~~TEACHERS~~

These standards apply in addition to Idaho Core Teaching Standards.

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Specially Designed Instruction. The teacher candidate selects, adapts, modifies, and uses a repertoire of evidence-based instructional strategies, including universal design for learning to advance learning, self-advocacy, and independence of individuals with exceptionalities.

Standard 3: Assistive Technology. The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.

Standard 4: Eligibility Assessment. The teacher candidate administers, interprets, and explains technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.

Standard 5: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction to paraeducators and other student support staff.

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IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf/Hard of Hearing.

The following knowledge and performance statements for the Generalist Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands how language, culture, health, and family background influence the learning of individuals with exceptionalities.

1(b) The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

1(c) The teacher understands how exceptionalities can interact with development and learning.

Performance

1(d) The teacher adapts developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.

1(e) The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's

~~academic and social abilities, attitudes, values, interests, and career and post-secondary options.~~

~~Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.~~

~~Knowledge~~

~~2(a) The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.~~

~~2(b) The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).~~

~~2(c) The teacher understands the educational implications of characteristics of various exceptionalities.~~

~~2(d) The teacher understands the effect of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.~~

~~Performance~~

~~2(e) The teacher adapts learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environments, and provides for the maintenance and generalization of acquired skills across environments and subjects.~~

~~2(f) The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.~~

~~Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning, and self-motivation.~~ **~~Knowledge~~**

~~3(a) The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.~~

~~3(b) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.~~

Performance

3(a) The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

3(b) The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

4(b) The teacher knows how to accommodate and/or modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Performance

4(c) The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

4(d) The teacher uses a variety of specialized curricula (e.g., academic, social, emotional, and life skills curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Performance

5(a) The teacher identifies and prioritizes areas of the general education curriculum and accommodations and/or modifications for individuals with exceptionalities.

5(b) The teacher integrates social-emotional, behavioral, and life skills with academic curricula.

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Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.

6(b) In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.

6(c) The teacher understands assessment information to identify supports, and/or modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

6(d) The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments).

6(e) The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Performance

6(f) The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.

6(g) The teacher gathers background information regarding academic, medical, and social history.

6(h) The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

6(i) The teacher integrates the results of assessments to determine eligibility and to develop a variety of individualized plans, including family service plans, transition plans, and behavior intervention plans.

6(j) The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~Knowledge~~

~~7(a) The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.~~

~~7(b) The teacher understands technologies used to support instructional assessment, planning, delivery, and the evaluation of instruction for individuals with exceptionalities.~~

~~7(c) The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.~~

~~7(d) The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.~~

~~7(e) The teacher knows how to enhance student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.~~

~~Performance~~

~~7(f) The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.~~

~~7(g) The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.~~

~~Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.~~

~~Knowledge~~

~~8(a) The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.~~

~~8(b) The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.~~

~~8(c) The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.~~

~~Performance~~

~~8(d) The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.~~

8(e) The teacher develops explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

8(f) The teacher aligns communication methods to an individual's language proficiency and cultural and linguistic differences.

8(g) The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

8(h) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

Standard 9: Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands how foundational knowledge and current issues influence professional practice.

9(b) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

9(c) The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

9(d) The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

9(e) The teacher understands Ethical Principles and Professional Practice Standards for Special Educators to guide their practice.

Performance

9(f) The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

9(g) The teacher models high expectations and ethical practice, and creates supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

Standard 10: Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

~~Knowledge~~

~~10(a) The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.~~

~~10(b) The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.~~

~~10(c) The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.~~

~~Performance~~

~~10(d) The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.~~

~~10(e) The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.~~

~~10(f) The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.~~

~~10(g) The teacher maintains confidential communication about individuals with exceptionalities.~~

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IDAHO STANDARDS FOR TEACHERS OF THE BLIND AND VISUALLY IMPAIRED

These standards apply in addition to Idaho Core Teaching Standards.

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction of paraeducators and other student support staff.

Standard 3: Expanded Core Curriculum. The teacher candidate understands and is able to affect appropriate instruction regarding the Expanded Core Curriculum (compensatory, orientation and mobility, social interaction, independent living, recreation and leisure, career education, use of assistive technology, sensory efficiency, and self-determination) and how it relates to the student's academic and daily routines.

Standard 4: Learning Media/Functional Vision Assessments. The teacher candidate conducts Learning Media and Functional Vision Assessments, including Expanded Core Curriculum components, specifically assistive technology and communication skills (e.g., auditory, tactile, and visual), and is able to effectively explain to parents and other stakeholders how to implement appropriate instructional strategies and accommodations.

Standard 5: Assistive Technology for Blind/Visually Impaired. The teacher candidate designs appropriate strategies to facilitate optimal access to low- and high-technology tools and assistive technologies across the learning environments to support the communication and learning of students with visual impairment/blindness and co-occurring impairments.

Standard 6: Braille Skills. The teacher candidate demonstrates reading and writing skills in Unified English Braille (UEB), UEB Math, and Nemeth, with knowledge in music and computer Braille codes, and is able to affect appropriate Braille instruction in a variety of settings.

Standard 7: Educational Access. The teacher candidate collaborates with stakeholders to make and adapt materials that are appropriate to the specific needs of students and able to identify where to obtain federal, state, and local resources.

Standard 8: Implication of Impairment. The teacher candidate understands a variety of eye conditions and co-occurring impairments, as well as their educational implications, and is able to effectively use the information when completing assessments and collaborating with stakeholders to implement goals, classroom accommodations, and educational programming, including Assistive Technology and Compensatory Skills.

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands the need for students to demonstrate skills within the Expanded Core Curriculum (compensatory or functional academic skills, academic skills, including communication modes; orientation and mobility; social interaction skills; independent living skills; recreation and leisure skills; career education; use of assistive technology; sensory efficiency skills; and self-determination).

1(b) The teacher knows the effects of a visual impairment on the student's family or guardians, and the reciprocal impact on the student's self-esteem.

1(c) The teacher understands the diverse implications of various eye diseases including the effect of medication and treatments.

1(d) The teacher understands typical and atypical development as it applies to students with visual impairments, including those with additional disabilities.

Performance

1(e) The teacher provides students with a means to independently access materials readily available to the sighted world.

1(f) The teacher prepares students who have visual impairments, including those with additional disabilities, to respond to societal attitudes and actions with appropriate behavior and self-advocacy.

1(g) The teacher designs instructional experiences depending on individual student and familial stages of acceptance of the visual impairment.

1(h) The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher knows the impact of visual disorders on learning, experience, and concept development in PreK-12 grades.

2(b) The teacher is aware of a variety of assistive technology options needed for auditory, tactual, and modified visual communication skills (e.g., screen readers, magnification options, tactile graphics).

2(c) The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, communication, cognitive, spatial concept, and psychosocial development.

2(d) The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.

2(e) The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments, including those with additional disabilities, in a variety of environments.

2(f) The teacher knows techniques for modifying instructional methods and materials for students with visual impairments, including those with additional disabilities, and for assisting classroom teachers in implementing these modifications.

Performance

2(g) The teacher teaches, writes, and reads Unified English Braille (UEB) and Nemeth (math and science), as well as music and computer braille codes.

2(h) The teacher secures specialized materials and equipment and provides training, as needed.

2(i) The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.

2(j) The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation/learning media assessments information to comprehensively design strategies as part of an IEP or 504.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behavior and expectations) that affect the learning behavior of students with visual impairments.

3(b) The teacher knows and understands strategies for creating a positive, productive learning environment that fosters student achievement and self-determination.

3(c) The teacher knows and understands instructional planning and management issues (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (such as itinerant, residential, and other programs P-12).

Performance

3(d) The teacher develops management strategies for meeting students' needs effectively and efficiently in the context of various service delivery models and systems.

3(e) The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.

3(f) The teacher applies organizational strategies that maximize students' ability to benefit from learning activities (e.g., strategies that help them orient themselves, move comfortably in the environment, interact positively with peers).

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher knows the historical foundations for the education of children with visual impairments, including a continuum of service options.

4(b) The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment, including deafblindness.

4(c) The teacher knows and understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., The Americans with Disabilities

Act, The Individuals with Disabilities Education Act, Section 504) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials, such as the American Printing House for the Blind Quota Funds).

4(d) The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.

4(e) The teacher knows specialized policies and resources regarding referral and placement procedures for students with visual impairments.

4(f) The teacher knows the effects of medications on the visual system.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows and understands factors that promote or hinder effective communication and collaboration with students, parents/guardians, paraprofessionals, teachers, administrators, and other school and community personnel.

5(b) The teacher knows and understands the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students' IEPs, 504s and IFSPs.

5(c) The teacher knows and understands the roles of related service personnel (e.g., certified orientation & mobility specialists, physical therapists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., transcribers) in the education of students with visual impairments, including those with additional disabilities.

Performance

5(d) The teacher applies skills for communicating and collaborating effectively with teachers, paraprofessionals, and other school and community personnel to enhance learning opportunities for students with visual impairments, and ensures that students receive the services they need.

5(e) The teacher uses effective strategies for helping classroom teachers understand the effects of visual impairments on learning, for ensuring that teachers receive necessary support (e.g., training and the use of equipment, braille materials for lessons, interlined transcriptions of students' written work in braille), and for ensuring that students have full access to needed adaptations and resources.

5(f) The teacher works collaboratively with professionals, family members and other personnel to help provide child-centered intervention for infants, toddlers,

preschoolers and school-age students with visual impairments, including those with additional disabilities.

5(g) The teacher serves as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

6(b) The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment, including those with additional disabilities.

Performance

6(c) The teacher conducts alternative as well as functional evaluations of visual, literacy, basic orientation and mobility, and educational performance from P-12.

6(d) The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP or 504 development.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher knows and understands factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of all ages of students with visual impairments.

7(b) The teacher knows and understands resources available for individuals with visual impairments, including deafblindness and those with additional disabilities (e.g., materials, textbooks, agencies).

7(c) The teacher knows and understands techniques for creating and adapting instructional materials (e.g., brailled, enlarged, outlined, highlighted) for students with visual impairments.

Performance

7(d) The teacher organizes learning environments to facilitate students' acquisition of concepts and skills in, both, the general education and Expanded Core Curriculum.

7(e) The teacher uses visual, tactile, auditory and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts.

7(f) The teacher works collaboratively with the educational team to implement adaptations designed to compensate for visual impairments, including those with additional disabilities.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of cognitive, auditory, tactual, and communication skills for the blind and visually impaired, including those with additional disabilities.

8(b) The teacher knows how to assist the student in related Expanded Core Curriculum skills in order to provide access to the content areas.

8(c) The teacher knows how to assist the student in developing alternative organizational and study skills.

8(d) The teacher knows methods for providing adapted physical and recreation skills for students who have visual impairments, including those with additional disabilities.

8(e) The teacher knows strategies and resources for developing transition plans that support the student's ability to function as independently as possible in the community.

Performance

8(f) The teacher designs, sequences, implements, and evaluates modifications for daily living skills, to increase independence.

8(g) The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.

8(h) The teacher integrates knowledge of the visual impairment, including additional disabilities, with child development when designing and implementing cognitive, communication, and social skills instruction.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows and understands ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking

~~improvements in the quality of students' educational services, pursuing ongoing professional development).~~

~~9(b) The teacher knows and understands the functions of agencies, consumer organizations and initiatives that promote nation-wide standards of excellence for the provision of services to students with visual impairments, including those with additional disabilities.~~

~~9(c) The teacher knows and understands the functions of professional organizations, publications and activities relevant to ongoing practice and professional development in the field of visual impairment.~~

~~**Performance**~~

~~9(d) The teacher applies knowledge of research-based practices and current trends and issues in the field of visual impairment to provide students with educational programming, materials, and services they need to achieve to their full potential.~~

~~9(e) The teacher applies knowledge of legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality and least restrictive environment.~~

~~9(f) The teacher applies knowledge of state requirements and professional guidelines regarding the provision of services to students with visual impairments (e.g., caseloads, funding, array of service options).~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

~~**Knowledge**~~

~~10(a) The teacher knows strategies for assisting family, guardians, professionals, and other members of the community in planning appropriate transitions for students who have visual impairments, including those with additional disabilities.~~

~~10(b) The teacher knows the roles of paraprofessionals (e.g., sighted readers, transcribers, aides) who work directly with students who have visual impairments, including those with additional disabilities.~~

~~10(c) The teacher knows that the attitudes, expectations, and behaviors of professionals and peers will affect the behaviors of students with visual impairments, including those with additional disabilities.~~

~~10(d) The teacher knows and understands The Family Education Rights and Privacy Act (FERPA).~~

~~**Performance**~~

~~10(e) The teacher collaborates with parents, guardians, and other members of the community integral to the student's learning and development.~~

10(f) The teacher guides and supports the paraprofessionals who work directly with students who have visual impairments, including those with additional disabilities.

10(g) The teacher complies with FERPA.

Standard 11: The teacher knows how to read and produce contracted and uncontracted Unified English Braille (UEB) and Nemeth Codes.

Knowledge

11(a) The teacher understands skills and rules for reading and producing UEB and Nemeth Codes, including formatting.

Performance

11(b) The teacher applies skills for reading and producing UEB (uncontracted and contracted) and Nemeth Codes with a braille writer, slate and stylus, and electronic production.

11(c) The teacher applies the rules of the UEB and Nemeth Codes when producing and adapting student work.

11(d) The teacher uses resources to obtain braille materials such as American Printing House materials, parent resources, and braille production centers.

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IDAHO STANDARDS FOR TEACHERS OF ~~STUDENTS WHO ARE~~THE DEAF/HARD OF HEARING

These standards apply in addition to Idaho Core Teaching Standards.

Standard 1: Special Education Law. The teacher candidate develops individualized education plans, transition plans, and behavior plans in accordance with applicable laws, rules, regulations, and procedural safeguards.

Standard 2: Individualized Planning for Instruction. The teacher candidate selects, adapts, modifies, and uses a repertoire of evidence-based strategies, including universal design for learning, to advance learning, self-advocacy, and independence of individuals with exceptionalities.

Standard 3: Assistive Technology. The teacher candidate designs strategies to facilitate optimal access to low- and high technology tools and assistive technologies across learning environments to support the communication and learning of individuals with exceptionalities.

Standard 4: Eligibility Assessment. The teacher candidate administers, interprets, and explains technically sound eligibility assessments to guide educational decisions for individuals with exceptionalities.

Standard 5: Support Staff. The teacher candidate demonstrates knowledge in the guidance and direction of paraeducators and other student support staff.

Standard 6: Literacy. The teacher candidate demonstrates the ability to teach all literacy components using current evidence-based practices to a student with hearing loss.

Standard 7: Language. The teacher candidate demonstrates the ability to assess and design data-driven language development goals for a student with hearing loss across the continuum of communication modalities.

Standard 8: Culture. The teacher candidate demonstrates how to integrate culturally relevant and sustaining perspectives, philosophies, and models based on the intersectionalities of the culture and education for the education of students who are deaf/hard of hearing and their families.

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In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Standards for Teachers of the deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning.

1(b) The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.

1(c) The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.

Performance

1(d) The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.

1(e) The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.

1(f) The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

~~Knowledge~~

~~2(a) The teacher understands how hearing status and limitations of access to language may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.~~

~~2(b) The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.~~

~~2(c) The teacher understands the need for written and/or spoken English language learning for students whose native language is American Sign Language (ASL).~~

~~2(d) The teacher understands the need for differentiated instruction for language learning for emergent language users.~~

~~2(e) The teacher knows that all of the following are critical influencing factors which need to be considered when setting up programs and services for deaf/hard of hearing students: communication needs; the student and family's preferred mode of communication; linguistic needs; hearing status and potential for improving auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.~~

~~2(f) The teacher knows a variety of evidence-based strategies and resources for parent education related to early intervention (birth to age 5).~~

~~Performance~~

~~2(g) The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and implementing differentiated instruction and peer interactions and communication.~~

~~2(h) The teacher provides appropriate instruction to students on the effective use of assistive technology and/or interpreting services to support effective access to instructional concepts.~~

~~Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.~~

~~Knowledge~~

~~3(a) The teacher understands the unique social and emotional needs of students who are deaf/ hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.~~

~~3(b) The teacher understands that Deaf cultural factors, communication, and family influences impact students' ability to interact with peers and staff across educational environments, including non-academic educational spaces (e.g. playground, lunchroom, hallways, busses).~~

3(c) The teacher understands how the appropriate roles of the teacher, interpreter, and student foster positive social interaction, active engagement in learning, and self-motivation.

3(d) The teacher understands how to prepare students for the appropriate use of interpreters and support personnel.

3(e) The teacher understands how to manage assistive technology and communication modalities and the impact on the learning environment.

3(f) The teacher understands the influence of family communication and culture on all developmental demands.

Performance

3(g) The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access to support positive social interaction and active engagement in collaborative learning.

3(h) The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.

3(i) The teacher provides access to incidental language experiences.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

Performance

4(b) The teacher uses the tools, models, and strategies applicable to the instructional content area(s) that are appropriate to the needs of students who are deaf/hard of hearing.

4(c) The teacher plans and implements transitions across service continuums.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands appropriate functional and standardized assessments for students who are deaf/hard of hearing.

6(b) The teacher knows the appropriate assessment accommodations for students.

6(c) The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.

6(d) The teacher understands the limitations of assessment tools specific to individual student characteristics.

Performance

6(e) The teacher uses appropriate formal and informal assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.

6(f) The teacher designs and uses appropriate formative assessment tools.

6(g) The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment.

6(h) The teacher uses data from assessments to inform instructional decision making relative to academic achievement and functional performance.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher knows how to align unit plans to create meaningful instructional experiences to meet rigorous learning goals.

Performance

7(b) The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes.

7(c) The teacher develops a unit plan to create meaningful instructional experiences to meet rigorous learning goals in compliance with the learner's education plan.

7(d) The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g. total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing.

8(b) The teacher knows how to choose and apply instructional strategies that engages students in critical thinking, problem solving, and performance skills.

Performance

8(c) The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional objectives and the unique needs of students who are deaf/hard of hearing.

8(d) The teacher maintains a learning environment that facilitates the effective use of the educational interpreter, note taker, and other support personnel.

8(e) The teacher implements accommodation(s) and uses assistive technology to support students who are deaf/hard of hearing to maximize their understanding of content.

8(f) The teacher implements strategies for stimulating and using residual hearing.

8(g) The teacher facilitates independent communication in all contexts.

8(h) The teacher provides inclusion experiences.

8(i) The teacher applies first- and second-language teaching strategies to the instruction of the individual.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows The Code of Ethics for Idaho Professional Educators.

9(b) The teacher knows about laws affecting the deaf/hard of hearing community.

9(c) The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.

9(d) The teacher is aware of their personal bias(es) related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.

9(e) The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.

9(f) The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.

9(g) The teacher understands the dynamics of change and recognizes that the field of education is not static.

9(h) The teacher knows how to use technology to enhance productivity and professionalism.

9(i) The teacher knows federal and state special education laws (IDEA) as well as ADA laws.

9(j) The teacher understands the ethical relationship among the teacher, interpreter, and student.

Performance

9(k) The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.

9(l) The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.

9(m) The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).

9(n) The teacher uses self-reflection as a means of improving instruction.

9(o) The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

9(p) The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.

9(q) The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.

9(r) The teacher uses technology to enhance productivity and professionalism.

9(s) The teacher adapts to effectively interact with students using varying communication modalities appropriate to student need.

9(t) The teacher understands the theories, history, and importance of integrating culturally relevant perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.

9(u) The teacher demonstrates an increase of proficiency and commitment to maintaining instructional language competence.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,

colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students.

10(b) The teacher knows of available services, organizations, and networks that support individuals who are deaf or hard of hearing.

10(c) The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students.

10(d) The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.

10(e) The teacher knows of the memorandum of understanding between the State Department of Education and the Idaho Educational Services for the Deaf and Blind, including the supports provided by the Outreach Program.

Performance

10(f) The teacher facilitates the coordination of support personnel (e.g., interpreters) and agencies to meet the communication needs of students who are deaf/hard of hearing.

10(g) The teacher provides families with support to make informed choices regarding communication modes, philosophies, and educational options.

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IDAHO STANDARDS FOR TEACHERS OF GIFTED AND TALENTED STUDENTS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Idaho Standards for Teachers of Gifted and Talented Students are widely recognized, but not all-encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Teachers of Gifted and Talented Students incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Teacher Preparation Standards in Gifted and Talented Education (2013).

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, high sensitivity, asynchronous development).

1(b) The teacher understands the cognitive, linguistic, social, emotional, and physical theories related to individuals with gifts and talents.

1(c) The teacher understands the moral and ethical challenges faced by individuals with gifts and talents.

1(d) The teacher understands the need for appropriate social and emotional counseling of individuals with gifts and talents.

1(e) The teacher understands the common misconceptions, myths and stereotypes about individuals with gifts and talents.

1(f) The teacher understands the characteristics and needs of twice-exceptional students.

Performance

1(g) The teacher demonstrates knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.

1(h) The teacher identifies, evaluates, develops, and implements strategies and resources to address the social and emotional needs of individuals with gifts and talents.

1(i) The teacher engages students in learning opportunities that develop moral and ethical dispositions.

1(j) The teacher advocates for individuals with gifts and talents and twice-exceptionalities by debunking common misconceptions, myths, and stereotypes associated with giftedness.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

Performance

2(b) The teacher identifies and provides appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts.

2(c) The teacher uses understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the environmental needs specific to individuals with gifts and talents, especially concerning the development of emotional well-being, positive social interactions, independence, and self-advocacy.

Performance

3(b) The teacher collaborates with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions.

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~~3(c) The teacher uses communication as well as motivational and instructional strategies to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.~~

~~Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.~~

~~Performance~~

~~4(a) The teacher organizes knowledge, integrates cross disciplinary skills, and develops meaningful learning progressions within and across grade levels.~~

~~Standard 5: Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.~~

~~Knowledge~~

~~5(a) The teacher understands curriculum models used to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.~~

~~5(b) The teacher understands the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic, leadership, and performing or visual arts areas.~~

~~Performance~~

~~5(c) The teacher implements specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.~~

~~5(d) The teacher implements the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic, leadership and performing or visual arts areas.~~

~~Standard 6: Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.~~

~~Knowledge~~

~~6(a) The teacher understands assessments used in identifying students for gifted education programs and services in intellectual and talent areas according to Idaho Code §33-2001 (4).~~

Performance

6(b) The teacher engages individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

6(c) The teacher collaborates with colleagues and families in using multiple types of assessment information to make identification and learning progress decisions and to minimize bias in assessment and decision-making.

6(d) The teacher uses knowledge of measurement principles and practices to differentiate assessments and interpret results to guide educational decisions for individuals with gifts and talents.

6(e) The teacher selects and administer assessments used to identify students for gifted education programs and services.

6(f) The teacher uses assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.

6(g) The teacher is able to recognize underrepresented populations in gifted education programs and choose assessments and interpret results in ways that minimize bias.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.

7(b) The teacher understands a variety of instructional strategies as supported by research for gifted and talented individuals used to enhance critical and creative thinking, problem-solving, and performance.

7(c) The teacher understands curriculum design that includes adaptations to content, process, product, and/or learning environments to differentiate instruction to meet the needs of individuals with gifts and talents.

7(d) The teacher understands how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Performance

7(e) The teacher uses curriculum design that includes adaptations to content, process, product, and/or learning environments to address the needs of individuals with gifts and talents.

7(f) The teacher selects and utilizes a variety of curriculum and instructional strategies, as supported by research, to advance the learning of individuals with gifts and talents.

7(g) The teacher collaborates with families and professional colleagues in selecting, adapting, and using research-based strategies to promote challenging learning opportunities.

Standard 8: Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance

8(b) The teacher uses and adapt a repertoire of research-based curriculum and instructional strategies to advance the learning and affective development of individuals with gifts and talents.

8(c) The teacher engages students in the development, practice, and transfer of meaningful experiences.

8(d) The teacher delivers curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Standard 9: Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(h) The teacher understands how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.

9(i) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.

Performance

9(j) The teacher uses foundational knowledge of the field and their professional ethical principles and program standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

Standard 10: Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the array of program options and services available for individuals with gifts and talents.

10(b) The teacher understands effective implementation of gifted and talented programs.

10(c) The teacher understands the State of Idaho components of a district plan for individuals with gifts and talents, as described in IDAPA 08.02.03.171.03.

Performance

10(d) The teacher collaborates with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

10(e) The teacher serves as a collaborative resource to colleagues regarding gifted and talented education.

10(f) The teacher educates parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.

10(g) The teacher uses collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and experiences.

10(h) The teacher educates colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.

10(i) and the teacher collaborates to implement program options and provide services for individuals with gifts and talents.

GLOSSARY OF TERMS

Individuals with Exceptionalities – Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Twice-Exceptional – Students who are twice-exceptional are identified as gifted and talented and are also identified with one or more disability or condition.

IDAHO STANDARDS FOR HEALTH TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Knowledge

3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.

3(b) The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society)..

Performance

3(c) The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.

3(d) The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

~~Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.~~

~~Knowledge~~

~~4(a) The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.~~

~~4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.~~

~~4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.~~

~~4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.~~

~~4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.~~

~~Performance~~

~~4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health risk behaviors.~~

~~Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.~~

~~Knowledge~~

~~5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.~~

~~Performance~~

~~5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.~~

~~5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.~~

5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher understands how positive evidence-based community health values and practices play a role in the planning process.

7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.

7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.

7(d) The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

7(e) The teacher modifies instruction to reflect current health-related research and local health policies.

7(f) The teacher accesses valid, appropriate health information and health promoting products and services.

7(g) The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows the laws and codes specific to health education and health services to minors.

Performance

9(b) The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Performance

10(b) The teacher advocates for a positive school culture toward health and health education.

DRAFT

IDAHO STANDARDS FOR LITERACY TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards across all content areas.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands developmental progressions of K-12 literacy skills, including emerging literacy.

1(b) The teacher understands how learners apply literacy skills to make meaning of a wide range of texts, genres, and formats (e.g., informational text, digital media, social media, multimodal, literature).

Performance

1(c) The teacher creates learning experiences that take into account developmental stages and diverse methods for acquiring literacy.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher understands there are multiple levels of literacy intervention and recognizes the advantages of beginning with the least intrusive for the student.

2(b) The teacher understands the theories and research needed to develop inclusive literacy learning environments that are responsive to students' local, national and international histories, individual and group identities, exceptional needs, and languages and dialects that affect student learning.

2(c) The teacher understands foundational theories of literacy and language acquisition as they relate to diverse learners, equity, and culturally responsive instruction.

2(d) The teacher understands the ways in which diversity influences the literacy development of all students.

Performance

2(e) The teacher provides students with linguistic, academic, and cultural literacy experiences that link their communities with the school.

2(f) The teacher adapts instructional materials and approaches to meet the language proficiency needs of English learners, students with exceptional needs, and students who struggle to acquire literacy skills and strategies.

2(g) The teacher systematically develops and implements multiple levels of literacy intervention, beginning with the least intrusive for the student.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

3(a) The teacher understands the role of routines in creating and maintaining positive learning environments using traditional print, digital, and online resources.

3(b) The teacher understands how to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning.

Performance

3(c) The teacher arranges instructional areas to provide easy access to books and other instructional materials for a variety of individual, small group, and whole class activities.

3(d) The teacher creates supportive environments where English learners are encouraged and given many opportunities to use English.

3(e) The teacher collaborates with colleagues to create an inclusive, literacy-rich environment to help students participate actively in their own literacy learning.

3(f) The teacher creates an inclusive literacy-learning environment that contextualizes curriculum instruction across content areas and helps students participate actively in their own learning.

3(g) The teacher facilitates effective student collaboration that provides authentic opportunities for the use of social, academic, and domain specific language.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences

~~***that make the discipline accessible and meaningful for learners to assure mastery of the content.***~~

~~**Knowledge**~~

~~4(a) The teacher understands theoretical, historical, and evidence-based components of reading (i.e., emerging literacy skills, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary development, word analysis, and comprehension for a variety of forms and genres) and their development throughout the grades.~~

~~4(b) The teacher understands theoretical, historical, and evidence-based components of writing (i.e., writing process in a variety of forms, genres, and purposes; developmental spelling; sentence construction; conventions; characteristics of effective composing; keyboarding, word processing, and handwriting) and writing as a developmental process throughout the grades.~~

~~4(c) The teacher understands theoretical, historical, and evidence-based components of communication (i.e., development of oral language, verbal and non-verbal communication skills, structure of language, conventions of academic English, vocabulary acquisition and use, speaking, listening, and viewing) and their development throughout the grades.~~

~~4(d) The teacher understands the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature, Reading for Informational Text, and Reading Foundational Skills) based on grade level appropriateness and the developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.~~

~~**Performance**~~

~~4(e) The teacher interprets major theories of literacy processes and development to understand the needs of all learners in diverse contexts.~~

~~4(f) The teacher creates a classroom environment that fosters intrinsic motivation to read and write (e.g., access to print, choice, challenge, interests).~~

~~4(g) The teacher analyzes and takes a critical stance toward a wide variety of quality traditional print, digital, and online resources.~~

~~4(h) The teacher analyzes variables of text complexity when selecting classroom materials.~~

~~***Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***~~

~~**Knowledge**~~

~~5(a) The teacher understands specific literacy skills required for success in different content areas.~~

5(b) The teacher understands research based strategies that lead to students becoming independent, critical, and strategic readers, writers, speakers and listeners across content areas.

5(c) The teacher understands how to design literacy instruction to promote active participation and collaboration.

Performance

5(d) The teacher uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

5(e) The teacher designs and implements literacy instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students become independent, critical, and strategic readers, writers, speakers, and listeners.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands the research related to assessments and its uses and misuses.

6(b) The teacher understands purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

6(c) The teacher recognizes the basic technical adequacy of assessments (e.g., reliability, content, construct validity).

6(d) The teacher understands a variety of assessment frameworks, including the State of Idaho literacy assessments, proficiency standards, and student benchmarks.

Performance

6(e) The teacher collaborates with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual students.

6(f) The teacher analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

6(g) The teacher demonstrates the ability to communicate results of assessments to students, teachers, parents, and other stakeholders.

6(h) The teacher designs a range of authentic literacy assessments that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities.

6(i) The teacher actively engages students in analyzing their own data, assessing their progress, and setting personal literacy goals.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) The teacher plans literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

7(b) The teacher uses knowledge of theory, research, and practice in literacy to plan standards based, coherent and relevant learning experiences using a range of different texts (e.g., across genres, periods, forms, authors, cultures, various forms of media) and instructional strategies that are motivating and accessible to all students, including English learners, students with exceptional needs, students from diverse language and learning backgrounds, and struggling literacy learners.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

8(a)

8(b) The teacher plans and implements research based instructional strategies to meet unique language proficiency needs of English learners.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

9(a) The teacher promotes the value of literacy by modeling a positive attitude toward literacy with students, colleagues, administrators, and parents and guardians.

9(b) The teacher consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands local, state, and national policies that affect literacy instruction.

~~**Performance**~~

~~10(b) The teacher engages in and reflects on a variety of experiences related to literacy that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.~~

~~10(c) The teacher collaborates with others to build strong home to school and school to home literacy connections.~~

DRAFT

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

1(b) The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Performance

1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.

1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.

1(e) The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.

2(b) The teacher knows how to use assessment data and appropriate interventions for students.

Performance

2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

4(b) The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and infernal) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.

4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.

4(e) The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

Performance

4(f) The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.

4(g) The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4(h) The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.

4(i) The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Performance

5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher knows how to assess students' mathematical reasoning.

Performance

6(b) The teacher assesses students' mathematical reasoning.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.

7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Performance

7(c) The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.

8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).

8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Performance

8(f) The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

8(g) The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.

8(h) The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

8(i) The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).

8(j) The teacher uses student conceptions and misconceptions to guide and facilitate learning.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO STANDARDS FOR ONLINE TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Online instruction represents a continuum of teaching and learning practices. Some characteristics of blended and online instruction are unique. Online schools, programs, and courses serving K-12 students are structured to support the needs of students and teachers in online environments. The Online Teacher Standards extend the Idaho Core Teacher Standards.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

2(a) The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions in the online environment.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2(a) The online teacher is familiar with legal mandates including, but not limited to the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility, as they pertain to the online environment.

2(b) The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

Performance

2(c) The online teacher applies adaptive/assistive technologies to help people who have disabilities gain access to information that might otherwise be inaccessible.

2(d) The online teacher demonstrates unique ways to customize or personalize activities.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Knowledge

3(a) The online teacher knows how to leverage management strategies to foster student motivation and engagement.

3(b) The online teacher understands motivational theories and their application within online environments.

3(c) The online teacher knows the importance of synchronous and asynchronous communication.

3(d) The online teacher understands the unique aspects of communicating with students and stakeholders in online environments.

3(e) The online teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

Performance

3(f) The online teacher applies best practices to foster student motivation and engagement in online learning environments.

3(g) The online teacher provides timely and effective feedback.

3(h) The online teacher demonstrates application in addressing technical issues online students may have.

3(i) The online teacher is an effective and responsive communicator who demonstrates and models the ability to select and use appropriate forms of communication.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

Performance

4(a) The online teacher demonstrates knowledge of digital citizenship, access, equity, and safety concerns in online environments.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The online teacher understands current best practices in online teaching and learning pertinent to subjects taught.

5(b) The online teacher understands appropriate uses of technologies to promote student learning and engagement within the content.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The online teacher understands the importance of maintaining accurate records of student performance for instruction and accountability.

Performance

6(b) The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques appropriate to the online environment.

6(c) The online teacher practices appropriate strategies to ensure security and confidentiality of online student assessments and assessment data.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

7(a) The online teacher designs course materials that clearly communicate to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

7(b) The online teacher designs and develops subject-specific course materials appropriate to the online environment.

7(c) The online teacher uses multiple forms of technologies to design course materials or media.

7(d) The online teacher designs course materials to facilitate interaction and discussion.

7(e) The online teacher practices legal and ethical media rights and responsibilities.

7(f) The online teacher demonstrates use of design principles in the creation of course materials.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The online teacher understands how to adapt instructional strategies for an online environment.

~~8(b) The online teacher understands appropriate functions of Learning Management Systems (LMS) and Content Management Systems (CMS) for student learning.~~

~~8(c) The online teacher understands the variety of instructional delivery including synchronous and asynchronous modes (e.g., full-time online, blended, face-to-face).~~

~~**Performance**~~

~~8(d) The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.~~

~~8(e) The online teacher adapts tools, resources, and student-centered instructional strategies to engage students and enhance learning.~~

~~8(f) The online teacher demonstrates application of technologies for teaching, learning, and communication.~~

~~Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.~~

~~**Knowledge**~~

~~9(a) The online teacher understands concepts, biases, debates, and processes of inquiry that are central to the field of online teaching and learning.~~

~~9(b) The online teacher understands the importance of maintaining accurate records of communication and interaction with students and stakeholders for accountability and management.~~

~~Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.~~

~~**Knowledge**~~

~~***10(a)*** The online teacher understands the importance of educating stakeholders and advocating within the community to advance online learning.~~

IDAHO STANDARDS FOR PHYSICAL EDUCATION TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1(a) The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

2(a) The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Knowledge

3(a) The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.

3(b) The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).

3(c) The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Performance

3(d) The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).

3(e) The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3(f) The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.

5(b) The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

5(c) The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, bio-mechanics, psychosocial aspects of physical activity).

5(d) The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).

5(e) The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

Performance*

5(f) The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.

5(g) The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

5(h) The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).

5(i) The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.

5(j) The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.

5(k) The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices) and fitness (weight training programs, exercise logs).

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

6(a) The teacher understands appropriate assessment protocols sensitive to student needs.

Performance

6(b) The teacher demonstrates appropriate assessment protocols sensitive to student needs.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.

7(b) The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Performance

7(c) The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/ instructional strategies to maximize physical education activity and student success.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Performance

8(b) The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

Performance

9(b) The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.

10(b) The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Performance

10(c) The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard 11: Safety - The teacher provides a safe physical education learning environment.

Knowledge

11(a) The teacher understands the inherent risks involved in physical activity.

11(b) The teacher recognizes safety considerations when planning and providing instruction.

11(c) The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

11(d) The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).

11(e) The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.

11(f) The teacher understands the appropriate steps when responding to safety situations.

11(g) The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance

11(h) The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.

11(i) The teacher informs students of the risks associated with physical activity.

11(j) The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.

11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.

~~11(l) The teacher maintains CPR and first aid certification.~~

DRAFT

GLOSSARY OF TERMS

Exercise – A subcategory of physical activity that is planned, structured, repetitive, and purposive in the sense that the improvement or maintenance of one of more components of physical fitness is the objective. "Exercise" and "exercise training" frequently are used interchangeably and generally refer to physical activity performed during leisure time with the primary purpose of improving or maintaining physical fitness, physical performance, or health.*

Health – A human condition with physical, social and psychological dimensions, each characterized on a continuum with positive and negative poles. Positive health is associated with a capacity to enjoy life and to withstand challenges; it is not merely the absence of disease. Negative health is associated with illness, and in the extreme, with premature death.*

Health-Enhancing Physical Activity – Activity that, when added to baseline activity, produces health benefits. Brisk walking, jumping rope, dancing, playing tennis or soccer, lifting weights, climbing on playground equipment at recess, and doing yoga are all examples of health-enhancing physical activity. *

Health-Related Fitness – A type of physical fitness that includes cardiorespiratory fitness, muscular strength and endurance, body composition, flexibility, and balance.*

Moderate-Intensity Physical Activity – On an absolute scale, physical activity that is done at 3.0 to 5.9 times the intensity of rest. On a scale relative to an individual's personal capacity, moderate-intensity physical activity is usually a 5 or 6 on a scale of 0 to 10.*

Performance-Related Fitness – Those attributes that significantly contribute to athletic performance, including aerobic endurance or power, muscle strength and power, speed of movement, and reaction time.*

Physical Activity – Any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level. In these Guidelines, physical activity generally refers to the subset of physical activity that enhances health.*

Physical Fitness – The ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardiorespiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition.*

Skillful Movement – An efficient, coordinated, fluent and aesthetic goal-directed voluntary performance that consists of specific body and/or limb behaviors that have physiological and biomechanical components.

Vigorous Intensity Physical Activity – On an absolute scale, physical activity that is done at 6.0 or more times the intensity of rest. On a scale relative to an individual's personal capacity, vigorous intensity physical activity is usually a 7 or 8 on a scale of 0 to 10.*

* Definitions quoted from the U.S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.

1(b) The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Performance

1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.

1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.

4(b) The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.

4(c) The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).

4(d) The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).

4(e) The teacher understands the processes of science (i.e., Science and Engineering Practices).

Performance

4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.

4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.

4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Performance

5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands how to implement Science and Engineering Practices in instructional planning.

8(b) The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).

8(c) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

8(d) The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

8(e) The teacher implements Science and Engineering Practices in instructional planning.

8(f) The teacher uses research based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).

8(g) The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands the importance of keeping current on research related to how students learn science.

9(b) The teacher understands the importance of keeping current on scientific research findings.

Performance

9(c) The teacher incorporates current research related to student learning of science into instructional design.

9(d) The teacher incorporates current scientific research findings into instructional design.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

11(a) The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

11(b) The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

11(c) The teacher understands how to ensure safe science activities appropriate for the abilities of all students.

11(d) The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

11(e) The teacher knows how to evaluate a facility for compliance with safety regulations.

11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

11(i) The teacher ensures safe science activities appropriate for the abilities of all students.

11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.

11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.

12(b) The teacher knows a variety of strategies to develop students' laboratory and field skills.

Performance

12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.

12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

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IDAHO STANDARDS FOR BIOLOGY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.

4(b) The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.

~~4(c) The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.~~

~~4(d) The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.~~

~~**Performance**~~

~~4(e) The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.~~

~~4(f) The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.~~

~~4(g) The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.~~

~~4(h) The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.~~

~~***Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***~~

~~***Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***~~

~~***Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***~~

~~***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***~~

~~***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

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IDAHO STANDARDS FOR CHEMISTRY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.

4(b) The teacher understands fundamental structures of atoms and molecules.

4(c) The teacher understands basic principles of ionic, covalent, and metallic bonding.

4(d) The teacher understands periodicity of physical and chemical properties of elements.

4(e) The teacher understands laws of conservation of matter and energy.

4(f) The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.

4(g) The teacher understands kinetic molecular theory and gas laws.

4(h) The teacher understands mole concept, stoichiometry, and laws of composition.

4(i) The teacher understands solutions and colligative properties.

4(j) The teacher understands acids/base chemistry.

4(k) The teacher understands fundamental oxidation-reduction chemistry.

4(l) The teacher understands fundamental organic chemistry and biochemistry.

4(m) The teacher understands applications of chemistry in personal and community health and environmental quality.

4(n) The teacher understands fundamentals of nuclear chemistry.

4(o) The teacher understands the importance of accuracy and precision in measurements.

4(p) The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

4(q) The teacher understands the different types of chemical reactions.

4(r) The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Performance

4(s) The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.

4(t) The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.

4(u) The teacher applies the basic principles of ionic, covalent, and metallic bonding.

4(v) The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).

4(w) The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).

4(x) The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.

4(y) The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.

4(z) The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).

~~4(aa) The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).~~

~~4(bb) The teacher applies the concepts of acids/base chemistry to predict properties and reactions.~~

~~4(cc) The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.~~

~~4(dd) The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.~~

~~4(ee) The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.~~

~~4(ff) The teacher can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.~~

~~4(gg) The teacher applies accuracy and precision to their measurements and calculations.~~

~~4(hh) The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.~~

~~4(ii) The teacher categorizes and identifies a variety of chemical reaction types.~~

~~4(jj) The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.~~

~~Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.~~

~~Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.~~

~~Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.~~

~~Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.~~

~~Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

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IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.

4(b) The teacher understands major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.

~~4(c) The teacher understands the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.~~

~~**Performance**~~

~~4(d) The teacher develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.~~

~~4(e) The teacher develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.~~

~~4(f) The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.~~

~~Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.~~

~~Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.~~

~~Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.~~

~~Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.~~

~~Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.~~

~~Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.~~

~~IDAHO STANDARDS FOR NATURAL SCIENCE TEACHERS~~

~~Teachers with natural science endorsements must meet all of the following standards:~~

1. ~~***Idaho Core Teacher Standards***~~
2. ~~***Idaho Foundation Standards for Science Teachers AND***~~
3. ~~***Idaho Standards for Biology Teachers OR***~~
4. ~~***Idaho Standards for Earth and Space Science Teachers OR***~~
5. ~~***Idaho Standards for Chemistry Teachers OR***~~
6. ~~***Idaho Standards for Physics Teachers***~~

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~~IDAHO STANDARDS FOR PHYSICAL SCIENCE TEACHERS~~

~~Teachers with physical science endorsements must meet all of the following standards:~~

1. ~~***Idaho Core Teacher Standards***~~
2. ~~***Idaho Foundation Standards for Science Teachers*** ***AND***~~
3. ~~***Idaho Standards for Chemistry Teachers*** ***OR***~~
4. ~~***Idaho Standards for Physics Teachers***~~

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~~IDAHO STANDARDS FOR PHYSICS TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.~~

~~Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.~~

~~Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.~~

~~Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.~~

~~Knowledge~~

~~4(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.~~

~~4(b) The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.~~

4(c) The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

Performance

4(d) The teacher develops and applies conceptual models to describe the natural world.

4(e) The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

4(f) The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1(a) The teacher understands the influences that contribute to intellectual, social, and personal development.

1(b) The teacher understands the impact of learner environment on student learning.

Performance

1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).

4(b) The teacher understands how and why various governments and societies have changed over time.

4(c) The teacher understands how and why independent and interdependent systems of trade and production develop.

4(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.

4(e) The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.

4(f) The teacher understands how geography affects relationships between people, and environments over time.

4(g) The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Performance

4(h) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

4(i) The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.

5(b) The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Performance

5(c) The teacher demonstrates and applies chronological historical thinking.

5(d) The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.

5(e) The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

8(a) The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Performance

8(b) The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

~~IDAHO STANDARDS FOR ECONOMICS TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.~~

~~Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.~~

~~Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.~~

~~Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.~~

~~Knowledge~~

~~4(a) The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).~~

~~4(b) The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.~~

~~4(c) The teacher understands the functions and characteristics of money.~~

4(d) The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

4(e) The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).

4(f) The teacher understands how economic institutions shaped history and influence current economic practices.

4(g) The teacher understands the principles of sound personal finance and personal investment.

4(h) The teacher understands fiscal and monetary policy.

Performance

4(i) The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.

4(j) The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.

4(k) The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.

4(l) The teacher illustrates how economic indicators influence historic and current policy.

4(m) The teacher provides examples of the principles of business organizations and entrepreneurship.

4(n) The teacher fosters understanding of the important role of economic systems on economic growth.

4(o) The teacher develops learner understanding of economic issues through application of cost/benefit analyses.

4(p) The teacher conveys the importance and implications of the global marketplace.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

~~Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.~~

~~Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.~~

~~Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.~~

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~~IDAHO STANDARDS FOR GEOGRAPHY TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.~~

~~Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.~~

~~Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.~~

~~Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.~~

~~Knowledge~~

~~4(a) The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.~~

~~4(b) The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.~~

Performance

4(c) The teacher uses past and present events to interpret political, physical, and cultural patterns.

4(d) The teacher connects the earth's dynamic physical systems to its impact on humans.

4(e) The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4(f) The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.

4(g) The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

~~IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS~~

~~All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~The following knowledge and performance statements for the American Government/Political Science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

~~Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.~~

~~Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.~~

~~Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.~~

~~Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.~~

~~Knowledge~~

~~4(a) The teacher understands the relationships between civic life, politics, and government.~~

~~4(b) The teacher understands the political spectrum and factors that affect individual political views and behavior.~~

~~4(c) The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.~~

4(d) The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.

4(e) The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).

4(f) The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.

4(g) The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).

4(h) The teacher understands different forms of government found throughout the world.

Performance

4(i) The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.

4(j) The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.

4(k) The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.

4(l) The teacher integrates global perspectives and current events into the study of civics and government.

4(m) The teacher engages learners in civil discourse and promotes its use in a democratic society.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

~~***Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***~~

~~***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***~~

~~***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

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IDAHO STANDARDS FOR HISTORY TEACHERS

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the History teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).

4(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.

4(c) The teacher understands how international and domestic relations impacted the development of the United States of America.

4(d) The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.

4(e) The teacher understands the political, social, cultural, and economic development of the United States of America.

4(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.

4(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

4(h) The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Performance

4(i) The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.

4(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

4(k) The teacher facilitates student inquiry regarding international relationships.

4(l) The teacher relates the role of compromises and conflicts to continuity and change across time.

4(m) The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.

4(n) The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

~~***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***~~

~~***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***~~

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~~IDAHO STANDARDS FOR SOCIAL STUDIES TEACHERS~~

~~Teachers with a social studies endorsement must meet the following Idaho Standards:~~

1. ~~***Idaho Core Teacher Standards AND***~~
2. ~~***Foundation Social Studies Standards AND***~~
3. ~~***History Standards OR***~~
4. ~~***Government and Civics Standards OR***~~
5. ~~***Economics Standards OR***~~
6. ~~***Geography Standards***~~

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IDAHO STANDARDS FOR TEACHER LEADERS

~~The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.~~

Standard 1: Understanding Adults as Learners to Support Professional Learning - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared responsibility for school outcomes.

~~**Knowledge: The teacher leader demonstrates knowledge of:**~~

~~1(a) Learning theory for adults.~~

~~1(b) Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development frameworks.~~

~~**Performance: The teacher leader:**~~

~~1(c) Models and facilitates high quality professional learning for individuals as well as groups.~~

~~1(d) Supports colleagues' differentiated professional growth.~~

Standard 2: Accessing and Using Research to Improve Professional Practice - The teacher leader understands how educational research is used to create new knowledge, support specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school culture; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

~~**Knowledge: The teacher leader demonstrates knowledge of:**~~

~~2(a) Action research methodology.~~

~~2(b) Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.~~

~~2(c) Implementation strategies for research based change and for communication of findings for programmatic changes.~~

~~2(d) Identification of high quality research.~~

Performance: The teacher leader:

2(e) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions and designing and conducting action research to improve outcomes.

2(f) Models and facilitates analysis and application of research findings for informed decision-making to improve outcomes with a focus on increased productivity and effectiveness.

2(g) Assists with application and supports communication of action research findings to improve outcomes.

2(h) Accesses high quality research from various resources.

Standard 3: Supporting Professional Learning - The teacher leader understands the constantly evolving nature of teaching and learning.

Knowledge: The teacher leader demonstrates knowledge of:

3(a) The standards of high quality professional development and their relevance to improved learning.

3(b) Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.

3(c) Appropriate technologies to support collaborative and differentiated professional learning for continuous improvement.

3(d) The role of shifting cultural demographics in educational practice.

Performance: The teacher leader:

3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.

3(f) Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.

3(g) Uses appropriate technologies to support collaborative and differentiated professional learning.

3(h) Continually assesses the effectiveness of professional development activities and adjusts appropriately.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

~~**Knowledge: The teacher leader demonstrates knowledge of:**~~

~~4(a) Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.~~

~~4(b) The Idaho Framework for Teaching, effective observation and strategies for providing instructional feedback.~~

~~4(c) Role and use of critical reflection in improving professional practice.~~

~~4(d) Effective use of individual interactions, structures, and processes for creating a collaborative culture including networking, facilitation, team building, goal setting, and conflict resolution.~~

~~4(e) Effective listening, oral communication, presentation skills, and expression in written communication.~~

~~**Performance: The teacher leader:**~~

~~4(f) Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.~~

~~4(g) Based upon the Idaho Framework for Teaching, demonstrates proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.~~

~~4(h) Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.~~

~~4(i) Develops, leads and promotes a culture of self-reflection and reflective dialogue.~~

~~4(j) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.~~

~~4(k) Models effective communication skills and processes.~~

~~4(l) Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice~~

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student growth, and state board-approved Idaho Mentor Program Standards~~;~~ ~~-~~and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

~~**Knowledge: The teacher leader demonstrates knowledge of:**~~

~~5(a) Design and selection of targeted and effective assessment instruments and practices for a range of purposes.~~

~~5(b) Use of formative and summative data to inform the continuous improvement process.~~

5(c) Analysis and interpretation of data from multiple sources.

Performance: The teacher leader:

5(d) Informs and facilitates colleagues' selection or design of targeted assessment instruments to generate data that will inform instructional improvement.

5(e) Models use of formative and summative data to inform the continuous improvement process.

5(f) Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics).

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to support frequent and effective outreach with families, community members, business and community leaders, and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of:

6(a) Contextual and cultural considerations of the student, family, school, and community and their influence on educational processes.

6(b) Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

Performance: The teacher leader:

6(c) Recognizes, responds, and adapts to contextual and cultural considerations to create effective interactions among students, families, communities, and schools.

6(d) Promotes effective interaction and involvement of teachers, families, and stakeholders in the educational process.

6(e) Fosters colleagues' abilities to form effective relationships with families and other stakeholders.

Standard 7: Advocating for Students, Community, and the Profession - The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and student growth and to serve as an individual of influence and respect within the school, community, and profession.

Knowledge: The teacher leader demonstrates knowledge of:

7(a) The fluidity of local, state, and national policy decisions and their influence on instruction.

7(b) The process and the roles of stakeholders who influence policy, and how to advocate on behalf of students and the community.

Performance: The teacher leader:

~~7(c) Analyzes the feasibility of potential solutions and relevant policy context.~~

~~7(d) Advocates effectively and responsibly to relevant audiences for realization of opportunities.~~

Standard 8: Understanding Systems Thinking – The teacher leader understands systems change processes, organizational change, and the teacher leader's role as a change agent.

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~~**Knowledge: The teacher leader demonstrates knowledge of:**~~

~~8(a) Working effectively within an educational system, including an understanding of layers and power structures within the system.~~

~~8(b) How to develop dynamic relationships in a variety of situations, including dealing effectively with resistance to change.~~

~~8(c) Theories and processes for organizational change and the teacher leader's role in facilitating change.~~

~~**Performance: The teacher leader:**~~

~~8(d) Identifies the decision makers and the resource allocations available to them.~~

~~8(e) Establishes and cultivates dynamic relationships in a variety of situations.~~

~~8(f) Sets achievable goals and creates a plan to implement them with an effective message to mobilize others into action.~~

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~~IDAHO STANDARDS FOR TEACHER LIBRARIANS~~

~~IN ADDITION TO THE STANDARDS LISTED HERE, TEACHER LIBRARIANS MUST MEET IDAHO CORE TEACHER STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~AN IMPORTANT COMPONENT OF THE TEACHING PROFESSION IS A CANDIDATE'S DISPOSITION. PROFESSIONAL DISPOSITIONS ARE HOW THE CANDIDATE VIEWS THE TEACHING PROFESSION, THEIR CONTENT AREA, AND/OR STUDENTS AND THEIR LEARNING. EVERY TEACHER PREPARATION PROGRAM AT EACH INSTITUTION IS RESPONSIBLE FOR ESTABLISHING AND PROMOTING A COMPREHENSIVE SET OF GUIDELINES FOR CANDIDATE DISPOSITIONS.~~

~~THE SCHOOL LIBRARY IS A CLASSROOM THAT SERVES AS THE INSTRUCTIONAL CENTER OF THE SCHOOL AND NEEDS THE EXPERTISE OF A PROFESSIONALLY TRAINED TEACHER LIBRARIAN. THE TEACHER LIBRARIAN IS AN EXPERIENCED CLASSROOM TEACHER WITH ADDITIONAL SPECIALIZED TRAINING IN THE DISCIPLINE OF SCHOOL LIBRARIANSHIP.~~

~~IN THE RAPIDLY EVOLVING LIBRARY LANDSCAPE, TEACHER LIBRARIANS PROMOTE AND PROVIDE INFORMATION LITERACY EXPERTISE IN COLLABORATION WITH THE SCHOOL COMMUNITY.~~

~~THE MANAGEMENT OF A SCHOOL LIBRARY REQUIRES A SPECIAL SET OF SKILLS ABOVE AND BEYOND THOSE OF A CLASSROOM TEACHER. COLLECTION DEVELOPMENT AND MANAGEMENT, CATALOGING AND RESOURCE SHARING, TECHNOLOGY USE AND MAINTENANCE, BUDGETING, ETHICAL AND EFFECTIVE INFORMATION MANAGEMENT, SUPERVISION OF STAFF AND VOLUNTEERS, AND PROVIDING ONGOING PROFESSIONAL DEVELOPMENT FOR STAFF ARE JUST SOME OF THE UNIQUE EXPECTATIONS FOR TEACHER LIBRARIANS.~~

~~THIS DOCUMENT UTILIZES LANGUAGE AND IDEAS ADAPTED FROM THE IDAHO STANDARDS FOR LIBRARY SCIENCE~~

~~TEACHERS (2007) AND THE ALA/AASL STANDARDS FOR INITIAL PREPARATION OF SCHOOL LIBRARIANS (2010).~~

~~STANDARD 1: LEARNER DEVELOPMENT – THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.~~

~~STANDARD 2: LEARNING DIFFERENCES – THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.~~

~~KNOWLEDGE~~

~~2(a) THE TEACHER LIBRARIAN IS AWARE OF AND RESPECTS THE DIVERSE CULTURES WITHIN THE ENTIRE LEARNING COMMUNITY.~~

~~2(b) THE TEACHER LIBRARIAN IS AWARE OF READING AND INFORMATION MATERIALS IN A VARIETY OF FORMATS THAT SUPPORT THE DIVERSE DEVELOPMENTAL, COGNITIVE, SOCIAL, EMOTIONAL, AND LINGUISTIC NEEDS OF K-12 STUDENTS AND THEIR COMMUNITIES AND CULTURES.~~

~~2(c) THE TEACHER LIBRARIAN RECOGNIZES THE IMPORTANCE OF CULTURALLY SIGNIFICANT LEARNING AND READING EXPERIENCES.~~

~~PERFORMANCE~~

~~2(d) THE TEACHER LIBRARIAN DEVELOPS A COLLECTION OF READING AND INFORMATION MATERIALS IN A VARIETY OF FORMATS THAT SUPPORT THE DIVERSE DEVELOPMENTAL, COGNITIVE, SOCIAL, EMOTIONAL, AND LINGUISTIC NEEDS OF K-12 STUDENTS AND THEIR COMMUNITIES.~~

~~2(e) THE TEACHER LIBRARIAN WORKS WITH ALL MEMBERS OF THE LEARNING COMMUNITY TO HELP DETERMINE AND LOCATE APPROPRIATE MATERIALS TO RESPECT THEIR CULTURAL DIVERSITY.~~

~~STANDARD 3: LEARNING ENVIRONMENTS – THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF MOTIVATION.~~

~~KNOWLEDGE~~

~~3(a) THE TEACHER LIBRARIAN HAS AN UNDERSTANDING OF EVOLVING LIBRARY SPACES THAT PROVIDE A POSITIVE, PRODUCTIVE LEARNING ENVIRONMENT, WITH ENOUGH TIME AND SPACE FOR ALL MEMBERS OF THE LEARNING COMMUNITY TO ACCESS AND UTILIZE RESOURCES AND TECHNOLOGY.~~

~~3(b) THE TEACHER LIBRARIAN KNOWS THE IMPORTANCE OF A BALANCED, ORGANIZED, AND VARIED LIBRARY COLLECTION THAT SUPPORTS CURRICULA, FULFILLS DIVERSE STUDENT, STAFF, AND COMMUNITY NEEDS, AND BRINGS A GLOBAL PERSPECTIVE INTO THE SCHOOL ENVIRONMENT.~~

~~PERFORMANCE~~

~~3(c) THE TEACHER LIBRARIAN CREATES A POSITIVE ENVIRONMENT TO PROMOTE AND MODEL THE HABIT OF LIFELONG READING AND LEARNING.~~

~~3(d) THE TEACHER LIBRARIAN SUPPORTS FLEXIBLE, OPEN ACCESS FOR LIBRARY SERVICES.~~

~~3(e) THE TEACHER LIBRARIAN DEMONSTRATES THE ABILITY TO DEVELOP SOLUTIONS FOR ADDRESSING PHYSICAL, SOCIAL AND INTELLECTUAL BARRIERS TO EQUITABLE ACCESS TO RESOURCES AND SERVICES.~~

~~3(f) THE TEACHER LIBRARIAN FACILITATES ACCESS TO INFORMATION IN A VARIETY OF FORMATS.~~

~~3(g) THE TEACHER LIBRARIAN ORGANIZES, ALLOCATES, AND MANAGES THE LIBRARY RESOURCES, FACILITIES, AND MATERIALS TO FOSTER A USER-FRIENDLY ENVIRONMENT.~~

~~3(h) THE TEACHER LIBRARIAN MODELS AND FACILITATES THE EFFECTIVE USE OF CURRENT AND EMERGING DIGITAL LITERACY TOOLS AND TECHNOLOGY.~~

~~3(i) THE TEACHER LIBRARIAN PROACTIVELY MANAGES THE UNPREDICTABLE TRAFFIC FLOW, ACCOUNTING FOR ACADEMIC VISITS, DROP-IN TRAFFIC, AND PATRON VISITS DURING NON-INSTRUCTIONAL TIMES, ENFORCING SCHOOL EXPECTATIONS WHILE MAINTAINING A POSITIVE CLIMATE.~~

~~STANDARD 4: CONTENT KNOWLEDGE – THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES~~

~~***THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.***~~

~~**KNOWLEDGE**~~

~~4(a) THE TEACHER LIBRARIAN UNDERSTANDS THE DOCUMENTS AND POLICIES THAT PROMOTE INTELLECTUAL FREEDOM AND FREEDOM OF EXPRESSION.~~

~~4(b) THE TEACHER LIBRARIAN UNDERSTANDS COPYRIGHT LAWS, PLAGIARISM, AND FAIR USE STANDARDS.~~

~~4(c) THE TEACHER LIBRARIAN UNDERSTANDS THE CONCEPTS OF INFORMATION LITERACY (E.G., READING, INFORMATION, MEDIA, DIGITAL, AND VISUAL LITERACIES, INCLUDING SOCIAL MEDIA).~~

~~4(d) THE TEACHER LIBRARIAN IS FAMILIAR WITH A WIDE RANGE OF CHILDREN'S, YOUNG ADULT, AND PROFESSIONAL LITERATURE IN MULTIPLE FORMATS AND LANGUAGES TO SUPPORT READING FOR INFORMATION, PLEASURE, AND LIFELONG LEARNING.~~

~~4(e) THE TEACHER LIBRARIAN UNDERSTANDS THE PROCESS OF CATALOGING AND CLASSIFYING LIBRARY MATERIALS USING PROFESSIONAL LIBRARY STANDARDS.~~

~~4(f) THE TEACHER LIBRARIAN UNDERSTANDS THE PROCESS OF INFORMATION RETRIEVAL AND RESOURCE SHARING.~~

~~4(g) THE TEACHER LIBRARIAN UNDERSTANDS MANAGEMENT TECHNIQUES, INCLUDING TIME MANAGEMENT AND SUPERVISION THAT ENSURE THE EFFICIENT OPERATION OF THE SCHOOL LIBRARY.~~

~~4(h) THE TEACHER LIBRARIAN UNDERSTANDS THE PRINCIPLES OF BASIC BUDGET PLANNING, COLLECTION DEVELOPMENT (E.G., SELECTION, PROCESSING, AND DISCARDING), AND THE GRANT APPLICATION PROCESS.~~

~~4(i) THE TEACHER LIBRARIAN UNDERSTANDS THE IMPORTANCE OF POLICIES AND PROCEDURES THAT SUPPORT TEACHING AND LEARNING IN SCHOOL LIBRARIES.~~

~~4(j) THE TEACHER LIBRARIAN UNDERSTANDS THE IMPORTANCE OF THEIR ROLE IN DEVELOPING AND PROMOTING READING (E.G., READING ALOUD TO STUDENTS AND BOOK TALKS).~~

~~**PERFORMANCE**~~

~~4(k) THE TEACHER LIBRARIAN ADHERES TO THE LEGAL AND ETHICAL TENETS EXPRESSED IN THE ALA POLICY ON CONFIDENTIALITY OF LIBRARY RECORDS, PRIVACY: AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS, AND THE ALA CODE OF ETHICS.~~

~~4(l) THE TEACHER LIBRARIAN TEACHES AND MODELS THE CONCEPTS OF INFORMATION LITERACY (E.G., READING, INFORMATION, MEDIA, DIGITAL, AND VISUAL LITERACIES, INCLUDING SOCIAL MEDIA).~~

~~4(m) THE TEACHER LIBRARIAN READS, RECOMMENDS, AND PROMOTES A WIDE AND DIVERSE RANGE OF CHILDREN'S AND YOUNG ADULT LITERATURE IN MULTIPLE FORMATS THAT REFLECT CULTURAL DIVERSITY TO FOSTER HABITS OF CREATIVE EXPRESSION AND SUPPORT READING FOR INFORMATION, PLEASURE, AND LIFELONG LEARNING.~~

~~4(n) THE TEACHER LIBRARIAN CATALOGS AND CLASSIFIES LIBRARY MATERIALS USING PROFESSIONAL LIBRARY STANDARDS.~~

~~4(o) THE TEACHER LIBRARIAN INITIATES AND PARTICIPATES IN RESOURCE SHARING WITH PUBLIC, ACADEMIC, AND SPECIAL LIBRARIES, AND WITH NETWORKS AND LIBRARY CONSORTIA.~~

~~4(p) THE TEACHER LIBRARIAN ORGANIZES, ALLOCATES, AND MANAGES THE LIBRARY RESOURCES, FACILITIES, TIME, ACTIVITIES, AND MATERIALS TO PROVIDE A BROAD RANGE OF OPPORTUNITIES FOR LEARNING.~~

~~4(q) THE TEACHER LIBRARIAN ADMINISTERS AND TRAINS STAFF TO ENSURE AN EFFECTIVE SCHOOL LIBRARY PROGRAM.~~

~~4(r) THE TEACHER LIBRARIAN UTILIZES BEST PRACTICES TO PLAN AND BUDGET RESOURCES IN A FISCALLY RESPONSIBLE MANNER.~~

~~4(s) THE TEACHER LIBRARIAN USES PROFESSIONAL RESOURCES THAT PROVIDE GUIDANCE IN THE SELECTION OF QUALITY MATERIALS AND MAINTAINS CURRENT AWARENESS OF THE LIBRARY FIELD.~~

~~4(t) THE TEACHER LIBRARIAN SUPPORTS THE STAFF BY LOCATING AND PROVIDING RESOURCES THAT ENABLE MEMBERS OF THE LEARNING COMMUNITY TO BECOME EFFECTIVE USERS OF IDEAS AND INFORMATION.~~

~~4(u) THE TEACHER LIBRARIAN DEVELOPS, IMPLEMENT, AND EVALUATE POLICIES AND PROCEDURES THAT SUPPORT TEACHING AND LEARNING IN SCHOOL LIBRARIES.~~

~~***STANDARD 5: APPLICATION OF CONTENT – THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.***~~

~~**KNOWLEDGE**~~

~~5(a) THE TEACHER LIBRARIAN UNDERSTANDS THE SCOPE AND SEQUENCE OF CURRICULA, HOW THEY INTERRELATE, AND THE INFORMATION RESOURCES NEEDED TO SUPPORT THEM.~~

~~5(b) THE TEACHER LIBRARIAN HAS A WIDE RANGE OF CROSS-CURRICULAR INTERESTS AND A BROAD SET OF INTERDISCIPLINARY RESEARCH SKILLS.~~

~~**PERFORMANCE**~~

~~5(c) THE TEACHER LIBRARIAN PARTICIPATES ON COLLABORATIVE TEACHING TEAMS AS A PEER OR LEADER TO INTEGRATE INFORMATION SKILLS, PROVIDE ACCESS TO RESOURCES, AND PROMOTE EFFECTIVE USE OF TECHNOLOGY ACROSS THE CURRICULUM.~~

~~5(d) THE TEACHER LIBRARIAN MODELS AND INSTRUCTS MULTIPLE STRATEGIES FOR STUDENTS, OTHER TEACHERS, AND ADMINISTRATORS TO LOCATE, SELECT, EVALUATE, AND ETHICALLY USE INFORMATION FOR SPECIFIC PURPOSES.~~

~~5(e) THE TEACHER LIBRARIAN DETERMINES COLLECTION DEVELOPMENT NEEDS BASED ON A VARIETY OF INPUT, INCLUDING CURRICULA, PATRON INPUT, CIRCULATION STATISTICS, AND PROFESSIONAL RESOURCES.~~

~~5(f) THE TEACHER LIBRARIAN PROMOTES APPROPRIATE USE OF RELEVANT AND RELIABLE INFORMATION AND INSTRUCTION TECHNOLOGIES.~~

~~***STANDARD 6: ASSESSMENT – THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.***~~

~~**KNOWLEDGE**~~

~~6(a) THE TEACHER LIBRARIAN UNDERSTANDS MANY METHODS OF ASSESSING THE LIBRARY PROGRAM.~~

~~6(b) THE TEACHER LIBRARIAN HAS AN AWARENESS OF A WIDE VARIETY OF FORMATIVE AND SUMMATIVE ASSESSMENT STRATEGIES TO MONITOR STUDENT PROGRESS.~~

~~**PERFORMANCE**~~

~~6(c) THE TEACHER LIBRARIAN COMMUNICATES AND COLLABORATES WITH STUDENTS, TEACHERS, ADMINISTRATORS, AND COMMUNITY MEMBERS TO DEVELOP A LIBRARY PROGRAM THAT ALIGNS RESOURCES, SERVICES, AND STANDARDS WITH THE SCHOOL'S MISSION.~~

~~6(d) THE TEACHER LIBRARIAN MAKES EFFECTIVE USE OF DATA AND INFORMATION TO ASSESS HOW THE LIBRARY PROGRAM ADDRESSES THE NEEDS OF DIVERSE COMMUNITIES.~~

~~6(e) THE TEACHER LIBRARIAN COLLABORATES WITH OTHER TEACHERS TO CREATE STUDENT ASSESSMENT OPPORTUNITIES IN A VARIETY OF FORMATS.~~

~~***STANDARD 7: PLANNING FOR INSTRUCTION - THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS- DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.***~~

~~**KNOWLEDGE**~~

~~7(a) THE TEACHER LIBRARIAN UNDERSTANDS HOW TO DEVELOP AND IMPLEMENT THE SCHOOL LIBRARY PROGRAM THAT REFLECTS THE MISSION, GOALS, AND OBJECTIVES OF THE SCHOOL.~~

~~7(b) THE TEACHER LIBRARIAN UNDERSTANDS EFFECTIVE PRINCIPLES OF TEACHING AND LEARNING IN COLLABORATIVE PARTNERSHIP WITH OTHER EDUCATORS.~~

~~7(c) THE TEACHER LIBRARIAN ACKNOWLEDGES THE IMPORTANCE OF PARTICIPATING IN CURRICULUM DEVELOPMENT.~~

~~**PERFORMANCE**~~

~~7(d) THE TEACHER LIBRARIAN DEVELOPS AND IMPLEMENTS THE SCHOOL LIBRARY MISSION, GOALS, OBJECTIVES, POLICIES, AND PROCEDURES.~~

~~7(e) THE TEACHER LIBRARIAN IDENTIFIES APPROPRIATE SERVICES, RESOURCES, AND TECHNOLOGY TO MEET DIVERSE LEARNING NEEDS.~~

~~7(f) THE TEACHER LIBRARIAN INCLUDES A VARIETY OF READING AND INFORMATION MATERIALS IN INSTRUCTION AND PROMPTS STUDENTS THROUGH QUESTIONING TECHNIQUES TO IMPROVE PERFORMANCE.~~

~~7(g) THE TEACHER LIBRARIAN COLLABORATES WITH OTHER TEACHERS AS THEY CREATE, IMPLEMENT, AND EVALUATE LESSONS, AND MODELS THE USE OF INFORMATION TOOLS TO MEET THE DEVELOPMENTAL AND INDIVIDUAL NEEDS OF DIVERSE STUDENTS.~~

~~7(h) THE TEACHER LIBRARIAN USES APPROPRIATE PRINT AND/OR ELECTRONIC INSTRUCTIONAL RESOURCES TO DESIGN LEARNING EXPERIENCES.~~

~~7(i) THE TEACHER LIBRARIAN MODELS, SHARES, AND PROMOTES EFFECTIVE PRINCIPLES OF TEACHING AND LEARNING IN COLLABORATIVE PARTNERSHIP WITH OTHER EDUCATORS.~~

~~7(j) THE TEACHER LIBRARIAN ENGAGES IN SCHOOL IMPROVEMENT PROCESSES BY OFFERING PROFESSIONAL DEVELOPMENT TO OTHER EDUCATORS AS IT RELATES TO LIBRARY AND INFORMATION USE.~~

~~STANDARD 8: INSTRUCTIONAL STRATEGIES – THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.~~

~~KNOWLEDGE~~

~~8(a) THE TEACHER LIBRARIAN UNDERSTANDS HOW TWENTY-FIRST CENTURY LITERACY SKILLS SUPPORT THE LEARNING NEEDS OF THE SCHOOL COMMUNITY.~~

~~8(b) THE TEACHER LIBRARIAN RECOGNIZES THAT THE EFFECTIVE USE OF CURRENT AND EMERGING DIGITAL TOOLS TO LOCATE, ANALYZE, EVALUATE, AND USE INFORMATION RESOURCES WILL SUPPORT RESEARCHING, LEARNING, CREATING, AND COMMUNICATING IN A DIGITAL SOCIETY.~~

~~PERFORMANCE~~

~~8(c) THE TEACHER LIBRARIAN DESIGNS AND ADAPTS RELEVANT LEARNING EXPERIENCES THAT ENGAGE STUDENTS IN AUTHENTIC LEARNING THROUGH THE USE OF DIGITAL TOOLS AND RESOURCES.~~

~~8(d) THE TEACHER LIBRARIAN STIMULATES CRITICAL THINKING THROUGH THE SKILLFUL USE OF QUESTIONING TECHNIQUES, AND GUIDES STUDENTS AND STAFF IN THE SELECTION OF MATERIALS AND INFORMATION FOR READING, WRITING, VIEWING, SPEAKING, LISTENING, AND PRESENTING.~~

~~8(e) THE TEACHER LIBRARIAN PROVIDES OPPORTUNITIES TO FOSTER AND MODEL HIGHER ORDER THINKING SKILLS AND METACOGNITION.~~

~~8(f) THE TEACHER LIBRARIAN PROVIDES ACCESS TO INFORMATION FROM A VARIETY OF SOURCES TO ENRICH LEARNING FOR STUDENTS AND STAFF.~~

~~8(g) THE TEACHER LIBRARIAN USES APPROPRIATE INSTRUCTIONAL RESOURCES IN A VARIETY OF FORMATS TO DESIGN LEARNING EXPERIENCES.~~

~~8(h) THE TEACHER LIBRARIAN EMPLOYS STRATEGIES TO INTEGRATE MULTIPLE LITERACIES WITH CONTENT CURRICULUM.~~

~~8(i) THE TEACHER LIBRARIAN INTEGRATES THE USE OF EMERGING TECHNOLOGIES AS A MEANS FOR EFFECTIVE AND CREATIVE TEACHING AND TO SUPPORT K-12 STUDENTS' CONCEPTUAL UNDERSTANDING, CRITICAL THINKING AND CREATIVE PROCESSES.~~

~~8(j) THE TEACHER LIBRARIAN COLLABORATES WITH CLASSROOM TEACHERS TO REINFORCE A WIDE VARIETY OF READING INSTRUCTIONAL STRATEGIES TO ENSURE K-12 STUDENTS ARE ABLE TO CREATE MEANING FROM TEXT.~~

~~8(k) THE TEACHER LIBRARIAN SERVES ALL MEMBERS OF THE LEARNING COMMUNITY AS FACILITATOR, COACH, GUIDE, LISTENER, TRAINER, AND MENTOR.~~

~~8(l) THE TEACHER LIBRARIAN DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES, BOTH INDEPENDENTLY AND IN COLLABORATION WITH OTHER TEACHERS.~~

~~STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE – THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE~~

~~***COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.***~~

~~**KNOWLEDGE**~~

~~9(a) THE TEACHER LIBRARIAN UNDERSTANDS THE DOCUMENTS AND POLICIES THAT PROMOTE INTELLECTUAL FREEDOM AND FREEDOM OF EXPRESSION.~~

~~9(b) THE TEACHER LIBRARIAN UNDERSTANDS THE PARAMETERS OF INFORMATION ACCESS, RESOURCE SHARING, AND OWNERSHIP BASED ON PRINCIPLES OF INTELLECTUAL FREEDOM AND COPYRIGHT GUIDELINES.~~

~~9(c) THE TEACHER LIBRARIAN UNDERSTANDS CONFIDENTIALITY ISSUES RELATED TO LIBRARY RECORDS.~~

~~9(d) THE TEACHER LIBRARIAN RECOGNIZES THE IMPORTANCE OF EVALUATING PRACTICE FOR IMPROVEMENT OF THE SCHOOL LIBRARY PROGRAM.~~

~~**PERFORMANCE**~~

~~9(e) THE TEACHER LIBRARIAN PRACTICES THE ETHICAL PRINCIPLES OF THE PROFESSION, ADVOCATES FOR INTELLECTUAL FREEDOM AND PRIVACY, AND PROMOTES AND MODELS DIGITAL CITIZENSHIP AND RESPONSIBILITY.~~

~~9(f) THE TEACHER LIBRARIAN EDUCATES THE SCHOOL COMMUNITY ON THE ETHICAL USE OF INFORMATION AND IDEAS.~~

~~9(g) THE TEACHER LIBRARIAN USES EVIDENCE-BASED RESEARCH TO COLLECT, INTERPRET, AND USE DATA TO IMPROVE PRACTICE IN SCHOOL LIBRARIES.~~

~~9(h) THE TEACHER LIBRARIAN MODELS A STRONG COMMITMENT TO THE PROFESSION BY PARTICIPATING IN PROFESSIONAL GROWTH AND LEADERSHIP OPPORTUNITIES, SUCH AS PROFESSIONAL LEARNING COMMUNITIES, MEMBERSHIP IN LIBRARY ASSOCIATIONS, ATTENDANCE AT PROFESSIONAL CONFERENCES, AND READING PROFESSIONAL PUBLICATIONS.~~

~~9(i) THE TEACHER LIBRARIAN USES PROFESSIONAL RESOURCES TO KEEP CURRENT IN THE FIELD AND TO ASSIST IN THE SELECTION OF QUALITY MATERIALS.~~

~~STANDARD 10: LEADERSHIP AND COLLABORATION - THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.~~

~~KNOWLEDGE~~

~~10(a) THE TEACHER LIBRARIAN UNDERSTANDS VARIOUS COMMUNICATION AND PUBLIC RELATIONS STRATEGIES.~~

~~10(b) THE TEACHER LIBRARIAN UNDERSTANDS THE ROLE AND RELATIONSHIP OF THE SCHOOL LIBRARY PROGRAM'S IMPACT ON STUDENT ACADEMIC ACHIEVEMENT WITHIN THE CONTEXT OF CURRENT EDUCATIONAL INITIATIVES.~~

~~10(c) THE TEACHER LIBRARIAN RECOGNIZES THE VALUE OF SHARING EXPERTISE WITH COLLEAGUES.~~

~~PERFORMANCE~~

~~10(d) THE TEACHER LIBRARIAN MODELS AND PROMOTES LIFELONG READING FOR PURPOSES OF SEEKING INFORMATION, KNOWLEDGE, PLEASURE, AND LEARNING.~~

~~10(e) THE TEACHER LIBRARIAN COLLABORATES WITH COLLEAGUES AND STUDENTS TO ASSESS, INTERPRET, AND COMMUNICATE INFORMATION.~~

~~10(f) THE TEACHER LIBRARIAN PARTICIPATES IN DECISION-MAKING GROUPS TO CONTINUALLY IMPROVE LIBRARY SERVICES.~~

~~10(g) THE TEACHER LIBRARIAN PARTICIPATES ON COLLABORATIVE TEACHING TEAMS AS A PEER OR LEADER TO INTEGRATE INFORMATION SKILLS, PROVIDE ACCESS TO RESOURCES, AND PROMOTE EFFECTIVE USE OF TECHNOLOGY ACROSS THE CURRICULUM.~~

~~10(h) THE TEACHER LIBRARIAN DEMONSTRATES THE ABILITY TO ESTABLISH CONNECTIONS WITH OTHER LIBRARIES AND TO STRENGTHEN COOPERATION AMONG LIBRARY COLLEAGUES FOR RESOURCE SHARING, NETWORKING, AND FACILITATING ACCESS TO INFORMATION.~~

~~10(i) THE TEACHER LIBRARIAN ARTICULATES THE ROLE AND RELATIONSHIP OF THE SCHOOL LIBRARY PROGRAM'S IMPACT ON STUDENT~~

~~ACADEMIC ACHIEVEMENT WITHIN THE CONTEXT OF CURRENT EDUCATIONAL INITIATIVES.~~

~~10(j) THE TEACHER LIBRARIAN IDENTIFIES STAKEHOLDERS WITHIN AND OUTSIDE THE SCHOOL COMMUNITY WHO IMPACT THE SCHOOL LIBRARY PROGRAM.~~

~~10(k) THE TEACHER LIBRARIAN ADVOCATES FOR SCHOOL LIBRARY AND INFORMATION PROGRAMS, RESOURCES, SERVICES, AND THE LIBRARY PROFESSION.~~

~~10(l) THE TEACHER LIBRARIAN SEEKS TO SHARE EXPERTISE WITH OTHERS THROUGH IN-SERVICE, LOCAL CONFERENCES AND OTHER VENUES.~~

DRAFT

~~IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS~~

~~ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE IDAHO CORE TEACHER STANDARDS AND THE STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~THE FOLLOWING KNOWLEDGE AND PERFORMANCE STATEMENTS FOR THE VISUAL AND PERFORMING ARTS TEACHER STANDARDS ARE WIDELY RECOGNIZED, BUT NOT ALL-ENCOMPASSING OR ABSOLUTE, INDICATORS THAT TEACHER CANDIDATES HAVE MET THE STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. IT IS THE RESPONSIBILITY OF A TEACHER PREPARATION PROGRAM TO USE INDICATORS IN A MANNER THAT IS CONSISTENT WITH ITS CONCEPTUAL FRAMEWORK AND THAT ASSURES ATTAINMENT OF THE STANDARDS.~~

~~AN IMPORTANT COMPONENT OF THE TEACHING PROFESSION IS A CANDIDATE'S DISPOSITION. PROFESSIONAL DISPOSITIONS ARE HOW CANDIDATES VIEW THE TEACHING PROFESSION, THEIR CONTENT AREA, AND/OR STUDENTS AND THEIR LEARNING. EVERY TEACHER PREPARATION PROGRAM AT EACH INSTITUTION IS RESPONSIBLE FOR ESTABLISHING AND PROMOTING A COMPREHENSIVE SET OF GUIDELINES FOR CANDIDATE DISPOSITIONS.~~

~~STANDARD 1: LEARNER DEVELOPMENT. THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.~~

~~STANDARD 2: LEARNING DIFFERENCES. THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.~~

~~**KNOWLEDGE**~~

~~2(a) THE TEACHER UNDERSTANDS THE IMPACT OF THE ARTS ON STUDENTS WITH EXCEPTIONAL NEEDS, INCLUDING THOSE ASSOCIATED WITH DISABILITIES, GIFTEDNESS, SECOND LANGUAGE ACQUISITION, AND AT-RISK STUDENTS.~~

~~***STANDARD 3: LEARNING ENVIRONMENTS. THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.***~~

~~***STANDARD 4: CONTENT KNOWLEDGE. THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.***~~

~~**KNOWLEDGE**~~

~~4(a) THE TEACHER UNDERSTANDS THE HISTORY AND FOUNDATION OF ARTS EDUCATION.~~

~~4(b) THE TEACHER UNDERSTANDS THE PROCESSES AND CONTENT OF THE ARTS DISCIPLINE BEING TAUGHT.~~

~~4(c) THE TEACHER UNDERSTANDS HOW TO OBSERVE, DESCRIBE, INTERPRET, CRITIQUE, AND ASSESS THE ARTS DISCIPLINE BEING TAUGHT.~~

~~4(d) THE TEACHER UNDERSTANDS THE CULTURAL, HISTORICAL, AND CONTEMPORARY CONTEXTS SURROUNDING WORKS OF ART.~~

~~4(e) THE TEACHER UNDERSTANDS THAT THE ARTS COMMUNICATE, CHALLENGE, AND INFLUENCE CULTURE AND SOCIETY.~~

~~4(f) THE TEACHER UNDERSTANDS THE AESTHETIC PURPOSES OF THE ARTS AND THAT ARTS INVOLVE A VARIETY OF PERSPECTIVES AND VIEWPOINTS.~~

~~4(g) THE TEACHER UNDERSTANDS HOW TO SELECT AND EVALUATE A RANGE OF ARTISTIC SUBJECT MATTER AND IDEAS APPROPRIATE FOR STUDENTS' PERSONAL AND/OR CAREER INTERESTS.~~

~~4(h) THE TEACHER UNDERSTANDS CONNECTIONS BETWEEN ART CURRICULUM AND VOCATIONAL OPPORTUNITIES.~~

~~**PERFORMANCE**~~

~~4(i) THE TEACHER INSTRUCTS, DEMONSTRATES, AND MODELS TECHNICAL AND EXPRESSIVE PROFICIENCY IN THE PARTICULAR ARTS DISCIPLINE BEING TAUGHT.~~

~~***STANDARD 5: APPLICATION OF CONTENT. THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.***~~

~~**KNOWLEDGE**~~

~~5(a) THE TEACHER UNDERSTANDS THE RELATIONSHIPS BETWEEN THE ARTS AND HOW THE ARTS ARE VITAL TO ALL CONTENT AREAS.~~

~~**PERFORMANCE**~~

~~5(b) THE TEACHER ENGAGES STUDENTS IN IDENTIFYING RELATIONSHIPS BETWEEN THE ARTS AND OTHER CONTENT AREAS.~~

~~5(c) THE TEACHER INSTRUCTS STUDENTS IN MAKING OBSERVATIONS, INTERPRETATIONS, AND JUDGMENTS ABOUT THEIR OWN ARTWORKS AND THE WORKS OF OTHER ARTISTS.~~

~~***STANDARD 6: ASSESSMENT. THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.***~~

~~**KNOWLEDGE**~~

~~6(a) THE TEACHER UNDERSTANDS ASSESSMENT STRATEGIES SPECIFIC TO CREATING, PERFORMING, AND RESPONDING.~~

~~6(b) THE TEACHER UNDERSTANDS HOW ARTS ASSESSMENTS STRATEGIES (E.G., PORTFOLIO, CRITIQUE, PERFORMANCE/PRESENTATION) SPECIFIC TO THE ARTS ENHANCE EVALUATION, AS WELL AS STUDENT KNOWLEDGE AND PERFORMANCE.~~

~~**PERFORMANCE**~~

~~6(c) THE TEACHER ASSESSES STUDENT WORK SPECIFIC TO CREATING, PERFORMING, AND RESPONDING.~~

~~***STANDARD 7: PLANNING FOR INSTRUCTION. THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS- DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.***~~

~~**KNOWLEDGE**~~

~~7(a) THE TEACHER UNDERSTANDS THAT INSTRUCTIONAL PLANNING FOR THE ARTS TEACHER INCLUDES ACQUISITION AND MANAGEMENT OF MATERIALS, TECHNOLOGY, EQUIPMENT, AND USE OF PHYSICAL SPACE.~~

~~***STANDARD 8: INSTRUCTIONAL STRATEGIES. THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.***~~

~~***STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.***~~

~~**KNOWLEDGE**~~

~~9(a) THE TEACHER UNDERSTANDS REGULATIONS REGARDING COPYRIGHT LAWS.~~

~~***STANDARD 10: LEADERSHIP AND COLLABORATION. THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.***~~

~~**KNOWLEDGE**~~

~~10(a) THE TEACHER UNDERSTANDS APPROPRIATE ADMINISTRATIVE, FINANCIAL, MANAGEMENT, AND ORGANIZATIONAL ASPECTS SPECIFIC TO THE SCHOOL/DISTRICT ARTS PROGRAM AND ITS COMMUNITY PARTNERS.~~

~~10(b) THE TEACHER UNDERSTANDS THE UNIQUE RELATIONSHIPS BETWEEN THE ARTS AND THEIR AUDIENCES.~~

~~**PERFORMANCE**~~

~~10(c) THE TEACHER PROMOTES THE ARTS FOR THE ENHANCEMENT OF THE SCHOOL, THE COMMUNITY, AND SOCIETY.~~

~~10(d) THE TEACHER SELECTS AND CREATES ART EXHIBITS AND PERFORMANCES THAT ARE APPROPRIATE FOR DIFFERENT AUDIENCES.~~

~~***STANDARD 11: SAFETY AND MANAGEMENT - THE TEACHER CREATES A SAFE, PRODUCTIVE PHYSICAL LEARNING ENVIRONMENT, INCLUDING MANAGEMENT OF TOOLS, SUPPLIES, EQUIPMENT, AND SPACE.***~~

DRAFT

KNOWLEDGE

11(a) THE TEACHER KNOWS THE PROCEDURES FOR SAFELY HANDLING, OPERATING, STORING, AND MAINTAINING THE TOOLS AND EQUIPMENT APPROPRIATE TO HIS OR HER ARTS DISCIPLINE.

11(b) THE TEACHER UNDERSTANDS THE USE AND MANAGEMENT OF NECESSARY PERFORMANCE AND EXHIBIT TOOLS AND EQUIPMENT SPECIFIC TO HIS OR HER DISCIPLINE.

PERFORMANCE

11(c) THE TEACHER ESTABLISHED PROCEDURES THAT ENSURE STUDENTS HAVE THE SKILLS AND KNOWLEDGE NECESSARY TO ACCOMPLISH TASKS SAFELY.

11(d) THE TEACHER MANAGES THE SIMULTANEOUS ACTIVITIES THAT TAKE PLACE DAILY IN THE ARTS CLASSROOM.

DRAFT

~~IDAHO STANDARDS FOR MUSIC TEACHERS~~

~~ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE IDAHO CORE TEACHER STANDARDS AND THE STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~THE FOLLOWING KNOWLEDGE AND PERFORMANCE STATEMENTS FOR THE MUSIC TEACHER STANDARDS ARE WIDELY RECOGNIZED, BUT NOT ALL-ENCOMPASSING OR ABSOLUTE, INDICATORS THAT TEACHER CANDIDATES HAVE MET THE STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. IT IS THE RESPONSIBILITY OF A TEACHER PREPARATION PROGRAM TO USE INDICATORS IN A MANNER THAT IS CONSISTENT WITH ITS CONCEPTUAL FRAMEWORK AND THAT ASSURES ATTAINMENT OF THE STANDARDS.~~

~~AN IMPORTANT COMPONENT OF THE TEACHING PROFESSION IS A CANDIDATE'S DISPOSITION. PROFESSIONAL DISPOSITIONS ARE HOW CANDIDATES VIEW THE TEACHING PROFESSION, THEIR CONTENT AREA, AND/OR STUDENTS AND THEIR LEARNING. EVERY TEACHER PREPARATION PROGRAM AT EACH INSTITUTION IS RESPONSIBLE FOR ESTABLISHING AND PROMOTING A COMPREHENSIVE SET OF GUIDELINES FOR CANDIDATE DISPOSITIONS.~~

~~STANDARD 1: LEARNER DEVELOPMENT. THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.~~

~~STANDARD 2: LEARNING DIFFERENCES. THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.~~

~~***STANDARD 3: LEARNING ENVIRONMENTS. THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.***~~

~~***STANDARD 4: CONTENT KNOWLEDGE. THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.***~~

~~**PERFORMANCE**~~

~~4(a) THE TEACHER IS ABLE TO PREPARE STUDENTS FOR MUSICAL PERFORMANCE, INCLUDING:~~

~~• SINGING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC.~~

~~• PERFORMING ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC.~~

~~• READING AND NOTATING MUSIC~~

~~4(b) THE TEACHER IS ABLE TO TEACH STUDENTS HOW TO CREATE MUSIC, INCLUDING:~~

~~• IMPROVISING MELODIES, VARIATIONS, AND ACCOMPANIMENTS.~~

~~• COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES.~~

~~4(c) THE TEACHER IS ABLE TO PREPARE STUDENTS TO RESPOND TO MUSICAL WORKS, INCLUDING THE FOLLOWING:~~

~~• LISTENING TO, ANALYZING, AND DESCRIBING MUSIC.~~

~~• EVALUATING MUSIC AND MUSIC PERFORMANCES.~~

~~4(d) THE TEACHER IS ABLE TO PREPARE STUDENTS TO MAKE MUSICAL CONNECTIONS, INCLUDING:~~

~~• UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS.~~

~~• UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE.~~

~~***STANDARD 5: APPLICATION OF CONTENT. THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.***~~

~~**PERFORMANCE**~~

~~5(a) THE TEACHER IS ABLE TO DEMONSTRATE HOW TO APPLY MUSIC CONTENT KNOWLEDGE IN THE FOLLOWING SETTINGS: GENERAL MUSIC, MUSIC THEORY, MUSIC TECHNOLOGY, GUITAR, KEYBOARD, AND PERFORMING ENSEMBLES.~~

~~***STANDARD 6: ASSESSMENT. THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.***~~

~~***STANDARD 7: PLANNING FOR INSTRUCTION. THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS- DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.***~~

~~***STANDARD 8: INSTRUCTIONAL STRATEGIES. THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.***~~

~~***STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.***~~

~~***STANDARD 10: LEADERSHIP AND COLLABORATION. THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS,***~~

~~***AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.***~~

DRAFT

~~IDAHO STANDARDS FOR THEATRE ARTS TEACHERS~~

~~ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE IDAHO CORE TEACHER STANDARDS AND THE STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~THE FOLLOWING KNOWLEDGE AND PERFORMANCE STATEMENTS FOR THE THEATRE ARTS TEACHER STANDARDS ARE WIDELY RECOGNIZED, BUT NOT ALL-ENCOMPASSING OR ABSOLUTE, INDICATORS THAT TEACHER CANDIDATES HAVE MET THE STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. IT IS THE RESPONSIBILITY OF A TEACHER PREPARATION PROGRAM TO USE INDICATORS IN A MANNER THAT IS CONSISTENT WITH ITS CONCEPTUAL FRAMEWORK AND THAT ASSURES ATTAINMENT OF THE STANDARDS.~~

~~AN IMPORTANT COMPONENT OF THE TEACHING PROFESSION IS A CANDIDATE'S DISPOSITION. PROFESSIONAL DISPOSITIONS ARE HOW CANDIDATES VIEW THE TEACHING PROFESSION, THEIR CONTENT AREA, AND/OR STUDENTS AND THEIR LEARNING. EVERY TEACHER PREPARATION PROGRAM AT EACH INSTITUTION IS RESPONSIBLE FOR ESTABLISHING AND PROMOTING A COMPREHENSIVE SET OF GUIDELINES FOR CANDIDATE DISPOSITIONS.~~

~~STANDARD 1: LEARNER DEVELOPMENT. THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.~~

~~STANDARD 2: LEARNING DIFFERENCES. THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.~~

~~***STANDARD 3: LEARNING ENVIRONMENTS. THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.***~~

~~***STANDARD 4: CONTENT KNOWLEDGE. THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.***~~

~~**KNOWLEDGE**~~

~~4(a) THE TEACHER KNOWS THE HISTORY OF THEATER AS A FORM OF ENTERTAINMENT AND AS A REFLECTION OF CULTURE AND SOCIETY INFLUENCE.~~

~~4(b) THE TEACHER KNOWS THE BASIC HISTORY, THEORIES, AND PROCESSES OF PLAY WRITING, ACTING, AND DIRECTING.~~

~~4(c) THE TEACHER UNDERSTANDS TECHNICAL THEATRE/STAGECRAFT IS AN ESSENTIAL COMPONENT OF THEATRE ARTS.~~

~~PERFORMANCE~~

~~4(d) THE TEACHER DEMONSTRATES PROFICIENCY IN ALL ASPECTS OF TECHNICAL THEATRE/STAGECRAFT.~~

~~4(e) THE TEACHER DEMONSTRATES PROFICIENCY IN ALL ASPECTS OF PERFORMANCE.~~

~~STANDARD 5: APPLICATION OF CONTENT. THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.~~

~~PERFORMANCE~~

~~5(a) THE TEACHER DEMONSTRATES THE ABILITY TO DIRECT SHOWS FOR PUBLIC PERFORMANCE.~~

~~5(b) THE TEACHER DEMONSTRATES THE ABILITY TO EMPLOY ALL ASPECTS OF TECHNICAL THEATRE/STAGECRAFT TO BUILD A SHOW FOR PUBLIC PERFORMANCE.~~

~~STANDARD 6: ASSESSMENT. THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.~~

~~STANDARD 7: PLANNING FOR INSTRUCTION. THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS- DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.~~

~~STANDARD 8: INSTRUCTIONAL STRATEGIES. THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.~~

~~STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON~~

~~***OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.***~~

~~**PERFORMANCE**~~

~~9(a) TEACHER DEMONSTRATES THE ABILITY TO SECURE PERFORMANCE RIGHTS FOR VARIOUS FORMS OF PRODUCTIONS.~~

~~***STANDARD 10: LEADERSHIP AND COLLABORATION. THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.***~~

~~***STANDARD 11: SAFETY AND MANAGEMENT – THE TEACHER CREATES A SAFE, PRODUCTIVE PHYSICAL ENVIRONMENT, INCLUDING MANAGEMENT OF TOOLS, SUPPLIES, EQUIPMENT, AND SPACE.***~~

~~**KNOWLEDGE**~~

~~11(a) THE TEACHER UNDERSTANDS HOW TO OPERATE SAFELY AND MAINTAIN THE THEATRE FACILITY.~~

~~11(b) THE TEACHER UNDERSTANDS HOW TO OPERATE SAFELY AND MAINTAIN TECHNICAL THEATRE EQUIPMENT.~~

~~11(c) THE TEACHER UNDERSTANDS OSHA AND SAFETY STANDARDS SPECIFIC TO THEATRE ARTS.~~

~~11(d) THE TEACHER UNDERSTANDS HOW TO MANAGE SAFELY THE REQUIREMENTS UNIQUE TO THEATRE ARTS.~~

~~**PERFORMANCE**~~

~~11(e) THE TEACHER CAN OPERATE SAFELY AND MAINTAIN THE THEATRE FACILITY.~~

~~11(f) THE TEACHER CAN OPERATE SAFELY AND MAINTAIN TECHNICAL THEATRE EQUIPMENT.~~

~~11(g) THE TEACHER EMPLOYS OSHA AND SAFETY STANDARDS SPECIFIC TO THEATRE ARTS.~~

~~11(h) THE TEACHER CAN MANAGE SAFELY THE REQUIREMENTS UNIQUE TO THEATRE ARTS.~~

DRAFT

~~IDAHO STANDARDS FOR VISUAL ARTS TEACHERS~~

~~ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE IDAHO CORE TEACHER STANDARDS AND THE STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~THE FOLLOWING KNOWLEDGE AND PERFORMANCE STATEMENTS FOR THE VISUAL ARTS TEACHER STANDARDS ARE WIDELY RECOGNIZED, BUT NOT ALL-ENCOMPASSING OR ABSOLUTE, INDICATORS THAT TEACHER CANDIDATES HAVE MET THE STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. IT IS THE RESPONSIBILITY OF A TEACHER PREPARATION PROGRAM TO USE INDICATORS IN A MANNER THAT ARE CONSISTENT WITH ITS CONCEPTUAL FRAMEWORK AND THAT ASSURES ATTAINMENT OF THE STANDARDS.~~

~~AN IMPORTANT COMPONENT OF THE TEACHING PROFESSION IS A CANDIDATE'S DISPOSITION. PROFESSIONAL DISPOSITIONS ARE CANDIDATES VIEW THE TEACHING PROFESSION, THEIR CONTENT AREA, AND/OR STUDENTS AND THEIR LEARNING. EVERY TEACHER PREPARATION PROGRAM AT EACH INSTITUTION IS RESPONSIBLE FOR ESTABLISHING AND PROMOTING A COMPREHENSIVE SET OF GUIDELINES FOR CANDIDATE DISPOSITIONS.~~

~~STANDARD 1: LEARNER DEVELOPMENT. THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.~~

~~STANDARD 2: LEARNING DIFFERENCES. THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.~~

~~***STANDARD 3: LEARNING ENVIRONMENTS. THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF-MOTIVATION.***~~

~~***STANDARD 4: CONTENT KNOWLEDGE. THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.***~~

~~KNOWLEDGE~~

~~4(a) THE TEACHER UNDERSTANDS A VARIETY OF MEDIA, STYLES, AND TECHNIQUES IN MULTIPLE ART FORMS.~~

~~4(b) THE TEACHER HAS KNOWLEDGE OF INDIVIDUAL ARTISTS' STYLES AND UNDERSTANDS THE HISTORICAL AND CONTEMPORARY MOVEMENTS AND CULTURAL CONTEXTS OF THOSE WORKS.~~

~~4(c) THE TEACHER UNDERSTANDS THE ELEMENTS AND PRINCIPLES OF ART AND HOW THEY RELATE TO ART MAKING AND ART CRITICISM.~~

~~4(d) THE TEACHER UNDERSTANDS HOW TO USE THE CREATIVE PROCESS (BRAINSTORM, RESEARCH, ROUGH SKETCH, FINAL PRODUCT, AND REFLECTION).~~

~~4(e) THE TEACHER UNDERSTANDS THE VALUE OF VISUAL ARTS AS THEY RELATE TO EVERYDAY EXPERIENCES.~~

~~**PERFORMANCE**~~

~~4(f) THE TEACHER APPLIES A VARIETY OF MEDIA, STYLES, AND TECHNIQUES IN MULTIPLE ART FORMS.~~

~~4(g) THE TEACHER INSTRUCTS STUDENTS IN INDIVIDUAL ARTIST STYLES AND UNDERSTANDS HISTORICAL AND CONTEMPORARY MOVEMENTS AND CULTURAL CONTEXTS OF THOSE WORKS.~~

~~4(h) THE TEACHER APPLIES THE ELEMENTS AND PRINCIPLES OF ART AND HOW THEY RELATE TO ART MAKING AND ART CRITICISM.~~

~~4(i) THE TEACHER DEMONSTRATES HOW TO USE THE CREATIVE PROCESS (BRAINSTORM, RESEARCH, ROUGH SKETCH, FINAL PRODUCT).~~

~~4(j) THE TEACHER PROVIDES OPPORTUNITIES FOR STUDENTS TO COLLECT WORK OVER TIME (PORTFOLIO) TO REFLECT ON THEIR PROGRESS, AND TO EXHIBIT THEIR WORK.~~

~~***STANDARD 5: APPLICATION OF CONTENT. THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.***~~

~~***STANDARD 6: ASSESSMENT. THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.***~~

~~***STANDARD 7: PLANNING FOR INSTRUCTION. THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS-DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.***~~

~~***STANDARD 8: INSTRUCTIONAL STRATEGIES. THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.***~~

~~***STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.***~~

~~***STANDARD 10: LEADERSHIP AND COLLABORATION. THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.***~~

DRAFT

~~IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS~~

~~ALL TEACHER CANDIDATES ARE EXPECTED TO MEET OR EXCEED THE IDAHO CORE TEACHER STANDARDS AND THE STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S). ADDITIONALLY, ALL TEACHER CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~THE FOLLOWING KNOWLEDGE AND PERFORMANCE STATEMENTS FOR THE WORLD LANGUAGES TEACHER STANDARDS ARE WIDELY RECOGNIZED, BUT NOT ALL-ENCOMPASSING OR ABSOLUTE, INDICATORS THAT TEACHER CANDIDATES HAVE MET THE STANDARDS. THE EVIDENCE VALIDATING CANDIDATES' ABILITY TO DEMONSTRATE THESE STANDARDS SHALL BE COLLECTED FROM A VARIETY OF SETTINGS INCLUDING, BUT NOT LIMITED TO, COURSES, PRACTICUM, AND FIELD EXPERIENCES. IT IS THE RESPONSIBILITY OF A TEACHER PREPARATION PROGRAM TO USE INDICATORS IN A MANNER THAT ASSURES ATTAINMENT OF THE STANDARDS AND IS CONSISTENT WITH ITS CONCEPTUAL FRAMEWORK.~~

~~AN IMPORTANT COMPONENT OF THE TEACHING PROFESSION IS A CANDIDATE'S DISPOSITION. PROFESSIONAL DISPOSITIONS ARE HOW THE CANDIDATE VIEWS THE TEACHING PROFESSION, THEIR CONTENT AREA, AND/OR STUDENTS AND THEIR LEARNING. EVERY TEACHER PREPARATION PROGRAM AT EACH INSTITUTION IS RESPONSIBLE FOR ESTABLISHING AND PROMOTING A COMPREHENSIVE SET OF GUIDELINES FOR CANDIDATE DISPOSITIONS.~~

~~STANDARD 1: LEARNER DEVELOPMENT. THE TEACHER UNDERSTANDS HOW LEARNERS GROW AND DEVELOP, RECOGNIZING THAT PATTERNS OF LEARNING AND DEVELOPMENT VARY INDIVIDUALLY WITHIN AND ACROSS THE COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL AREAS, AND DESIGNS AND IMPLEMENTS DEVELOPMENTALLY APPROPRIATE AND CHALLENGING LEARNING EXPERIENCES.~~

~~KNOWLEDGE~~

~~1(a) THE TEACHER UNDERSTANDS THAT THE PROCESS OF SECOND LANGUAGE ACQUISITION INCLUDES A VARIETY OF SKILLS WITHIN THE PRESENTATIONAL, INTERPRETIVE, AND INTERPERSONAL MODES OF COMMUNICATION.~~

~~1(b) THE TEACHER UNDERSTANDS THAT CULTURAL KNOWLEDGE IS ESSENTIAL FOR THE DEVELOPMENT OF SECOND LANGUAGE ACQUISITION.~~

~~1(c) THE TEACHER KNOWS THE METHODOLOGIES AND THEORIES SPECIFIC TO SECOND LANGUAGE ACQUISITION.~~

~~1(d) THE TEACHER UNDERSTANDS THE LEARNER DEVELOPMENT PROCESS FROM NOVICE TO ADVANCED LEVELS OF LANGUAGE PROFICIENCY.~~

~~PERFORMANCE~~

~~1(e) THE TEACHER USES A VARIETY OF SKILLS WITHIN THE PRESENTATIONAL, INTERPRETIVE, AND INTERPERSONAL MODES OF COMMUNICATION.~~

~~1(f) THE TEACHER INTEGRATES CULTURAL KNOWLEDGE INTO ALL LANGUAGE DEVELOPMENT.~~

~~1(g) THE TEACHER INTEGRATES THE LANGUAGE THEORIES FOR FIRST AND SECOND LANGUAGE ACQUISITION RELATED TO COGNITIVE DEVELOPMENT IN ORDER TO FACILITATE LANGUAGE GROWTH.~~

~~***STANDARD 2: LEARNING DIFFERENCES. THE TEACHER USES UNDERSTANDING OF INDIVIDUAL DIFFERENCES AND DIVERSE CULTURES AND COMMUNITIES TO ENSURE INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS.***~~

~~KNOWLEDGE~~

~~2(a) THE TEACHER UNDERSTANDS SOCIOLINGUISTIC FACTORS SUCH AS GENDER, AGE, SOCIOECONOMIC BACKGROUND, ETHNICITY, SEXUAL ORIENTATION, RELIGIOUS BELIEFS THAT AFFECT HOW INDIVIDUALS PERCEIVE AND RELATE TO THEIR OWN CULTURE AND LANGUAGE AND THAT OF THE SECOND CULTURE AND LANGUAGE.~~

~~2(b) THE TEACHER UNDERSTANDS STUDENTS' INDIVIDUAL NEEDS AND HOW THEY AFFECT THE PROCESS OF SECOND LANGUAGE ACQUISITION.~~

~~PERFORMANCE~~

~~2(c) THE TEACHER INCORPORATES LEARNING ACTIVITIES THAT ENABLE STUDENTS TO IDENTIFY HOW THEIR PERCEPTION OF THE TARGET CULTURE(S)COMPARES WITH THEIR OWN.~~

~~2(d) THE TEACHER DIFFERENTIATES INSTRUCTION TO ADDRESS THE DIVERSE NEEDS OF INDIVIDUAL STUDENTS' SECOND LANGUAGE ACQUISITION.~~

~~***STANDARD 3: LEARNING ENVIRONMENTS. THE TEACHER WORKS WITH OTHERS TO CREATE ENVIRONMENTS THAT SUPPORT INDIVIDUAL AND COLLABORATIVE LEARNING, AND THAT ENCOURAGE POSITIVE SOCIAL INTERACTION, ACTIVE ENGAGEMENT IN LEARNING, AND SELF MOTIVATION.***~~

~~KNOWLEDGE~~

~~3(a) THE TEACHER UNDERSTANDS THAT STUDENTS THRIVE IN A LOW AFFECTIVE FILTER LEARNING ENVIRONMENT.~~

~~3(b) THE TEACHER KNOWS CURRENT PRACTICES OF CLASSROOM MANAGEMENT TECHNIQUES (E.G., COMPREHENSIBLE INPUT AND OUTPUT) THAT SUCCESSFULLY ALLOW FOR A VARIETY OF ACTIVITIES THAT TAKE PLACE IN A WORLD LANGUAGE CLASSROOM.~~

~~**PERFORMANCE**~~

~~3(c) THE TEACHER IMPLEMENTS STRATEGIES THAT ENCOURAGE A LOW AFFECTIVE FILTER, SUCH AS GROUP/PAIR WORK, FOCUSED PRACTICE, POSITIVE ERROR CORRECTION, AND CLASSROOM MANAGEMENT TECHNIQUES THAT USE CURRENT RESEARCH-BASED PRACTICES TO FACILITATE GROUP/PAIR INTERACTIONS AND MAINTAIN A POSITIVE FLOW OF INSTRUCTION.~~

~~3(d) THE TEACHER IMPLEMENTS CURRENT BEST PRACTICES OF CLASSROOM MANAGEMENT TECHNIQUES (E.G., COMPREHENSIBLE INPUT AND OUTPUT) THAT SUCCESSFULLY ALLOW FOR A VARIETY OF ACTIVITIES THAT TAKE PLACE IN A WORLD LANGUAGE CLASSROOM.~~

~~***STANDARD 4: CONTENT KNOWLEDGE. THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT.***~~

~~KNOWLEDGE~~

~~4(a) THE TEACHER KNOWS THE ACTFL (AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES) PROFICIENCY GUIDELINES FOR LANGUAGE SKILLS ACCORDING TO INTERPRETIVE, PRESENTATIONAL, AND INTERPERSONAL MODES.~~

~~4(b) THE TEACHER KNOWS THE CULTURAL PERSPECTIVES AS THEY ARE REFLECTED IN THE TARGET LANGUAGE.~~

~~4(c) THE TEACHER UNDERSTANDS KEY LINGUISTIC STRUCTURES (E.G., PHONETICS, MORPHOLOGY, SEMANTICS, SYNTAX, PRAGMATICS) PARTICULAR TO THE TARGET LANGUAGE.~~

~~4(d) THE TEACHER KNOWS THE HISTORY, ARTS, AND LITERATURE OF THE TARGET CULTURE(S).~~

~~4(e) THE TEACHER KNOWS THE CURRENT SOCIAL, POLITICAL, AND ECONOMIC REALITIES OF THE COUNTRIES RELATED TO THE TARGET LANGUAGE.~~

~~4(f) THE TEACHER UNDERSTANDS HOW THE TARGET LANGUAGE AND CULTURE PERCEIVES AND IS PERCEIVED BY OTHER LANGUAGES AND CULTURES.~~

~~4(g) THE TEACHER UNDERSTANDS THE STEREOTYPES HELD BY BOTH THE U.S. AND TARGET CULTURES AND THE IMPACTS OF THOSE BELIEFS.~~

~~PERFORMANCE~~

~~4(h) THE TEACHER DEMONSTRATES ADVANCED LEVEL PERFORMANCE ACCORDING TO INTERPRETIVE, PRESENTATIONAL, AND INTERPERSONAL MODES AS DEFINED BY ACTFL.~~

~~4(i) THE TEACHER INTEGRATES LANGUAGE SKILLS AND CULTURAL KNOWLEDGE IN THE TARGET LANGUAGE WITHIN THE PRESENTATIONAL, INTERPRETIVE, AND INTERPERSONAL MODES OF COMMUNICATION.~~

~~4(j) THE TEACHER ADVOCATES FOR THE VALUE AND BENEFITS OF WORLD LANGUAGE LEARNING TO EDUCATION STAKEHOLDERS.~~

~~4(k) THE TEACHER USES THE TARGET LANGUAGE IN PRESENTATIONAL, INTERPRETIVE, AND INTERPERSONAL MODES OF COMMUNICATION AND PROVIDES OPPORTUNITIES FOR THE STUDENTS TO DO SO.~~

4(l) THE TEACHER PROVIDES OPPORTUNITIES TO COMMUNICATE IN THE TARGET LANGUAGE IN MEANINGFUL, PURPOSEFUL ACTIVITIES THAT SIMULATE REAL-LIFE SITUATIONS.

4(m) THE TEACHER SYSTEMATICALLY INCORPORATES CULTURE INTO INSTRUCTION.

4(n) THE TEACHER INCORPORATES HOW THE TARGET LANGUAGE/CULTURE PERCEIVES AND IS PERCEIVED BY OTHER LANGUAGES AND CULTURES.

4(o) THE TEACHER DEMONSTRATES HOW CULTURE AND LANGUAGE ARE INTRINSICALLY CONNECTED.

4(p) THE TEACHER DEMONSTRATES THE WAY(S) IN WHICH KEY LINGUISTIC STRUCTURES, INCLUDING PHONETICS, MORPHOLOGY, SEMANTICS, SYNTAX, AND PRAGMATICS, PARTICULAR TO THE TARGET LANGUAGE, COMPARE TO ENGLISH COMMUNICATION PATTERNS.

STANDARD 5: APPLICATION OF CONTENT. THE TEACHER UNDERSTANDS HOW TO CONNECT CONCEPTS AND USE DIFFERING PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO AUTHENTIC LOCAL AND GLOBAL ISSUES.

PERFORMANCE

5(a) THE TEACHER USES A VARIETY OF TECHNIQUES TO FOSTER PROFICIENCY WITHIN THE TARGET LANGUAGE SUCH AS DIALOGUES, SONGS, OPEN-ENDED INQUIRY, NON-VERBAL TECHNIQUES, GUIDED QUESTIONS, MODELING, ROLE-PLAYING, AND STORYTELLING.

STANDARD 6: ASSESSMENT. THE TEACHER UNDERSTANDS AND USES MULTIPLE METHODS OF ASSESSMENT TO ENGAGE LEARNERS IN THEIR OWN GROWTH, TO MONITOR LEARNER PROGRESS, AND TO GUIDE THE TEACHER'S AND LEARNER'S DECISION MAKING.

KNOWLEDGE

6(a) THE TEACHER KNOWS THE NCSSFL-ACTFL CAN-DO STATEMENTS AND ACTFL PERFORMANCE DESCRIPTORS ACCORDING TO THE INTERPRETIVE, INTERPERSONAL AND PRESENTATIONAL MODES FOR A VARIETY OF SKILLS (E.G., LISTENING, SPEAKING, READING, WRITING, SIGNING).

PERFORMANCE

~~6(b) THE TEACHER USES THE NCSSFL-ACTFL CAN-DO STATEMENTS AND ACTFL PERFORMANCE DESCRIPTORS ACCORDING TO THE INTERPRETIVE, INTERPERSONAL AND PRESENTATIONAL MODES FOR A VARIETY OF SKILLS (E.G., LISTENING, SPEAKING, READING, WRITING, SIGNING) TO CREATE PROFICIENCY- BASED TO CREATE PROFICIENCY-BASED FORMATIVE AND SUMMATIVE ASSESSMENTS.~~

~~STANDARD 7: PLANNING FOR INSTRUCTION. THE TEACHER PLANS INSTRUCTION THAT SUPPORTS EVERY STUDENT IN MEETING RIGOROUS LEARNING GOALS BY DRAWING UPON KNOWLEDGE OF CONTENT AREAS, CURRICULUM, CROSS- DISCIPLINARY SKILLS, AND PEDAGOGY, AS WELL AS KNOWLEDGE OF LEARNERS AND THE COMMUNITY CONTEXT.~~

~~KNOWLEDGE~~

~~7(a) THE TEACHER UNDERSTANDS HOW TO INCORPORATE THE ACTFL STANDARDS OF COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, AND COMMUNITIES INTO INSTRUCTIONAL PLANNING.~~

~~7(b) THE TEACHER KNOWS HOW TO DESIGN LESSON PLANS BASED ON ACTFL STANDARDS, RESEARCH-BASED PRACTICES, AND A VARIETY OF PROFICIENCY GUIDELINES THAT ENHANCE STUDENT UNDERSTANDING OF THE TARGET LANGUAGE AND CULTURE.~~

~~7(c) THE TEACHER KNOWS HOW TO DESIGN LESSON PLANS THAT INCORPORATE THE SCAFFOLDING NECESSARY TO PROGRESS FROM BASIC LEVEL SKILLS TO APPROPRIATE CRITICAL AND HIGHER ORDER THINKING SKILLS.~~

~~7(d) THE TEACHER UNDERSTANDS THE RELATIONSHIP OF A VARIETY OF WELL-ARTICULATED, SEQUENTIAL, AND DEVELOPMENTALLY APPROPRIATE LANGUAGE OUTCOMES AND LANGUAGE PROGRAM MODELS.~~

~~7(e) THE TEACHER KNOWS HOW TO CREATE ORGANIZED AND COHESIVE CURRICULUM TOWARDS SUCCESSFUL SECOND LANGUAGE ACQUISITION.~~

~~PERFORMANCE~~

~~7(f) THE TEACHER INCORPORATES THE ACTFL STANDARDS OF COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, AND COMMUNITIES INTO INSTRUCTIONAL PLANNING.~~

~~7(g) THE TEACHER DESIGNS LESSON PLANS BASED ON ACTFL STANDARDS, RESEARCH-BASED PRACTICES, AND A VARIETY OF PROFICIENCY GUIDELINES, WHICH ENHANCE STUDENT UNDERSTANDING OF THE TARGET LANGUAGE AND CULTURE.~~

~~7(h) THE TEACHER DESIGNS LESSON PLANS WHICH INCORPORATE THE SCAFFOLDING NECESSARY TO PROGRESS FROM BASIC LEVEL SKILLS TO APPROPRIATE CRITICAL AND HIGHER ORDER THINKING SKILLS.~~

~~7(i) THE TEACHER CREATES ORGANIZED AND COHESIVE CURRICULUM TOWARDS SUCCESSFUL SECOND LANGUAGE ACQUISITION.~~

~~STANDARD 8: INSTRUCTIONAL STRATEGIES. THE TEACHER UNDERSTANDS AND USES A VARIETY OF INSTRUCTIONAL STRATEGIES TO ENCOURAGE LEARNERS TO DEVELOP DEEP UNDERSTANDING OF CONTENT AREAS AND THEIR CONNECTIONS, AND TO BUILD SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS.~~

~~KNOWLEDGE~~

~~8(a) THE TEACHER UNDERSTANDS THE NEED TO STAY CURRENT ON WORLD LANGUAGES METHODOLOGIES BASED ON EMERGING RESEARCH IN SECOND LANGUAGE ACQUISITION.~~

~~8(b) THE TEACHER UNDERSTANDS INSTRUCTIONAL PRACTICES THAT FACILITATE PROFICIENCY-BASED LEARNING.~~

~~8(c) THE TEACHER UNDERSTANDS THE IMPORTANCE OF REMAINING CURRENT IN SECOND-LANGUAGE PEDAGOGY BY MEANS OF ATTENDING CONFERENCES, MAINTAINING MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS, READING PROFESSIONAL JOURNALS, AND/OR ON-SITE AND ON-LINE PROFESSIONAL DEVELOPMENT OPPORTUNITIES.~~

~~PERFORMANCE~~

~~8(d) THE TEACHER USES A VARIETY OF INSTRUCTIONAL STRATEGIES BASED ON CURRENT RESEARCH TO ENHANCE STUDENTS' UNDERSTANDING OF THE TARGET LANGUAGE AND CULTURE.~~

~~8(e) THE TEACHER INCORPORATES A VARIETY OF INSTRUCTIONAL TOOLS SUCH AS TECHNOLOGY, LOCAL EXPERTS, AND ON-LINE RESOURCES TO ENCOURAGE HIGHER LEVEL THINKING SKILLS.~~

~~***STANDARD 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. THE TEACHER ENGAGES IN ONGOING PROFESSIONAL LEARNING AND USES EVIDENCE TO CONTINUALLY EVALUATE HIS/HER PRACTICE, PARTICULARLY THE EFFECTS OF HIS/HER CHOICES AND ACTIONS ON OTHERS (LEARNERS, FAMILIES, OTHER PROFESSIONALS, AND THE COMMUNITY), AND ADAPTS PRACTICE TO MEET THE NEEDS OF EACH LEARNER.***~~

~~***STANDARD 10: LEADERSHIP AND COLLABORATION. THE TEACHER SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH, AND TO ADVANCE THE PROFESSION.***~~

DRAFT

~~KNOWLEDGE~~

~~10(a) THE TEACHER KNOWS ABOUT CAREER AND OTHER LIFE-ENRICHING OPPORTUNITIES AVAILABLE TO STUDENTS PROFICIENT IN WORLD LANGUAGES.~~

~~10(b) THE TEACHER UNDERSTANDS THE IMPORTANCE OF AND HOW TO PROVIDE OPPORTUNITIES FOR STUDENTS AND TEACHERS TO COMMUNICATE WITH NATIVE SPEAKERS.~~

~~10(c) THE TEACHER KNOWS HOW TO COMMUNICATE TO EDUCATION STAKEHOLDERS THE AMOUNT OF TIME AND ENERGY NEEDED FOR STUDENTS TO BE SUCCESSFUL IN ACQUIRING A SECOND LANGUAGE.~~

~~10(d) THE TEACHER UNDERSTANDS THE EFFECTS OF SECOND LANGUAGE ACQUISITION ON FIRST LANGUAGE MASTERY AND EDUCATION IN GENERAL.~~

~~PERFORMANCE~~

~~10(e) THE TEACHER INFORMS STUDENTS AND THE BROADER COMMUNITY OF CAREER OPPORTUNITIES AND PERSONAL ENRICHMENT THAT PROFICIENCY IN A SECOND LANGUAGE PROVIDES IN THE UNITED STATES AND BEYOND ITS BORDERS.~~

~~10(f) THE TEACHER ENCOURAGES STUDENTS TO PARTICIPATE IN COMMUNITY EXPERIENCES RELATED TO THE TARGET CULTURE.~~

~~GLOSSARY OF TERMS~~

~~**AMERICAN COUNCIL OF TEACHERS OF FOREIGN LANGUAGES (ACTFL)** - AN ORGANIZATION FOR WORLD LANGUAGE PROFESSIONALS OF K-12 AND HIGHER EDUCATION THAT SETS THE STANDARDS FOR AN AGREED UPON SET OF DESCRIPTIONS OF WHAT INDIVIDUALS CAN DO WITH LANGUAGE IN TERMS OF INTERPRETIVE, INTERPERSONAL, AND PRESENTATIONAL MODES FOR REAL-WORLD SITUATIONS IN A SPONTANEOUS AND NON-REHEARSED CONTEXT. IN ADDITION, THEY PROVIDE PROFICIENCY GUIDELINES THAT IDENTIFY FIVE MAJOR LEVELS OF PROFICIENCY: DISTINGUISHED, SUPERIOR, ADVANCED, INTERMEDIATE, AND NOVICE. THE MAJOR LEVELS ADVANCED, INTERMEDIATE, AND NOVICE ARE SUBDIVIDED INTO HIGH, MID, AND LOW SUBLEVELS. THE LEVELS OF THE ACTFL GUIDELINES DESCRIBE THE CONTINUUM OF PROFICIENCY FROM THAT OF THE HIGHLY ARTICULATE, WELL-EDUCATED LANGUAGE USER TO~~

~~A LEVEL OF LITTLE OR NO FUNCTIONAL ABILITY. THESE GUIDELINES PRESENT THE LEVELS OF PROFICIENCY AS RANGES, AND DESCRIBE WHAT AN INDIVIDUAL CAN AND CANNOT DO WITH LANGUAGE AT EACH LEVEL, REGARDLESS OF WHERE, WHEN HOW THE LANGUAGE WAS ACQUIRED.~~

~~**ACTFL PERFORMANCE DESCRIPTORS** – A ROADMAP FOR TEACHING AND LEARNING, HELPING TEACHERS CREATE PERFORMANCE TASKS TARGETED TO THE APPROPRIATE PERFORMANCE RANGE, WHILE CHALLENGING LEARNERS TO ALSO USE STRATEGIES FROM THE NEXT HIGHER RANGE. PERFORMANCE IS DESCRIBED AS THE ABILITY TO USE LANGUAGE THAT HAS BEEN LEARNED AND PRACTICED IN AN INSTRUCTIONAL SETTING.~~

~~**COMPREHENSIBLE INPUT** – LANGUAGE THAT IS ACCESSIBLE TO STUDENTS BY ENSURING THAT THE INSTRUCTOR IS USING THE TARGET LANGUAGE WITHIN THE REACH OF THE STUDENTS' COMPREHENSION~~

~~**COMPREHENSIBLE OUTPUT** – LANGUAGE PRODUCED BY THE LEARNER THAT IS UNDERSTANDABLE TO OTHERS, OFTEN THROUGH TRIAL AND ERROR~~

~~**CRITICAL THINKING** – AN INTELLECTUALLY DISCIPLINED PROCESS OF ACTIVELY AND SKILLFULLY APPLYING, ANALYZING, SYNTHESIZING, AND OR EVALUATING INFORMATION, WHICH IN ITS EXEMPLARY FORM TRANSCENDS SUBJECT MATTER DISCIPLINES~~

~~**EDUCATION STAKEHOLDERS** – STUDENTS, PARENTS, FACULTY, ADMINISTRATION, AND COMMUNITY MEMBERS~~

~~**INTERPERSONAL MODE (ACTFL)** – LEARNERS INTERACT AND NEGOTIATE MEANING IN SPOKEN, SIGNED, OR WRITTEN CONVERSATIONS TO SHARE INFORMATION REACTIONS, FEELINGS, AND OPINIONS~~

~~**INTERPRETIVE MODE (ACTFL)** – LEARNERS UNDERSTAND, INTERPRET, AND ANALYZE WHAT IS HEARD AND READ ON A VARIETY OF TOPICS~~

~~**LOW AFFECTIVE FILTER** – A METAPHORICAL FILTER THAT IS CAUSED BY A STUDENT'S NEGATIVE EMOTIONS WHICH REDUCE THE STUDENT'S ABILITY TO UNDERSTAND THE LANGUAGE SPOKEN TO THEM~~

~~**NCSSFL (NATIONAL COUNCIL OF STATE SUPERVISORS OF FOREIGN LANGUAGES)-ACTFL CAN DO STATEMENTS** – DESCRIBE THE SPECIFIC LANGUAGE TASKS THAT LEARNERS ARE LIKELY TO PERFORM AT VARIOUS LEVELS OF PROFICIENCY~~

NEGOTIATION OF MEANING – A PROCESS THAT SPEAKERS GO THROUGH TO REACH A CLEAR UNDERSTANDING OF EACH OTHER

PRESENTATIONAL MODE (ACTFL) – LEARNERS PRESENT INFORMATION, CONCEPTS, AND IDEAS TO INFORM, PERSUADE, EXPLAIN, AND NARRATE ON A VARIETY OF TOPICS USING APPROPRIATE MEDIA AND ADAPTING TO VARIOUS AUDIENCES OF LISTENERS, READERS, OR VIEWERS

PROFICIENCY – USING THE TARGET LANGUAGE WITH FLUENCY AND ACCURACY

SECOND LANGUAGE – ANY LANGUAGE THAT ONE SPEAKS OTHER THAN ONE'S FIRST LANGUAGE – ALSO KNOWN AS L2, TARGET LANGUAGE, ADDITIVE LANGUAGE

SECOND LANGUAGE ACQUISITION – THE PROCESS BY WHICH PEOPLE LEARN A SECOND LANGUAGE AND THE SCIENTIFIC DISCIPLINE THAT IS DEVOTED TO UNDERSTANDING THAT PROCESS

SCAFFOLDING - A PROCESS THAT ENABLES A STUDENT TO SOLVE A PROBLEM, CARRY OUT A TASK, OR ACHIEVE A GOAL WHICH OTHERWISE WOULD BE BEYOND HIS OR HER UNASSISTED EFFORTS INCLUDING INSTRUCTIONAL, PROCEDURAL, AND VERBAL TECHNIQUES

TASK BASED – TASK-BASED LEARNING FOCUSES ON THE USE OF AUTHENTIC LANGUAGE THROUGH MEANINGFUL TASKS, SUCH AS VISITING THE DOCTOR OR REQUESTING AN APPOINTMENT WITH AN INSTRUCTOR THROUGH EMAIL.

~~Other Teacher Endorsement Areas~~

~~Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.~~

~~To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).~~

~~Content/Endorsement Areas~~

- ~~Humanities *~~
- ~~Psychology~~
- ~~Sociology~~

~~**The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*~~

DRAFT

~~ADMINISTRATOR ENDORSEMENTS~~

IDAHO STANDARDS FOR ADMINISTRATORS

All administrator candidates are expected to meet the standards specific to their discipline area(s). Additionally, all administrator candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with knowledge or equivalent standards.

EXAMPLE

School Principal Standard 2: Ethics and Professional Norms - ~~Effective~~ The school principal~~s~~ candidate acts ethically, legally, and with fiscal responsibility in accordance with ~~according to~~ professional norms and the Code of Ethics for Idaho Professional Educators to promote ~~all students'~~ the academic success and well-being of all students.

The nonpublic teacher preparation program review of School Principal Standard 2 shall be limited to verification that the candidate **knows how** they can act ethically, legally, and with fiscal responsibility in accordance with ~~according to~~ professional norms and the Code of Ethics for Idaho Professional Educators to promote ~~all students'~~ the academic success and well-being of all students.

IDAHO STANDARDS FOR SCHOOL PRINCIPALS

~~ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~The following standards and competencies for school principals were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective school principals. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

Standard 1: Mission, Vision, and Beliefs - ~~Effective~~ The school principal~~s~~ candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-

quality education and academic success, college and career readiness, and well-being of all students.

~~**Knowledge**~~

~~1(a) The school principal understands how to develop an educational mission for the school to promote the academic success and well-being of all students.~~

~~1(b) The school principal understands the importance of developing a shared understanding of and commitment to mission, vision, and beliefs within the school and the community.~~

~~1(c) The school principal understands how to model and pursue the school's mission, vision, and beliefs in all aspects of leadership.~~

~~**Performance**~~

~~1(d) The school principal participates in the process of using relevant data to develop and promote a vision for the school on the successful learning and development of all students.~~

~~1(e) The school principal articulates, advocates, and cultivates beliefs that define the school's culture and stress the imperative of child-centered education.~~

~~1(f) The school principal strategically develops and evaluates actions to achieve the vision for the school.~~

~~1(g) The school principal reviews the school's mission and vision and makes recommendations to adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.~~

Standard 2: Ethics and Professional Norms - ~~Effective~~ The school principal~~s~~ candidate act~~s~~ ethically, legally, and with fiscal responsibility in accordance with ~~according to~~ professional norms and the Code of Ethics for Idaho Professional Educators to promote ~~all students'~~the academic success and well-being of all students.

~~**Knowledge**~~

~~2(a) The school principal understands ethical frameworks and perspectives.~~

~~2(b) The school principal understands the Code of Ethics for Idaho Professional Educators.~~

~~2(c) The school principal understands policies and laws related to schools and districts.~~

~~2(d) The school principal understands how to act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.~~

~~2(e) The school principal understands the importance of placing children at the center of education and accepting responsibility for each student's academic success and well-being.~~

~~**Performance**~~

~~2(f) The school principal acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.~~

~~2(g) The school principal leads with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.~~

~~2(h) The school principal models and promotes ethical and professional behavior among teachers and staff in accordance with the Code of Ethics for Idaho Professional Educators.~~

Standard 3: Equity and Cultural Responsiveness – ~~School~~ The school principal~~s~~ candidate strives for equity of educational opportunity and models culturally responsive practices to promote ~~all students'~~ the academic success and well-being of all students.

~~**Knowledge**~~

~~3(a) The school principal understands how to recognize and respect all students' strengths, diversity, and culture as assets for teaching and learning.~~

~~3(b) The school principal understands the need for each student to have equitable access to effective teachers, learning opportunities, and academic and social support.~~

~~3(c) The school principal understands the importance of preparing students to live productively in and contribute to society.~~

~~3(d) The school principal understands how to address matters of equity and cultural responsiveness in all aspects of leadership.~~

~~3(e) The school principal understands how to ensure that all students are treated fairly, respectfully, and with an understanding of each student's culture and context.~~

~~**Performance**~~

~~3(f) The school principal develops processes that employ all students' strengths, diversity, and culture as assets for teaching and learning.~~

~~3(g) The school principal evaluates student policies that address student misconduct in a positive, fair, and unbiased manner.~~

~~3(h) The school principal acts with cultural competence and responsiveness in their interactions, decision making, and practice.~~

Standard 4: Curriculum, Instruction, and Assessment - ~~School~~ The school principal~~s~~ candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote ~~all students'~~the academic success and well-being of all students.

~~**Knowledge**~~

~~4(a) The school principal understands how to implement and align coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs~~

~~of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.~~

~~4(b) The school principal understands how to promote instructional practice that is consistent with knowledge of learning and development, effective teaching, and the needs of each student.~~

~~4(c) The school principal understands the importance of instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.~~

~~4(d) The school principal understands how to utilize valid assessments that are consistent with knowledge of learning and development and technical standards of measurement.~~

~~4(e) The school principal understands how to ensure instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.~~

~~**Performance**~~

~~4(f) The school principal participates in aligning and focusing systems of curriculum, instruction, and assessment within and across grade levels and programs to promote student academic and career success.~~

~~4(g) The school principal uses and promotes the effective use of technology in the service of teaching and learning.~~

~~4(h) The school principal uses assessment data appropriately and effectively, and within technical limitations to monitor student progress and improve instruction.~~

Standard 5: Community of Care and Support for Students - ~~School~~ The school principal~~s~~ candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of all students.

~~**Knowledge**~~

~~5(a) The school principal understands how to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of all students.~~

~~5(b) The school principal understands how to promote adult-student, peer-peer, and school-community relationships that value and support academic learning and positive social and emotional development.~~

~~5(c) The school principal understands the laws and regulations associated with special student populations.~~

~~5(d) The school principal understands various intervention strategies utilized to close achievement gaps.~~

~~5(e) The school principal understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.~~

~~Performance~~

~~5(f) The school principal participates in creating and sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.~~

~~5(g) The school principal assists in designing coherent, responsive systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.~~

~~5(h) The school principal cultivates and reinforces student engagement in school and positive student conduct.~~

Standard 6: Professional Capacity of School Personnel - ~~School~~ The school principal~~s~~ candidate develops the individual professional capacity and practice of school personnel to promote ~~all students'~~the academic success and well-being of all students.

~~Knowledge~~

~~6(a) The school principal understands how to recruit, hire, support, develop, and retain effective and caring teachers and staff.~~

~~6(b) The school principal understands how to plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.~~

~~6(c) The school principal understands how to develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.~~

~~6(d) The school principal understands the importance of the personal and professional health of teachers and staff.~~

~~6(e) The school principal understands the Idaho adopted framework for teaching.~~

~~6(f) The school principal understands how to create individualized professional learning plans and encourage staff to incorporate reflective goal setting practices at the beginning of the school year.~~

~~6(g) The school principal understands how to foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for all students.~~

~~6(h) The school principal understands how to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.~~

~~Performance~~

~~6(i) The school principal assists in developing teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.~~

~~6(j) The school principal delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.~~

~~6(k) The school principal increases their professional learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.~~

~~6(l) The school principal utilizes observation and evaluation methods to supervise instructional personnel.~~

Standard 7: Professional Community for Teachers - ~~School~~ The school principal~~s~~ candidate demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote ~~all students'~~the academic success and well-being of all students.

~~**Knowledge**~~

~~7(a) The school principal understands how to develop workplace conditions for teachers and other staff that promote effective professional development, practice, and student learning.~~

~~7(b) The school principal understands how to establish and sustain a professional culture of trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.~~

~~7(c) The school principal understands how to promote mutual accountability among teachers and other staff for each student's success and the effectiveness of the school as a whole.~~

~~7(d) The school principal understands how to encourage staff initiated improvement of programs and practices.~~

~~**Performance**~~

~~7(e) The school principal assists in developing and supporting open, productive, caring, and trusting working relationships among teachers and staff to promote professional capacity and the improvement of practice.~~

~~7(f) The school principal designs and implements job-embedded and other opportunities for professional learning collaboratively with teachers and staff.~~

~~7(g) The school principal assists with and critiques opportunities provided for collaborative examination of practice, collegial feedback, and collective learning.~~

Standard 8: Meaningful Engagement of Families and Community – ~~School~~ The school principal~~s~~ candidate engage~~s~~ families and the community in meaningful, reciprocal, and mutually beneficial ways to promote ~~all students'~~the academic success and well-being of all students.

~~**Knowledge**~~

~~8(a) The school principal understands how to create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.~~

~~8(b) The school principal understands and values the community's cultural, social, and intellectual, resources to promote student learning and school improvement.~~

~~8(c) The school principal understands how to develop and provide the school as a resource for families and the community.~~

~~8(d) The school principal understands the need to advocate for the school and district and for the importance of education, student needs, and priorities to families and the community.~~

~~8(e) The school principal understands how to build and sustain productive partnerships with the community to promote school improvement and student learning.~~

~~8(f) The school principal understands how to create means for the school community to partner with families to support student learning in and out of school.~~

~~8(g) The school principal understands how to employ the community's cultural, social, and intellectual resources to promote student learning and school improvement.~~

~~**Performance**~~

~~8(h) The school principal facilitates open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.~~

~~8(i) The school principal demonstrates a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.~~

~~8(j) The school principal advocates publicly for the needs and priorities of students, families, and the school community.~~

Standard 9: Operations and Management – ~~School~~ The school principal~~s~~ candidate demonstrates knowledge of how to manage school operations and resources to promote ~~all students'~~ the academic success and well-being of all students.

~~**Knowledge**~~

~~9(a) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.~~

~~9(b) The school principal understands how to strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address all students' learning needs.~~

~~9(c) The school principal understands how to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.~~

~~9(d) The school principal understands the need to be responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.~~

9(e) The school principal understands how to employ technology to improve the quality and efficiency of operations and management.

9(f) The school principal understands how to comply and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9(g) The school principal understands governance processes and internal and external politics toward achieving the school's mission and vision

9(h) The school principal understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

9(i) The school principal understands the value of transparency regarding decision making and the allocation of resources.

9(j) The school principal understands how to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

9(k) The school principal understands how to protect teachers' and other staff members' work and learning from disruption.

9(l) The school principal understands how to develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

9(m) The school principal understands how to develop and manage productive relationships with the district office and school board.

9(n) The school principal understands how to develop and administer systems for fair and equitable management of conflict among students, teachers and staff, leaders, families, and community.

Performance

9(o) The school principal assists in managing staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

9(p) The school principal assists in seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; the student learning community; professional capacity and community; and family and community engagement.

9(q) The school principal utilizes technology to improve the quality and efficiency of operations and management.

9(r) The school principal assists in developing and maintaining data and communication systems to deliver actionable information for classroom and school improvement.

~~9(s) The school principal complies with and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.~~

Standard 10: Continuous School Improvement – ~~School~~ The school principal~~s~~ candidate demonstrates knowledge of the use of data to create a continuous school improvement plan~~act as agents of continuous school improvement~~ to promote ~~all students'~~the academic success and well-being of all students.

~~**Knowledge**~~

~~10(a) The school principal understands how to make school more effective for all students, teachers, staff, families, and the community.~~

~~10(b) The school principal understands methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.~~

~~10(c) The school principal understands change and change management processes.~~

~~10(d) The school principal understands a systems approach to promote coherence among improvement efforts and all aspects of school organization, programs, and services.~~

~~10(e) The school principal understands how to create and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.~~

~~10(f) The school principal understands how to implement methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the school.~~

~~10(g) The school principal understands how to manage uncertainty, risk, competing initiatives, and politics of change.~~

~~10(h) The school principal understands how to assess and develop the capacity of staff to evaluate the value and applicability of emerging educational trends and the findings of research for the school and its improvement.~~

~~10(i) The school principal understands how to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.~~

~~**Performance**~~

~~10(j) The school principal participates in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.~~

~~10(k) The school principal analyzes situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.~~

~~10(l) The school principal assists in developing appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and~~

~~external partners for support in planning, implementation, monitoring, feedback, and evaluation.~~

DRAFT

IDAHO STANDARDS FOR SUPERINTENDENTS

~~ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~The following standards and competencies for superintendents were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective superintendents. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~In addition to the standards listed here, superintendents must also meet the Idaho Standards for School Principals.~~

Standard 1: Mission, Vision, and Beliefs – ~~Effective~~ The superintendent~~s~~ candidate engages the school community to develop, advocate, and enact a shared mission, vision, and the beliefs for high-quality education and academic success for all students.

~~**Knowledge**~~

~~1(a) The superintendent understands the principles of developing and implementing strategic plans.~~

~~**Performance**~~

~~1(b) The superintendent articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child-centered education and continuous improvement.~~

~~1(c) The superintendent strategically develops, implements, and evaluates actions to achieve the vision for the district.~~

~~1(d) The superintendent reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs.~~

~~1(e) The superintendent develops shared understanding of and commitment to mission, vision, and beliefs within the district and the community.~~

~~1(f) The superintendent models and pursues the district's mission, vision, and beliefs in all aspects of leadership.~~

Standard 2: Ethics and Professionalism – ~~Effective~~ The superintendent~~s~~ candidate act~~s~~ ethically, legally, and with fiscal responsibility in accordance with professional norms and the Code of Ethics for Idaho Professional Educators.

~~**Performance**~~

~~2(a) The superintendent acts in accordance with and promotes the Code of Ethics for Idaho Professional Educators.~~

~~2(b) The superintendent acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.~~

~~2(c) The superintendent acts in accordance with and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.~~

Standard 3: Equity and Cultural Responsiveness – ~~Effective~~ The superintendent~~s~~ candidate strive~~s~~ for equity of educational opportunity and ~~respect~~ models and promotes a respectful and inclusive attitude for diversity within the school district and larger communities.

~~**Performance**~~

~~3(a) The superintendent ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.~~

~~3(b) The superintendent recognizes and addresses implicit biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.~~

~~3(c) The superintendent safeguards and promotes the values of democracy, individual freedom and responsibility, equity, and diversity.~~

Standard 4: High Expectations for Student Success – ~~Effective~~ The superintendent~~s~~ candidate set~~s~~ high expectations for all students and cultivate~~s~~ the conditions for student learning.

~~**Performance**~~

~~4(a) The superintendent implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and beliefs of the district, embody high expectations for student learning, align with academic standards, and provide a pathway to college and/or career.~~

~~4(b) The superintendent aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels and schools to promote student academic success.~~

Standard 5: High Expectations for Professional Practice – ~~Effective~~ The superintendent~~s~~ candidate develop~~s~~ the individual professional capacity and practice of school district personnel to promote the academic ~~student~~ success and well-being of all students.

~~**Performance**~~

~~5(a) The superintendent recruits, hires, supports, develops, and retains effective and caring educators and staff.~~

~~5(b) The superintendent develops principals', teachers', and staff members' professional knowledge, skills, and practice.~~

~~5(c) The superintendent delivers actionable feedback about instruction and other professional practice through valid, research anchored systems of supervision and evaluation to support the development of principals', teachers' and staff members' knowledge, skills, and practice.~~

~~5(d) The superintendent empowers and motivates principals, teachers, and staff to the highest levels of professional practice (individually and collectively) for continuous learning and improvement.~~

~~5(e) The superintendent develops workplace conditions for principals, teachers and other professional staff that promote effective professional development, practice, and student learning.~~

~~5(f) The superintendent empowers and entrusts principals, teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.~~

~~5(g) The superintendent establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives.~~

~~5(h) The superintendent establishes mutual accountability among educators and other professional staff for each student's success and the effectiveness of the district as a whole.~~

~~5(i) The superintendent supports open, productive, collaborative, trusting working relationships among principals, teachers, and staff to build professional capacity and improve practices.~~

~~5(j) The superintendent designs and implements job-embedded and other opportunities for professional learning collaboratively with principals, teachers, and staff.~~

Standard 6: Advocacy and ~~c~~Communications – ~~Effective~~ The superintendent candidate~~s~~ engages with school district personnel and the community ~~others~~ in meaningful, reciprocal, and mutually beneficial ways to promote student success.

~~**Performance**~~

~~6(a) The superintendent engages in regular and open two-way communication with families, the community, and other stakeholders about the district, students, needs, problems, and accomplishments.~~

~~6(b) The superintendent creates means for the district community to partner with families to support student learning in and out of schools in the district.~~

~~6(c) The superintendent advocates for education, the district and school, principals, teachers, parents, and students to engender district support and involvement.~~

~~6(d) The superintendent works effectively in the political environment at district, local, and state levels.~~

~~6(e) The superintendent builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.~~

Standard 7: Operations and Management – ~~Effective~~ The superintendent candidate~~s~~ demonstrates knowledge of how to manage school district operations and monetary and non-monetary resources to promote system success.

~~**Knowledge**~~

~~7(a) The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract law.~~

~~7(b) The superintendent understands the responsibility and need for planning, maintaining, and budgeting for school facilities, personnel, technology, support services, and instructional programs.~~

~~7(c) The superintendent understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.~~

~~7(d) The superintendent understands and helps the school district community understand local, state, and federal laws, rights, policies, and regulations to promote student success.~~

~~**Performance**~~

~~7(e) The superintendent institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.~~

~~7(f) The superintendent organizes time and delegates responsibilities to balance administrative/ managerial, educational, and community leadership priorities.~~

~~7(g) The superintendent strategically manages human resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity.~~

~~7(h) The superintendent is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.~~

~~7(i) The superintendent develops and maintains data and communication systems for continuous improvement.~~

~~7(j) The superintendent develops and administers systems for fair and equitable management of conflict among students, principals, teachers, staff, leaders, families, and community.~~

~~7(k) The superintendent complies with local, state, and federal laws, rights, policies, and regulations to promote student success.~~

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Standard 8: Continuous Improvement – ~~Effective~~ The superintendent candidate~~s~~ engages in a process of continuous improvement to ensure student success.

~~**Knowledge**~~

~~8(a) The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.~~

~~**Performance**~~

~~8(b) The superintendent uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.~~

~~8(c) The superintendent engages principals, teachers and stakeholders in an ongoing process of evidence based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous district and school improvement.~~

~~8(d) The superintendent utilizes data to drive improvement.~~

~~8(e) The superintendent adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.~~

~~8(f) The superintendent manages change – uncertainty, risks, competing initiatives, and politics.~~

~~8(g) The superintendent ensures that a clearly articulated district continuous improvement plan is implemented, monitored, evaluated, and revised.~~

Standard 9: Governance – ~~Effective~~ The superintendent~~s~~ candidate understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

~~**Knowledge**~~

~~9(a) The superintendent understands and complies with applicable laws, statutes, and regulations.~~

~~9(b) The superintendent understands the role of and effectively utilizes legal counsel.~~

~~9(c) The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.~~

~~9(d) The superintendent understands the roles and responsibilities of both the superintendent and the local governing board.~~

~~**Performance**~~

~~9(e) The superintendent manages governance processes and internal/external politics toward achieving the district's mission and vision.~~

~~9(f) The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.~~

~~9(g) The superintendent seeks and implements effective solutions that comply with local, state, and federal laws, rules, and policies.~~

~~9(h) The superintendent ensures transparency by complying with the requirements of Idaho open meeting and public records laws.~~

~~9(i) The superintendent develops and fosters a productive relationship with the local governing board.~~

~~9(j) The superintendent advises the local governing board on legal, ethical, and current educational issues and provide/encourage ongoing professional development.~~

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IDAHO STANDARDS FOR ~~SPECIAL EDUCATION D~~DIRECTORS OF SPECIAL EDUCATION

~~ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET STANDARDS SPECIFIC TO THEIR DISCIPLINE AREA(S) AT THE "ACCEPTABLE" LEVEL OR ABOVE. ADDITIONALLY, ALL ADMINISTRATOR CANDIDATES ARE EXPECTED TO MEET THE REQUIREMENTS DEFINED IN STATE BOARD RULE (IDAPA 08.02.02: RULES GOVERNING UNIFORMITY).~~

~~The following standards and competencies for special education directors were developed based on widely recognized standards and are grounded in the Professional Standards for Educational Leaders (PSEL) 2015, as adopted by the National Policy Board for Educational Administration. These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective special education directors. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

~~In addition to the standards listed here, special education directors must also meet Idaho Standards for School Principals.~~

Standard 1: Mission, Vision, and Beliefs - ~~Effective~~ The special education director~~s~~ candidate demonstrates knowledge of how to develop, advocate, and enact a shared mission, vision, and beliefs of high-quality education and academic success, college and career readiness, and well-being of all students.

~~**Knowledge**~~

~~1(a) The special education director understands the importance of the district's mission and vision to promote academic success and well-being of all students.~~

~~1(b) The special education director understands the beliefs of the teaching profession that promote high-expectation and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.~~

~~1(c) The special education director understands the importance of leading with the district's mission, vision and beliefs.~~

~~**Performance**~~

~~1(d) The special education director evaluates and assesses the mission of the district to ensure it promotes the academic success and well-being of all students.~~

~~1(e) The special education director, in collaboration with members of the district and the community, use relevant data to develop and promote a vision for the district on the~~

~~successful learning and development of all children and on instructional and organizational practices that promote such success.~~

~~1(f) The special education director articulates, advocates, and cultivates beliefs that define the district's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and equal access; openness, caring, and trust; and continuous improvement.~~

~~1(g) The special education director reviews the district's mission and vision and adjusts them to changing expectations and opportunities for the district, and changing needs and situations of all students.~~

~~1(h) The special education director develops shared understanding of and commitment to the mission, vision, and beliefs within the district and the community.~~

~~1(i) The special education director models and pursues the district's mission, vision, and beliefs in all aspects of leadership.~~

Standard 2: Ethics and Professional Norms - ~~Effective s~~The special education director~~s~~ candidate acts ethically, legally, and with fiscal responsibility in accordance with ~~according to~~ professional norms and the Code of Ethics for Idaho Professional Educators to promote ~~all students'~~the academic success and well-being of all students.

~~**Knowledge**~~

~~2(a) The special education director understands the Code of Ethics for Idaho Professional Educators and its importance to all student success and well-being.~~

~~**Performance**~~

~~2(b) The special education director acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the district's resources, and all aspects of district leadership.~~

~~2(c) The special education director places children at the center of education and accepts responsibility for all students' general and special education academic success and well-being.~~

~~2(d) The special education director safeguards and promotes individual freedom and responsibility, equity, equal access, community, and diversity.~~

~~2(e) The special education director provides direction for ethical and professional behavior among principals, teachers, and staff.~~

Standard 3: Equity and Cultural Responsiveness – The ~~S~~special education director~~s~~ candidate strives for equity of educational opportunity and models culturally responsive practices to promote ~~all students'~~the academic success and well-being of all students.

~~**Knowledge**~~

~~3(a) The special education director understands the importance of student's equitable access to effective teaching, equal opportunities for academic, social supports, and resources to be successful.~~

~~3(b) The special education director understands leadership roles when addressing equity and cultural responsiveness to assure district policies and procedures are positive, fair, and unbiased.~~

~~**Performance**~~

~~3(c) The special education director develops district policies to address student misconduct in a positive, fair, and unbiased manner.~~

~~3(d) The special education director monitors and addresses institutional biases of student marginalization and low expectations associated with race, class, culture and language, and disability or special status.~~

~~3(e) The special education director address matters of equity and cultural responsiveness in all aspects of leadership.~~

Standard 4: Curriculum, Instruction, and Assessment - ~~Special~~ The special education director~~s~~ candidate demonstrates how to develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote ~~all students'~~the academic success and well-being of all students.

~~**Knowledge**~~

~~4(a) The special education director understands the multi-tiered level of support system of curriculum, instruction, assessment, and technology that embodies high expectation for all students' learning, which is aligned with academic and behavior standards, and is culturally responsive.~~

~~4(b) The special education director understands child learning and development, effective teaching, and data utilization to increase student academic success.~~

~~4(c) The special education director understands the importance of assessment and the different types of assessment that drive instruction.~~

~~**Performance**~~

~~4(d) The special education director aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels, including post-secondary outcomes, to promote all students' academic and career success.~~

~~4(e) The special education director promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of all students.~~

~~4(f) The special education director ensures instructional practice that is intellectually challenging, authentic to all student experiences, recognizes student strengths, and is differentiated and personalized.~~

Standard 5: Community of Care and Support for Students - ~~Special~~ The special education director~~s~~ candidate demonstrates knowledge of how to cultivate an inclusive, caring, and supportive school district community that promotes the academic success and well-being of all students.

~~**Knowledge**~~

~~5(a) The special education director knows how to create a safe, caring, and healthy district environment that includes all students as members of the district's community that promotes positive learning environments.~~

~~5(b) The special education director knows how to create an environment of strong engagement and positive conduct to meet the learning needs of all students.~~

~~**Performance**~~

~~5(c) The special education director promotes adult-student, peer-peer, school, and district-community relationships that value and support academic learning and positive social and emotional development.~~

~~5(d) The special education director infuses the district's learning environment with the cultures and languages of the district's community.~~

Standard 6: Professional Capacity of District and School Personnel - ~~Special~~ The special education director candidate~~s~~ develop~~s~~ the professional capacity and practice of school district personnel to promote ~~each student's~~the academic success and well-being of each student.

~~**Knowledge**~~

~~6(a) The special education director understands educational employment trends and how they impact the district's ability to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff.~~

~~6(b) The special education director knows the importance of on-going professional development to ensure opportunities for personal learning and growth, self-reflection, study, and improvement, maintaining a healthy work-life balance.~~

~~**Performance**~~

~~6(c) The special education director fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.~~

~~6(d) The special education director develops the capacity, opportunities, and support for special education teacher leadership and leadership from other members of the district community.~~

~~6(e) The special education director promotes the personal and professional health, well-being, and work-life balance of special education staff.~~

Standard 7: Professional Community for Teachers - ~~Special~~ The special education director candidate~~s~~ demonstrates knowledge of how to foster a professional community of teachers and other professional staff to promote ~~each student's~~the academic success and well-being of each student.

~~**Knowledge**~~

~~7(a) The special education director understands the importance of educating the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.~~

~~7(b) The special education director knows how to promote mutual accountability between special and general education to facilitate all students' educational success pursuant to the mission, vision, and beliefs of the district.~~

~~**Performance**~~

~~7(c) The special education director develops workplace conditions for special and general education staff that promote effective professional development, practice, and student learning.~~

~~7(d) The special education director empowers and entrusts special and general education staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and beliefs of the district.~~

~~7(e) The special education director promotes mutual accountability among special and general education staff for each student's success and the effectiveness of the district as a whole.~~

~~7(f) The special education director develops and supports open, productive, caring, and trusting working relationships among district and school leaders, teachers, and staff to promote professional capacity and the improvement of practice.~~

~~7(g) The special education director designs and implements job-embedded and other opportunities for professional learning collaboratively with district and school staff.~~

~~7(h) The special education director encourages special and general education staff initiated improvement of programs and practices.~~

Standard 8: Meaningful Engagement of Families and Community – ~~Special~~ The special education director candidate~~s~~ engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote ~~each student's~~the academic success and well-being of each student.

~~**Knowledge**~~

~~8(a) The special education director understands how to facilitate open effective communication with families and communities to promote student learning and achievements.~~

~~8(b) The special education director understands how to motivate and engage families and communities as partners in increasing student growth, as measured by post-secondary success.~~

~~**Performance**~~

~~8(c) The special education director is approachable, accessible, and welcoming to families and members of the community.~~

~~8(d) The special education director creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of all students.~~

~~8(e) The special education director engages in regular and open two-way communication with families and the community about the district, schools, students, needs, problems, and accomplishments.~~

~~8(f) The special education director creates means for the district community to partner with families to support student learning in and out of district.~~

~~8(g) The special education director understands, values, and employs the community's cultural, social, and intellectual resources to promote student learning and district improvement.~~

~~8(h) The special education director develops and provides the district as a resource for families and the community.~~

~~8(i) The special education director advocates for the district, the importance of education and student needs, priorities to families, and the community.~~

~~8(j) The special education director advocates publicly for the needs and priorities of students, families, and the community.~~

~~8(k) The special education director builds and sustains productive partnerships with public and private sectors to promote district improvement and student learning.~~

Standard 9: Operations and Management – ~~Special~~ The special education director candidate~~s~~ demonstrates knowledge of how to manage~~s~~ school district operations and resources to promote ~~all students'~~the academic success and well-being of each student.

~~**Knowledge**~~

~~9(a) The special education director knows sources of funding (e.g., IDEA, General Funds, Medicaid) and how to create and implement budgetary systems aligned with the district's mission and vision.~~

~~9(b) The special education director knows how to allocate and account for district's monetary and non-monetary resources to assure each student's needs are met.~~

~~**Performance**~~

~~9(c) The special education director institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the district.~~

~~9(d) The special education director strategically manages staff resources, assigning and scheduling special education staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.~~

~~9(e) The special education director is a responsible, ethical, and accountable steward of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.~~

~~9(f) The special education director develops and maintains data and communication systems to deliver actionable information for classroom, school, and district improvement.~~

~~9(g) The special education director knows, complies with, and helps the district community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.~~

~~9(h) The special education director develops and administers systems for fair and equitable management of conflict among students, school and district staff, leaders, families, and community.~~

~~9(i) The special education director manages governance processes and internal and external politics toward achieving the district's mission and vision.~~

Standard 10: Continuous School and District Improvement - ~~Special~~ The special education director candidate~~s~~ demonstrates knowledge of the use of data to create a continuous school improvement plan ~~act as agents of continuous school and district improvement~~ to promote ~~each student's~~the academic success and well-being of each student.

~~**Knowledge**~~

~~10(a) The special education director understands continuous improvement to engage in evidence based planning, implementation, and educational trends to improve outcomes for all students.~~

~~10(b) The special education director knows how to make schools within the district more effective for all students, teachers, staff, families, and the community.~~

~~**Performance**~~

~~10(c) The special education director uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the beliefs of the district.~~

~~10(d) The special education director assesses and develops the capacity of staff to gauge the value and applicability of emerging special education trends and the findings of research for the district and its improvement.~~

~~10(e) The special education director adopts a systems perspective and promotes coherence among improvement efforts and all aspects of district organization, programs, and services.~~

~~10(f) The special education director manages uncertainty, risk, competing initiatives, and the politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.~~

IDAHO STANDARDS FOR ~~PUPIL~~ PUPIL ~~PERSONNEL S~~SERVICES~~S~~ STAFF ~~ENDORSEMENTS~~

The following national accreditation standards are recognized for each pupil service staff program:

- Audiology and Speech Language Pathologist – Council on Academic Accreditation (CAA), American Speech-Language-Hearing Association (ASHA)
- Nursing (School Nurse) – Commission on Collegiate Nursing Education (CCNE)
- School Counselor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- School Psychologist – National Association of School Psychologists (NASP)
- School Social Worker – Council on Social Work Education (CSWE)

A pupil service staff preparation program with national accreditation shall be considered to meet the Idaho Standards for the Pupil Service Staff program. Preparation programs with national accreditation shall be limited to verification of alignment with the State Specific Standards for Pupil Service Staff (see below).

STATE SPECIFIC STANDARDS FOR PUPIL SERVICE STAFF

Standard 1: American Indian Tribes and Tribal Sovereignty*. The pupil service staff candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.

**The federal and state governments of Idaho recognize the unique inherent sovereignty of each tribe of Idaho. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.*

Standard 2: Code of Ethics for Idaho Professional Educators. The pupil service staff candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 3: Digital Technology and Online Learning. The pupil service staff candidate knows how to use digital technology to support students in face-to-face, blended, and online environments.

ALREADY APPROVED NON-PUBLIC PREPARATION PROGRAMS

In accordance with Section 33-1207A, Idaho Code, reviews of already approved nonpublic teacher preparation programs shall be limited to substantive alignment with knowledge or equivalent standards.

EXAMPLE

School Counselor Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills, and attitudes necessary to establish the foundations of a comprehensive school counseling program.

The nonpublic teacher preparation program review of School Counselor Standard 2 shall be limited to verification that the candidate **possesses the knowledge** to establish the foundations of a comprehensive school counseling program.

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IDAHO STANDARDS FOR AUDIOLOGY

All audiology candidates are expected to meet standards specific to their discipline area(s) ~~at the "acceptable" level or above~~. Additionally, all audiology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for audiologists were adopted from the Council For Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2012 Standards for the Certificate of Clinical Competence in Audiology). ~~These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective audiologists. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

Standard I: Degree – Applicants for certification must have a doctoral degree. The course of study must address the knowledge and skills necessary to independently practice in the profession of audiology.

~~**Implementation: Verification of the graduate degree is required of the applicant before the certificate is awarded. Degree verification is accomplished by submitting (a) an application signed by the director of the graduate program, indicating the degree date, and (b) an official transcript showing that the degree has been awarded, or a letter from the university registrar verifying completion of requirements for the degree.**~~

~~**Individuals educated outside the United States or its territories must submit official transcripts and evaluations of their degrees and courses to verify equivalency. These evaluations are typically conducted by credential evaluation services agencies recognized by the National Association of Credential Evaluation Services (NACES). Information that must be provided is (a) confirmation that the degree earned is equivalent to a U.S. doctoral degree, (b) translation of academic coursework into the American semester hour system, and (c) indication as to which courses were completed at the graduate level.**~~

~~**The CFCC has the authority to determine eligibility of all applicants for certification.**~~

Standard II: Education Program – The graduate degree must be granted by a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

~~**Implementation: Applicants whose graduate degree was awarded by a U.S. institution of higher education must have graduated from a program holding CAA accreditation in audiology.**~~

~~**Satisfactory completion of academic course work, clinical practicum, and knowledge and skills requirements must be verified by the signature of the program director or official designee of a CAA-accredited program or a program admitted to CAA candidacy.**~~

Standard III: Program of Study – Applicants for certification must complete a program of study that includes academic course work and a minimum of 1,820 hours of supervised clinical practicum sufficient in depth and breadth to achieve the knowledge and skills outcomes

stipulated in Standard IV. The supervision must be provided by individuals who hold the ASHA Certificate of Clinical Competence (CCC) in Audiology.

~~**Implementation: The program of study must address the knowledge and skills pertinent to the field of audiology. Clinical practicum must be approved by the academic program from which the student intends to graduate. The student must maintain documentation of time spent in supervised practicum, verified by the academic program in accordance with Standard IV.**~~

~~**Students shall participate in practicum only after they have had sufficient preparation to qualify for such experience. Students must obtain a variety of clinical practicum experiences in different work settings and with different populations so that they can demonstrate skills across the scope of practice in audiology. Acceptable clinical practicum experience includes clinical and administrative activities directly related to patient care. Clinical practicum is defined as direct patient/client contact, consultation, record keeping, and administrative duties relevant to audiology service delivery. Time spent in clinical practicum experiences should occur throughout the graduate program.**~~

~~**Supervision must be sufficient to ensure the welfare of the patient and the student in accordance with the ASHA Code of Ethics. Supervision of clinical practicum must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, and improve performance and to develop clinical competence. The amount of supervision must also be appropriate to the student's level of training, education, experience, and competence.**~~

~~**Supervisors must hold a current ASHA CCC in the appropriate area of practice. The supervised activities must be within the scope of practice of audiology to count toward certification.**~~

Standard IV: Knowledge and Skills Outcomes – Applicants for certification must have acquired knowledge and developed skills in six areas: foundations of practice, prevention/identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

~~**Implementation: This standard distinguishes between acquisition of knowledge for Standards IV-A.1–21 and IV-C.1, and the acquisition of knowledge and skills for Standards IV-A.22–29, IV-B, IV-C.2–11, IV-D, IV-E, and IV-F. The applicant must submit a completed application for certification signed by the academic program director verifying successful completion of all knowledge and skills in all six areas of Standard IV. The applicant must maintain copies of transcripts, and documentation of academic course work and clinical practicum.**~~

Standard IV-A: Foundations of Practice

The applicant must have knowledge of:

A1. Embryology and development of the auditory and vestibular systems, anatomy and physiology, neuroanatomy and neurophysiology, and pathophysiology

A2. Genetics and associated syndromes related to hearing and balance

A3. Normal aspects of auditory physiology and behavior over the life span

A4. Normal development of speech and language

A5. Language and speech characteristics and their development across the life span

A6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment

A7. Effects of hearing loss on communication and educational, vocational, social, and psychological functioning

A8. Effects of pharmacologic and teratogenic agents on the auditory and vestibular systems

A9. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services

A10. Pathologies related to hearing and balance and their medical diagnosis and treatment

A11. Principles, methods, and applications of psychometrics

A12. Principles, methods, and applications of psychoacoustics

A13. Instrumentation and bioelectrical hazards

A14. Physical characteristics and measurement of electric and other nonacoustic stimuli

A15. Assistive technology

A16. Effects of cultural diversity and family systems on professional practice

A17. American Sign Language and other visual communication systems

A18. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations

A19. Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)

A20. Health care and educational delivery systems

A21. Universal precautions and infectious/contagious diseases

The applicant must have knowledge and skills in:

A22. Oral and written forms of communication

A23. Principles, methods, and applications of acoustics (e.g., basic parameters of sound, principles of acoustics as related to speech sounds, sound/noise measurement and analysis, and calibration of audiometric equipment), as applicable to:

a. occupational and industrial environments

b. community noise

c. classroom and other educational environments

d. workplace environments

A24. The use of instrumentation according to manufacturer's specifications and recommendations

A25. Determining whether instrumentation is in calibration according to accepted standards

A26. Principles and applications of counseling

A27. Use of interpreters and translators for both spoken and visual communication

A28. Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management

A29. Consultation with professionals in related and/or allied service areas

Standard IV-B: Prevention and Identification

The applicant must have the knowledge and skills necessary to:

B1. Implement activities that prevent and identify dysfunction in hearing and communication, balance, and other auditory-related systems

B2. Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs

B3. Screen individuals for hearing impairment and disability/handicap using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

B4. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate, culturally sensitive, and age- and site-specific screening measures

B5. Educate individuals on potential causes and effects of vestibular loss

B6. Identify individuals at risk for balance problems and falls who require further vestibular assessment and/or treatment or referral for other professional services

Standard IV-C: Assessment

The applicant must have knowledge of:

C1. Measuring and interpreting sensory and motor evoked potentials, electromyography, and other electrodiagnostic tests for purposes of neurophysiologic intraoperative monitoring and cranial nerve assessment

The applicant must have knowledge and skills in:

C2. Assessing individuals with suspected disorders of hearing, communication, balance, and related systems

C3. Evaluating information from appropriate sources and obtaining a case history to facilitate assessment planning

C4. Performing otoscopy for appropriate audiological assessment/management decisions, determining the need for cerumen removal, and providing a basis for medical referral

C5. Conducting and interpreting behavioral and/or electrophysiologic methods to assess hearing thresholds and auditory neural function

C6. Conducting and interpreting behavioral and/or electrophysiologic methods to assess balance and related systems

C7. Conducting and interpreting otoacoustic emissions and acoustic immitance (reflexes)

C8. Evaluating auditory-related processing disorders

C9. Evaluating functional use of hearing

C10. Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan

C11. Referring to other professions, agencies, and/or consumer organizations

Standard IV-D: Intervention (Treatment)

The applicant must have knowledge and skills in:

D1. The provision of intervention services (treatment) to individuals with hearing loss, balance disorders, and other auditory dysfunction that compromises receptive and expressive communication

D2. Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following:

a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology

b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use

c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence

d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems

D3. Determination of candidacy for vestibular and balance rehabilitation therapy to persons with vestibular and balance impairments

D4. Treatment and audiologic management of tinnitus

D5. Provision of treatment services for infants and children with hearing loss; collaboration/consultation with early interventionists, school based professionals, and other service providers regarding development of intervention plans (i.e., individualized education programs and/or individualized family service plans)

D6. Management of the selection, purchase, installation, and evaluation of large-area amplification systems

D7. Evaluation of the efficacy of intervention (treatment) services

Standard IV-E: Advocacy/Consultation

The applicant must have knowledge and skills in:

E1. Educating and advocating for communication needs of all individuals that may include advocating for the programmatic needs, rights, and funding of services for those with hearing loss, other auditory dysfunction, or vestibular disorders

E2. Consulting about accessibility for persons with hearing loss and other auditory dysfunction in public and private buildings, programs, and services

E3. Identifying underserved populations and promoting access to care

Standard IV-F: Education/Research/Administration

The applicant must have knowledge and skills in:

F1. Measuring functional outcomes, consumer satisfaction, efficacy, effectiveness, and efficiency of practices and programs to maintain and improve the quality of audiologic services

F2. Applying research findings in the provision of patient care (evidence-based practice)

F3. Critically evaluating and appropriately implementing new techniques and technologies supported by research-based evidence

F4. Administering clinical programs and providing supervision of professionals as well as support personnel

F5. Identifying internal programmatic needs and developing new programs

F6. Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies

Standard V: Assessment – Applicants for certification must demonstrate successful achievement of the knowledge and skills delineated in Standard IV by means of both formative and summative assessments.

Standard V-A: Formative Assessment – The applicant must meet the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills.

~~Implementation: Applicants and program faculties should use the ongoing assessment to help the applicant achieve requisite knowledge and skills. Thus, assessments should be followed by implementation strategies for acquisition of knowledge and skills.~~

Standard V-B: Summative Assessment – The applicant must pass the national examination adopted by ASHA for purposes of certification in audiology.

~~Implementation: Results of the Praxis Examination in Audiology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.~~

Standard VI: Maintenance of Certification – Demonstration of continued professional development is mandated for maintenance of the Certificate of Clinical Competence (CCC) in Audiology. The renewal period will be three (3) years. This standard will apply to all certificate holders, regardless of the date of initial certification.

~~Implementation: Once certification is awarded, maintenance of that certification is dependent upon accumulation of the requisite professional development hours every three years. Payment of annual dues and/or certification fees is also a requirement of certification maintenance. A certificate holder whose dues and/or fees are in arrears on August 31, will have allowed their certification to expire on that date.~~

~~Individuals who hold the CCC in Audiology must accumulate 30 contact hours of professional development over the 3-year period and must submit a compliance form in order to meet this standard. Individuals will be subject to random review of their professional development activities.~~

~~If certification maintenance requirements are not met, certification will lapse. Reinstatement of certification will be required, and certification reinstatement standards in effect at the time of submission of the reinstatement application must be met.~~

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IDAHO STANDARDS FOR SCHOOL COUNSELORS

~~The purpose of the standards for school counselors is to promote, enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and Social/Emotional Development.~~ The ~~domains~~ Idaho Standards for School Counselors are aligned with the 2018 American School Counselor Association (ASCA) Standards for School Counselor Preparation Programs~~ and are embedded within each standard as described below~~. ~~-~~All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution. Additionally, all school counselor candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

~~The following knowledge and performance statements for the School Counselors Standards are widely recognized, though not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, data-informed school counseling program.

~~Knowledge - School counselors should articulate and demonstrate an understanding of:~~

- ~~1(a) The organizational structure and governance of the American educational system, as well as cultural, political, and social influences on current educational practices.~~
- ~~1(b) The organizational structure and components of an effective school counseling program.~~
- ~~1(c) Barriers to student learning and use of advocacy and data-informed school counseling practices.~~
- ~~1(d) Leadership principles and theories.~~
- ~~1(e) Individual counseling, group counseling, and school counseling core curriculum.~~
- ~~1(f) Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.~~
- ~~1(g) Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, social justice, and advocacy.~~
- ~~1(h) Assessments relevant to K-12 education.~~

~~Performance – An effective school counselor is able to accomplish measurable objectives demonstrating the following:~~

~~1(i) Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.~~

~~1(j) Applying appropriate technologies to support student learning and development, assessment, planning, and delivery of comprehensive school counseling programs.~~

~~1(k) Multicultural, ethical, and professional competencies.~~

~~1(l) Identification and expression of professional and personal qualities and skills of effective leaders.~~

~~1(m) Collaboration with parents, teachers, support personnel, administrators, and community partners to create learning environments that promote and support educational equity, success, and well-being for everystudent.~~

Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills, and attitudes necessary to establish the foundations of a comprehensive school counseling program.

~~Knowledge - School counselors should articulate and demonstrate an understanding of:~~

~~2(a) Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.~~

~~2(b) Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.~~

~~2(c) The evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the counselor's role in supporting growth and learning for all students.~~

~~2(d) Aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.~~

~~2(e) District, state, and national student standards and competencies.~~

~~2(f) Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.~~

~~2(g) The three domains of academic, career, and social/emotional development.~~

~~Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:~~

~~2(h) Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.~~

~~2(i) The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.~~

~~2(j) Application of the ethical standards and principles of the school counseling profession and adhering to the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.~~

~~2(k) Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.~~

~~2(l) Practices within the ethical and statutory limits of confidentiality.~~

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a comprehensive school counseling program.

~~Knowledge - School counselors should articulate and demonstrate an understanding of:~~

~~3(a) Leadership principles, including formal and informal leadership and authority.~~

~~3(b) Consultation models to facilitate advocacy, collaboration and systemic change.~~

~~3(c) Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.~~

~~3(d) Time management, including long- and short-term management, using tools such as schedules and calendars.~~

~~3(e) Process, perception, and outcome data; program and needs assessments; and other survey tools used to monitor and refine the school counseling program.~~

~~Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:~~

~~3(f) Self-evaluation of competencies in order to formulate an appropriate professional development plan.~~

~~3(g) Engagement in local, state, and national professional growth and development opportunities.~~

~~3(h) Use of multiple data points, including student interviews, direct observation, educational records, consultation with stakeholders, and test results to systematically address student needs and collaboratively establish goals.~~

~~3(i) Creation of calendars to ensure the effective implementation of the school counseling program.~~

~~3(j) Coordination of activities that establish, maintain, and enhance the school counseling program.~~

~~3(k) Use of school-wide data to promote systemic change within the school.~~

Standard 4: Professional Practice - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a comprehensive school counseling program.

~~Knowledge - School counselors should articulate and demonstrate an understanding of:~~

~~4(a) The distinction between direct and indirect student services.~~

~~4(b) Counseling theories and techniques in different settings, such as individual planning, group counseling, and classroom school counseling core curriculum.~~

~~4(c) Principles of career and post-secondary planning.~~

~~4(d) Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs, religion, gender, sexual orientation, and socio-economic status.~~

~~4(e) Responsive services e.g., trauma, suicide, crisis response, grief, and bereavement.~~

~~4(f) How diagnoses and common medications or substances affect learning, behavior, and mood.~~

~~Performance – An effective school counselor is able to accomplish measurable objectives demonstrating the following:~~

~~4(g) Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.~~

~~4(h) Demonstration of pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.~~

~~4(i) Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.~~

~~4(j) The ability to build effective, high-quality student support programs.~~

~~4(k) Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.~~

~~4(l) Participation as member of the crisis team, providing assistance to the school and community in a crisis.~~

~~4(m) Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.~~

~~4(n) Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.~~

~~4(o) The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.~~

~~4(p) Understanding and knowledge regarding how to provide supervision for school counseling interns.~~

~~4(q) Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic development.~~

~~4(r) Strengths-based counseling and relationship building skills to support student growth and promote equality and inclusion.~~

~~4(s) Consulting and seeking supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.~~

IDAHO STANDARDS FOR SCHOOL NURSES

~~The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.~~ It is the responsibility of a school nurse preparation program to ~~use indicators in a manner that is consistent with its conceptual framework and that~~ assure~~s~~ attainment of the standards. Additionally, all school nurse candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

~~An important component of the school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.~~

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

~~**Knowledge**~~

~~1(a) The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.~~

~~1(b) The school nurse understands the scope and standards of practice as identified by the American Nurses Association, National Association of School Nurses, and the Idaho State Board of Nursing administrative code.~~

~~1(c) The school nurse understands how to interpret data applicable to the school setting to ensure meaningful health and academic outcomes.~~

~~1(d) The school nurse understands the importance of documentation and uniform data set collection methods for evaluation and continuous quality improvement.~~

~~**Performance**~~

~~1(e) The school nurse conducts ongoing evaluations of school nursing practice.~~

~~1(f) The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.~~

~~1(g) The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.~~

~~1(h) The school nurse demonstrates critical thinking skills, use of evidence-based practice, and clinical competence.~~

Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.

~~**Knowledge**~~

~~2(a) The school nurse understands how to improve knowledge and competency in school nursing.~~

~~2(b) The school nurse knows how to self-assess professional nursing practice.~~

~~2(c) The school nurse knows how to access professional resources and organizations that support school nursing.~~

~~2(d) The school nurse understands the current educational and health care laws which impact the ability of students to access education and healthcare in their community.~~

~~**Performance**~~

~~2(e) The school nurse participates in professional development related to current clinical knowledge and professional issues.~~

~~2(f) The school nurse seeks and acts on constructive feedback regarding professional development.~~

~~2(g) The school nurse pursues professional development as related to professional and program goals.~~

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

~~**Knowledge**~~

~~3(a) The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.~~

~~3(b) The school nurse understands problem-solving and counseling techniques and crisis intervention strategies for individuals and groups.~~

~~3(c) The school nurse knows how to document appropriately.~~

~~**Performance**~~

~~3(d) The school nurse follows FERPA and HIPPA guidelines while communicating effectively and with sensitivity to community and cultural values, in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, documentation, professional collaboration).~~

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

~~**Knowledge**~~

~~4(a) The school nurse understands the principles of collaboration in sharing knowledge and skills.~~

~~**Performance**~~

~~4(b) The school nurse works collaboratively to enhance professional practice and to contribute to a supportive, healthy school environment.~~

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

~~**Knowledge**~~

~~5(a) The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.~~

~~5(b) The school nurse knows how to advocate and facilitate behavioral, emotional, and/or psychosocial services, both within the school environment and the community.~~

~~**Performance**~~

~~5(c) The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education (e.g. Idaho Nurse Practice Act, FERPA, HIPPA, IDEA, Section 504).~~

~~5(d) The school nurse acts as an advocate for students and families.~~

~~5(e) The school nurse delivers care in a manner that is sensitive to student diversity.~~

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered clinical practice and health education.

~~**Knowledge**~~

~~6(a) The school nurse understands developmentally appropriate health education.~~

~~6(b) The school nurse understands the influence of social determinates of health and family dynamics on student achievement and wellness.~~

~~6(c) The school nurse understands that health instruction within the classroom is based on learning theory.~~

~~6(d) The school nurse understands child, adolescent, family, and community health issues.~~

~~6(e) The school nurse understands how health issues impact student learning.~~

~~6(f) The school nurse knows how to identify physical manifestations of possible behavioral, emotional, and/or psychosocial issues.~~

~~**Performance**~~

~~6(g) The school nurse assists individual students in acquiring appropriate skills based on age and developmental levels to advocate for themselves.~~

~~6(h) The school nurse participates in the assessment of health education and health instructional needs of the school community.~~

~~6(i) The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.~~

~~6(j) The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.~~

~~6(k) The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.~~

~~6(l) The school nurse assists students in changing high-risk behaviors through education and referral.~~

Standard 7: Program Management - The school nurse is a manager of school health services.

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~~Knowledge~~

~~7(a) The school nurse understands the principles of school nursing management.~~

~~7(b) The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, laws).~~

~~7(c) The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.~~

~~7(d) The school nurse knows how to identify and secure appropriate and available services and resources in the community.~~

~~Performance~~

~~7(e) The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.~~

~~7(f) The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.~~

~~7(g) The school nurse demonstrates leadership skills to utilize human resources efficiently.~~

~~7(h) The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.~~

~~7(i) The school nurse uses appropriate technology in managing school health services.~~

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IDAHO STANDARDS FOR SCHOOL PSYCHOLOGISTS

~~The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.~~ It is the responsibility of a school psychologist preparation program ~~to use indicators in a manner that is consistent with its conceptual framework and that~~to assure~~s~~ candidate attainment of the standards. Additionally, all school psychologist candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

~~**An important component of the School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.**~~

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress as it relates to educational, social emotional, and behavioral outcomes of students with respect for cultural and linguistic diversity.

~~**Knowledge**~~

- ~~**1(a) The school psychologist understands traditional standardized norm-referenced assessment instruments.**~~
- ~~**1(b) The school psychologist understands alternative assessment approaches (e.g., curriculum-based, portfolio, ecological).**~~
- ~~**1(c) The school psychologist understands non-test assessment procedures (e.g., observation, diagnostic interviewing, reviewing records).**~~
- ~~**1(d) The school psychologist understands the application of a multi-tiered system of support for educational and social, emotional, and behavioral needs of students.**~~
- ~~**1(e) The school psychologist understands correct interpretation and application of assessment data.**~~
- ~~**1(f) The school psychologist understands the use of assessment data as it applies to the process of transitions at Pre-K through age 21 development levels.**~~

~~**Performance**~~

- ~~**1(g) The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.**~~
- ~~**1(h) The school psychologist interprets assessment results and uses those results to select and implement evidence-based practices.**~~

~~1(i) The school psychologist uses assessment and data collection methods to evaluate the effectiveness of interventions and recommendations.~~

~~1(j) The school psychologist interprets and synthesizes assessment information from a variety of sources.~~

Standard 2: Consultation and Collaboration - The school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

~~**Knowledge**~~

~~2(a) The school psychologist understands various methods of consultation (e.g. behavioral, problem-solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems.~~

~~2(b) The school psychologist understands how to facilitate effective communication and collaboration among families, teachers, community providers, and others.~~

~~2(c) The school psychologist understands how to communicate effectively in oral and written form.~~

~~**Performance**~~

~~2(d) The school psychologist uses effective consultation and collaboration methods to develop a climate in which consensus can be achieved to promote positive student outcomes.~~

~~2(e) The school psychologist consults and collaborates effectively in the planning, problem-solving, and decision-making process to design, implement, and evaluate evidence-based practices (to include respect for cultural and linguistic diversity).~~

~~2(f) The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.~~

~~2(g) The school psychologist effectively communicates information in oral and written form for diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders, and others).~~

Standard 3: Effective Instruction and Development of Cognitive Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction, while considering biological, cultural, linguistic, and social influences on educational progress.

~~**Knowledge**~~

~~3(a) The school psychologist understands human learning, cognition, and developmental processes with respect for cultural and linguistic diversity.~~

~~3(b) The school psychologist understands empirically supported methods in psychology and education to promote cognitive and academic skills, including those related to needs of students with diverse backgrounds and characteristics.~~

~~3(c) The school psychologist understands how to develop appropriate educational goals for students with different ability levels and social-cultural backgrounds.~~

~~3(d) The school psychologist understands appropriate techniques to assess diverse learning and instruction.~~

~~Performance~~

~~3(e) The school psychologist uses assessment data to develop and implement evidence-based instructional strategies that improve student engagement and learning, including those related to needs of students with diverse backgrounds and characteristics.~~

~~3(f) The school psychologist assists in promoting the use of evidence-based interventions with fidelity.~~

Standard 4: Interventions and Mental Health Services to Develop Social and Life Skills - The school psychologist understands biological, cultural, environmental, and social influences on human development, mental health, and psychopathology.

~~Knowledge~~

~~4(a) The school psychologist understands biological, cultural, environmental, and social influences on learning, behavior, mental health, and life skills.~~

~~4(b) The school psychologist understands techniques to assess socialization, mental health, and life skills, as well as methods for using data in decision making, planning, and progress monitoring~~

~~4(c) The school psychologist understands evidence-based strategies to promote social-emotional functioning and mental health.~~

~~Performance~~

~~4(d) The school psychologist uses assessment and data collection methods to develop appropriate goals for students with diverse abilities, backgrounds, strengths, and needs.~~

~~4(e) The school psychologist integrates behavioral supports and mental health services with academic and behavioral goals to promote positive outcomes for students.~~

~~4(f) The school psychologist uses empirically supported strategies to develop and implement behavior change programs at individual, group, classroom, and school-wide levels.~~

~~4(g) The school psychologist advocates for the mental health needs of students and families.~~

Standard 5: School-Wide Practices to Promote Learning - The school psychologist understands the unique organization and culture of schools and related systems.

~~Knowledge~~

~~5(a) The school psychologist understands school organization and structure.~~

~~5(b) The school psychologist understands a variety of educational programs to include tiered systems of support, general and special education.~~

~~5(c) The school psychologist understands empirically supported school practices that promote academic outcomes, learning, social development, and mental health.~~

~~Performance~~

~~5(d) The school psychologist demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments.~~

~~5(e) The school psychologist uses data-based decision making and evaluation methods, problem-solving strategies, consultation, and other services for systems-level issues, initiatives, and accountability.~~

Standard 6: Preventive and Responsive Services – The school psychologist understands preventive and responsive services in educational settings to promote a safe school environment.

~~Knowledge~~

~~6(a) The school psychologist understands principles and research related to resiliency , risk, and protective factors in learning and mental health.~~

~~6(b) The school psychologist understands services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.~~

~~Performance~~

~~6(c) The school psychologist participates in school crisis prevention and response teams.~~

~~6(d) The school psychologist promotes services that enhance learning, mental health, safety, physical well-being, and resiliency through protective and adaptive factors.~~

~~6(e) The school psychologist develops, implements, and evaluates prevention and intervention programs that address precursors to learning and behavioral problems.~~

~~6(f) The school psychologist demonstrates skills to implement effective crisis preparation, response, and recovery.~~

~~6(g) The school psychologist uses appropriate methods to evaluate outcomes of prevention, response activities, and crisis services.~~

Standard 7: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

~~**Knowledge**~~

~~**7(a) The school psychologist understands the psychological and educational principles and research related to family systems and their influences on students' academic, motivational, behavioral, mental health, and social characteristics.**~~

~~**7(b) The school psychologist understands the importance of family influences on student learning, socialization, and mental health.**~~

~~**7(c) The school psychologist understands methods to develop collaboration between families, schools, and community agencies.**~~

~~**Performance**~~

~~**7(d) The school psychologist collaborates and engages with parents in decision-making about their children to enhance academic and social behavioral outcomes.**~~

~~**7(e) The school psychologist uses effective strategies to promote collaboration and partnerships among parents, schools, and community agencies, etc.**~~

Standard 8: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by a multitude of factors (i.e., biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender-related, linguistic, etc.).

~~**Knowledge**~~

~~**8(a) The school psychologist understands individual differences, abilities, and other diverse characteristics.**~~

~~**8(b) The school psychologist understands principles and research related to diversity factors for students, families, and schools, including, but not limited to, factors related to race, culture, gender, language acquisition, and environment**~~

~~**8(c) The school psychologist understands empirically supported strategies to enhance educational services for diverse students and families.**~~

~~**8(d) The school psychologist understands how stereotypes and biases impact mental health, learning, and service provision.**~~

~~**Performance**~~

~~**8(e) The school psychologist provides educational services that promote effective functioning for individuals, families, and schools with diverse characteristics.**~~

~~**8(f) The school psychologist provides culturally competent and effective practices in all areas of school psychology service (e.g. culturally sensitive assessment practices).**~~

~~**8(g) The school psychologist promotes fairness and social justice in school policies and programs.**~~

~~**8(h) The school psychologist is aware of their own biases, attitudes, and stereotypes and seeks to protect against their influence.**~~

Standard 9: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

~~**Knowledge**~~

~~**9(a) The school psychologist understands research design, statistics, measurement, and various data-collection and analysis techniques.**~~

~~**9(b) The school psychologist understands how to evaluate and apply research as a foundation for service delivery.**~~

~~**9(c) The school psychologist understands program evaluation methods at the individual, group, and systems levels.**~~

~~**Performance**~~

~~**9(d) The school psychologist demonstrates skills to evaluate and apply research as a foundation for service delivery.**~~

~~**9(e) The school psychologist demonstrates skills in analyzing, interpreting, and using effective practices at the individual, group, and/or systems levels.**~~

~~**9(f) The school psychologist assists teachers in collecting meaningful student data.**~~

~~**9(g) The school psychologist applies knowledge of evidence-based interventions to evaluate the fidelity and effectiveness of school-based intervention plans.**~~

Standard 10: Legal, Ethical, and Professional Practice – The school psychologist understands the history and foundations of the profession, various service models and methods, and applies legal and ethical practices to advocate for the educational rights and welfare of students and families.

~~**Knowledge**~~

~~10(a) The school psychologist understands the history and foundations of school psychology.~~

~~10(b) The school psychologist understands multiple service models and methods.~~

~~10(c) The school psychologist understands ethical, legal, and professional standards and other factors related to professional identity, including personal biases and effective practice.~~

~~10(d) The school psychologist understands current federal and state statutes and regulations pertaining to educational services.~~

~~10(e) The school psychologist understands self-evaluation methods to determine areas for continuing professional development.~~

~~**Performance**~~

~~10(f) The school psychologist provides services consistent with ethical, legal, and professional standards.~~

~~10(g) The school psychologist engages in ethical and professional decision-making.~~

~~10(h) The school psychologist collaborates and consults with other professionals regarding legal and ethical educational practices.~~

~~10(i) The school psychologist demonstrates professionalism in their practice (e.g., respect for human diversity and social justice, communication skills, interpersonal skills, responsibility, adaptability, initiative, and dependability).~~

~~10(j) The school psychologist demonstrates legal and ethical practices in communication and use of technology.~~

~~10(k) The school psychologist utilizes supervision and mentoring in the development of legal and ethical professional practice.~~

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IDAHO STANDARDS FOR SCHOOL SOCIAL WORKERS

~~The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards.~~ These standards were adapted from the 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards, the National Association of Social Workers (NASW) School Social Work Standards, and the School Social Work Association of America's National School Social Work Model: Improving Academic and Behavioral Outcomes. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards. Additionally, all school social worker candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

~~School Social Work is a complex and specialized field of practice that is affected by changes in education policy, research, and practice models that continue to evolve. School social workers are the link between the home, school and community in providing direct as well as indirect services that promote and support students' academic and social success. School social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. These standards reflect the values of our profession and current practice trends.~~

Standard 1: Foundations of the professional school social worker.

~~Knowledge –~~ The competent school social worker:

1(a) understands that state-issued social work license ensures ethical, legal, and professional social work practice in the P-12 educational setting.

1(b) understands school social work is an area of advanced specialized practice built on the knowledge and competencies of a graduate level social work education;

1(c) values the importance of human relationships;

1(d) understands human behavior and social environment theories of typical and atypical development across the lifespan;

1(e) understands how atypical behavior and adverse experiences (i.e., trauma exposure, emotional and behavioral disorders) impact student, family, school and community functioning;

1(f) understands that engagement, assessment, intervention and evaluation are ongoing components of the dynamic and interactive process of school social work practice;

1(g) understands how their personal experiences and affective reactions may impact their effectiveness with students, families, schools and communities; and

1(h) understands how to synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills in the educational setting.

Standard 2: Demonstrate Ethical and Professional Behavior.

~~Knowledge –~~ The competent school social worker:

2(a) understands the value base of the profession and its ethical standards;

2(b) understands relevant laws and regulations that may impact practice with students, families, schools and communities;

2(c) understands professional ethics delineated in the National Association of Social Workers Code of Ethics, Code of Ethics for Idaho Professional Educators, and Idaho Social Work licensing laws;

2(d) Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work (i.e., HIPPA, FERPA);

2(e) recognizes personal values and the distinction between personal and professional values;

2(f) understands how their personal experiences and affective reactions influence their professional judgment and behavior;

2(g) understands the profession's history, its mission, and the roles and responsibilities of the profession;

2(h) understands the role of other professions when engaged in inter-professional teams;

2(i) recognizes the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective; and

2(j) understands emerging forms of technology and the ethical use of technology in school social work practice.

~~Performance – The competent school social worker:~~

~~2(k) adheres to the professional ethical responsibilities delineated in the National Association of Social Workers Code of Ethics, Code of Ethics for Idaho Professional Educators, and Idaho Social Work licensing laws;~~

~~2(l) models and promotes ethical practices for confidential communication;~~

~~2(m) uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;~~

~~2(n) demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;~~

~~2(o) uses technology ethically and appropriately to facilitate practice outcomes; and~~

~~2(p) uses supervision and consultation to guide professional judgment and behavior.~~

Standard 3: Engage Diversity and Difference in Practice.

~~Knowledge –~~ The competent school social worker:

3(a) understands how diversity and differences characterize and shape the human experience, are critical to the formation of identity and shapes a student's approach to academic performance;

3(b) understands diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status;

3(c) understands that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim;

3(d) understands the forms and mechanisms of oppression and discrimination; and

3(e) recognizes the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

~~Performance - The competent school social worker:~~

~~3(f) applies and communicates understanding of the importance of diversity and differences in shaping life experiences in practice with students, families, schools and communities;~~

~~3(g) presents themselves as learners and engages others as experts of their own experiences;~~

~~3(h) applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse populations and systems; and~~

~~3(i) considers how diversity and differences impact student learning, academic success and achievement.~~

Standard 4: Advance Human Rights and Social, Emotional, and Environmental Justice.

~~Knowledge –~~ The competent school social worker:

4(a) understands methods of advocacy on behalf of students, families, school and communities;

4(b) understands that every person, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education;

4(c) understands the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice; and

4(d) understands strategies designed to eliminate oppressive structural barriers to educational services are distributed equitably and human rights are protected.

~~Performance - The competent school social worker:~~

~~4(e) advocates for practices that advance social, economic and environmental justice in the educational setting;~~

~~4(f) involves students in identifying their strengths and needs to establish and attain their academic goals; and~~

~~4(g) empowers students, families, and educators to gain access to and effectively use school and community resources to enhance academic performance.~~

Standard 5: Engage in Practice-informed Research and Research-informed Practice.

~~Knowledge~~ The competent school social worker:

5(a) understands evidence-based methods of individual, group, family, and crisis counseling;

5(b) understands quantitative and qualitative research methods in advancing the science of school social work and evaluating practice in the educational setting;

5(c) knows the principles of culturally informed and ethical approaches to building knowledge in the educational setting;

5(d) understands that evidence derived from multi-disciplinary sources guide school social work practice; and

5(e) understands the process for translating research findings into effective school social work practice and interventions

~~Performance - The competent school social worker:~~

~~5(f) uses practice experience and theory to inform research, scientific inquiry and employ evidence-based interventions;~~

~~5(g) uses research findings to evaluate and improve practice, policy, and social service delivery in the educational setting; and~~

~~5(h) uses evidence based knowledge in the development and implementation of individualized student support services (i.e., 504, IEP, LEP).~~

Standard 6: Engage in Policy Practice.

~~Knowledge~~ The competent school social worker:

6(a) understands the interdisciplinary approach to service delivery within the educational environment;

6(b) understands the collaborative process with parents, school personnel, community based organizations, and agencies to enhance the student's educational functioning;

6(c) is informed about court decisions, legislation, rules and regulations, and policies and procedures that affect school social work practice;

6(d) understands their role in policy development and implementation within the educational setting;

6(e) recognizes and understands the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy within the educational setting;

6(f) understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation; and

6(g) understands school policies and procedures as they relate to student learning, safety and well-being.

~~Performance - The competent school social worker:~~

~~6(h) collaborates with students, families, schools and communities for effective policy action;~~

~~6(i) engages in advocacy that seeks to ensure that all students have equal access to education and services to enhance their academic progress;~~

~~6(j) assesses how social welfare and economic policies impact the delivery of and access to social services; and~~

~~6(k) applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.~~

Standard 7: Engage with Students, Families, Schools, and Communities.

~~Knowledge -~~ The competent school social worker:

7(a) understands strategies to effectively engage with students, families, schools and communities;

7(b) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate engagement;

7(c) understands theories and methods of communication; and

7(d) values principles of relationship-building and inter-professional collaboration.

~~Performance - The competent school social worker:~~

~~7(e) applies knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks to engage with students, families, schools and communities;~~

~~7(f) utilizes cultural sensitivity and humility when engaging a variety of audiences; and~~

~~7(g) uses empathy, dispute resolution, reflection, and interpersonal skills to effectively engage and build relationships.~~

Standard 8: Assess Students, Families, Schools, and Communities.

~~Knowledge -~~ The competent school social worker:

8(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to facilitate assessment with students, families, schools and communities;

8(b) understands methods of and how to conduct assessments related to adaptive behavior, learning styles, high-risk behavior (i.e. truancy, suicide, homicide, substance use, etc.) and social emotional health;

8(c) recognizes the implications of the larger practice context in the assessment process and values the importance of inter-professional collaboration; and

8(d) understands diagnostic tools in the educational setting.

8(e) Performance - The competent school social worker:

8(f) collects and organizes data, and applies critical thinking to interpret assessment information;

8(g) utilizes effective oral and written communication;

8(h) applies knowledge of human behavior and the social environment, and other theoretical frameworks in the analysis of assessment data;

8(i) develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges; and

8(j) uses assessment data; research knowledge; and the values and preferences of students, families, schools and communities to identify appropriate interventions.

Standard 9: Intervene with Students, Families, Schools, and Communities.

~~Knowledge –~~The competent school social worker:

9(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to develop effective interventions relevant to the educational setting;

9(b) understands methods of identifying, analyzing and implementing evidence-informed interventions to achieve identified educational goals; and

9(c) understands the importance of inter-professional teamwork and communication when implementing evidence-informed interventions with students, families, schools and communities.

~~Performance - The competent school social worker:~~

~~9(d) applies knowledge of human behavior and the social environment, and other theoretical frameworks in interventions;~~

~~9(e) critically identifies and implements prevention strategies and interventions to achieve identified goals to enhance wellness and academic performance;~~

~~9(f) brokers resources of the school and community to meet identified needs;~~

~~9(g) provides counseling, crisis intervention and other services;~~

~~9(h) uses inter-professional collaboration to achieve beneficial practice outcomes;~~

~~9(i) facilitates effective transitions and endings that advance mutually agreed-on goals; and~~

~~9(j) negotiates, mediates, educates, consults and advocates with and on behalf of students, families, schools and communities.~~

Standard 10: Evaluate Practice with Students, Families, Schools, and Communities.

~~Knowledge –~~The competent school social worker:

10(a) understands theories of human behavior and the social environment, and critically evaluates and applies this knowledge to evaluate outcomes;

10(b) recognizes the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness; and

10(c) understands how to interpret and utilize research to evaluate and guide professional interventions and educational program development.

~~Performance - The competent school social worker:~~

~~10(d) applies knowledge of human behavior and the social environment, person in environment and other theoretical frameworks in the evaluation of practice;~~

~~10(e) critically analyzes, monitors and evaluates intervention outcomes;~~

~~10(f) applies evaluation findings to improve practice effectiveness with students, families, schools and communities; and~~

~~10(g) selects and uses appropriate methods for evaluation of outcomes.~~

DRAFT

IDAHO STANDARDS FOR SPEECH-LANGUAGE PATHOLOGY

All speech-language pathology candidates are expected to meet standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all speech-language pathology candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The following standards and competencies for speech-language pathologists were adopted from the Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology). ~~These standards are not all-encompassing or absolute but are indicative of the requirements necessary for effective speech language pathologists. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of higher education preparation programs to use knowledge and performance indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.~~

Standard I: Degree – The applicant for certification must have a master's, doctoral, or other recognized post-baccalaureate degree.

~~Implementation: The Council for Clinical Certification in Audiology and Speech Language Pathology (CFCC) has the authority to determine eligibility of all applicants for certification.~~

Standard II: Education Program – All graduate course work and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

~~Implementation: If the graduate program of study is initiated and completed in a CAA-accredited program or in a program that held candidacy status for CAA accreditation, and if the program director or official designee verifies that all knowledge and skills required at the time of application have been met, approval of academic course work and practicum is automatic. Applicants eligible for automatic approval must submit an official graduate transcript or a letter from the registrar that verifies the date the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the National Office no later than 1 year from the date the application was received. Verification of the graduate degree is required of the applicant before the certificate is awarded.~~

~~Individuals educated outside the United States or its territories must submit documentation that course work was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.~~

Standard III: Program of Study – The applicant for certification must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the

specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C.

~~Implementation: The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.~~

Standard IV: Knowledge Outcomes

Standard IV-A – The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

~~Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.~~

~~Academic advisors are strongly encouraged to enroll students in courses in the biological, physical, and the social/behavioral sciences in content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.~~

Standard IV-B – The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C – The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
- hearing, including the impact on speech and language;

- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

~~Implementation: It is expected that course work addressing the professional knowledge specified in Standard IV-C will occur primarily at the graduate level.~~

Standard IV-D – For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E – The applicant must have demonstrated knowledge of standards of ethical conduct.

~~**Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.**~~

Standard IV-F – The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

~~Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.~~

Standard IV-G – The applicant must have demonstrated knowledge of contemporary professional issues.

~~Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech language pathology. Issues typically include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, and reimbursement procedures.~~

Standard IV-H – The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A – The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

~~Implementation: Individuals are eligible to apply for certification once they have completed all graduate-level academic course work and clinical practicum and been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.~~

~~The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.~~

Standard V-B – The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
    a. Conduct screening and prevention procedures (including prevention activities).
    b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
    c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
    d. Adapt evaluation procedures to meet client/patient needs.
    e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
    f. Complete administrative and reporting functions necessary to support evaluation.
    g. Refer clients/patients for appropriate services.
2. Intervention
    a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
    b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
    c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
    d. Measure and evaluate clients'/patients' performance and progress.
    e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
    f. Complete administrative and reporting functions necessary to support intervention.

g. Identify and refer clients/patients for services as appropriate.

3. Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

b. Collaborate with other professionals in case management.

c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

d. Adhere to the ASHA Code of Ethics and behave professionally.

~~Implementation: The applicant must have acquired the skills referred to in this standard applicable across the nine major areas listed in Standard IV-C. Skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.~~

~~The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.~~

~~These experiences should allow students to:~~

- ~~interpret, integrate, and synthesize core concepts and knowledge;~~
- ~~demonstrate appropriate professional and clinical skills; and~~
- ~~incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.~~

~~Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).~~

~~Supervisors of clinical experiences must hold a current ASHA Certificate of Clinical Competence in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology to count toward certification.~~

Standard V-C – The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

~~Implementation: Guided observation hours generally precede direct contact with clients/patients. The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds current ASHA certification in the appropriate practice area. Such supervision may occur simultaneously with the student's observation or afterwards through review and approval of written reports or summaries submitted by the student. Students may use video recordings of client services for observation purposes.~~

~~Applicants should be assigned practicum only after they have acquired sufficient knowledge bases to qualify for such experience. Only direct contact with the client or the client's family in assessment, intervention, and/or counseling can be counted toward practicum. Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included. Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the client or client's family. Typically, only one student should be working with a given client at a time in order to count the practicum hours. It is possible for several students working as a team to receive credit for the same session, depending on the specific responsibilities each student is assigned. The applicant must maintain documentation of time spent in supervised practicum, verified by the program in accordance with Standards III and IV.~~

Standard V-D – At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

~~Implementation: A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.~~

Standard V-E – Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience, must not be less than 25% of the student's total contact with each client/patient, and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/patient.

Standard V-F – Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

~~Implementation: The applicant must demonstrate direct client/patient clinical experiences in both assessment and intervention with both children and adults from the range of disorders and differences named in Standard IV-C.~~

Standard VI: Assessment – The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

~~Implementation: Results of the Praxis Examination in Speech-Language Pathology must be submitted directly to ASHA from ETS. The certification standards require that a passing exam score must be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant's certification file will be closed. If the exam is passed or reported at a later date, the individual will be required to reapply for certification under the standards in effect at that time.~~

Standard VII: Speech-Language Pathology Clinical Fellowship – The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

~~Implementation: The Clinical Fellowship may be initiated only after completion of all academic course work and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date the application is received. Once the CF has been initiated, it must be completed within 48 months. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date the first CF was initiated. Applications will be closed for a CF/CFs that is/are not completed within the 48-month timeframe or that is/are not reported to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the Standards in effect at the time of re-application. CF experiences older than 5 years at the time of application will not be accepted.~~

~~The CF must have been completed under the mentorship of an individual who held the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) throughout the duration of the fellowship. It is the Clinical Fellow's responsibility to identify a mentoring speech-language pathologist (SLP) who holds an active Certificate of Clinical Competence in Speech-Language Pathology. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It, therefore, is incumbent on the CF to verify the mentoring SLP's status periodically throughout the Clinical Fellowship experience. A family member or individual related in any way to the Clinical Fellow may not serve as a mentoring SLP.~~

Standard VII-A: Clinical Fellowship Experience – The Clinical Fellowship must have consisted of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA's current Scope of Practice in Speech-Language Pathology. The Clinical Fellowship must have consisted of no less than 36 weeks of full-time professional experience or its part-time equivalent.

~~Implementation: No less than 80% of the Fellow's major responsibilities during the CF experience must have been in direct client/patient contact (e.g., assessment, diagnosis, evaluation, screening, treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.~~

~~Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience of less than 5 hours per week will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of the 35 hours per week cannot be used to shorten the CF to less than 36 weeks.~~

Standard VII-B: Clinical Fellowship Mentorship – The Clinical Fellow must have received ongoing mentoring and formal evaluations by the CF mentor.

~~Implementation: Mentoring must have included on-site observations and other monitoring activities. These activities may have been executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Fellow, and evaluations by professional colleagues with whom the Fellow works. The CF mentor and Clinical Fellow must have participated in regularly scheduled formal evaluations of the Fellow's progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF Mentor.~~

~~The mentoring SLP must engage in no fewer than 36 supervisory activities during the clinical fellowship experience. This supervision must include 18 on-site observations of direct client contact at the Clinical Fellow's work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaged in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Use of real-time, interactive video and audio conferencing technology is permitted as a form of on-site observation, for which pre-approval must be obtained.~~

~~Additionally, supervision must also include 18 other monitoring activities. At least six other monitoring activities must be conducted during each third of the CF experience. Other monitoring activities are defined as evaluation of reports written by the Clinical Fellow, conferences between the mentoring SLP and the Clinical Fellow, discussions with professional colleagues of the Fellow, etc., and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes.~~

~~On rare occasions, the CFCC may allow the supervisory process to be conducted in other ways. However, a request for other supervisory mechanisms must be submitted in written form to the CFCC, and co-signed by the CF mentor, before the CF is initiated. The request must include the reason for the alternative supervision and a description of the supervision that would be provided. At a minimum, such a request must outline the type, length, and frequency of the supervision that would be provided.~~

Standard VII-C: Clinical Fellowship Outcomes – The Clinical Fellow must have demonstrated knowledge and skills consistent with the ability to practice independently.

~~Implementation: At the completion of the CF experience, the applicant will have acquired and demonstrated the ability to:~~

- ~~integrate and apply theoretical knowledge,~~
- ~~evaluate his or her strengths and identify his or her limitations,~~
- ~~refine clinical skills within the Scope of Practice in Speech-Language Pathology,~~

- ~~apply the ASHA Code of Ethics to independent professional practice.~~

~~In addition, upon completion of the CF, the applicant must have demonstrated the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.~~

~~The CF mentor must submit the Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI), as soon as the CF successfully completes the CF experience. This report must be signed by both the Clinical Fellow and mentoring SLP.~~

Standard VIII: Maintenance of Certification – Certificate holders must demonstrate continued professional development for maintenance of the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP).

~~Implementation: Individuals who hold the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) must accumulate 30 certification maintenance hours of professional development during every 3-year maintenance interval. Intervals are continuous and begin January 1 of the year following award of initial certification or reinstatement of certification. A random audit of compliance will be conducted.~~

~~Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual dues and/or certification fees are required for maintenance of certification.~~

~~If renewal of certification is not accomplished within the 3-year period, certification will expire. Individuals wishing to regain certification must submit a reinstatement application and meet the standards in effect at the time the reinstatement application is submitted.~~

DRAFT

AMERICAN BOARD
Your Community. Your Teachers.

American Board
1123 Zonolite Road, Suite 29
Atlanta, GA 30306

13 July 2021

Idaho State Department of Education
650 W. State Street, 2nd Floor
Boise, Idaho 83702

Re: IDAPA 08.02.02 Rules Governing Uniformity

Superintendent Ybarra,

American Board applauds the efforts of the Educator Standards Working Group to reduce the bureaucratic burden of Idaho's educator preparation program review process. In particular, the group's decision to remove the 100+ indicators from the *Idaho Standards for Initial Certification of Professional School Personnel* document certainly works to serve the group in its mission to "reduce regulatory burden upon educator preparation programs while maintaining high standards for beginning teachers, administrators, and pupil service staff."

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It's worth noting, however, that the work hasn't been without concern. American Board would like to draw attention to and oppose three changes proposed by the Educator Standards Working Group. First, the addition of three standards to the list of core standards. Second, the qualifying of all standards as knowledge standards. Finally, and most important to American Board, we disagree with the proposed scoring rubric for program renewal reviews.

American Board does not support the addition of three new, state-specific core standards. We believe the addition of three standards (a 30 percent increase in the number of core standards) is counterproductive to the work with which the group was tasked. Furthermore, the new standards themselves are problematic and unnecessary.

> *Standard 11: American Indian Tribes and Tribal Sovereignty*. The teacher candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.*
>
> **The federal and state governments of Idaho recognize the unique inherent sovereignty of each tribe of Idaho. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.*

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Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

American Board opposes the notion that all standards are now deemed "knowledge" standards. This is a change we believe is directly in response to House Bill 599 passed in 2020. HB 599 clearly states that nonpublic programs are not responsible for meeting "performance" standards. Rebranding all standards as knowledge standards so they must be met by nonpublic programs is in violation of the spirit of HB 599. If a standard was previously upheld by more performance and disposition indicators than knowledge indicators, it seems clear that standard is a performance standard. This concept is further supported by the verb used in the standard. As an example, a standard requiring a teacher candidate to "work," "plan," or "engage" is a performance standard. Only standards requiring candidates to "know" or "understand" should be considered knowledge standards. Qualifying all standards as knowledge standards is an attempt to hold nonpublic institutions to more bureaucratic requirements than intended by HB 599.

Lastly, American Board holds significant opposition to the scoring rubric developed for the program renewal reviews. Prior to revamping the review process, institutions were able to miss 20 percent of indicators and be approved. Now, the review process requires that all programs receive 100 percent on their scoring in order to be approved. American Board strongly believes nonpublic programs should be granted the flexibility allowed under HB 599 and, therefore, we believe that flexibility should carry over to the review process scoring. Allowing nonpublic programs to meet 80 percent of standards and receive the approval status would be one step in the direction of reducing the regulatory burden the state is currently placing on nonpublic programs.

We appreciate the opportunity to provide this feedback, and we look forward to working with the state to improve the process of reviewing nonpublic educator preparation programs.

Best,
Melanie Olmstead
Executive Director | American Board

www.americanboard.org

1123 Zonolite Road, Suite 29
Atlanta, GA 30306

AMERICAN BOARD
Your Community. Your Teachers.

American Board
1123 Zonolite Road, Suite 29
Atlanta, GA 30306

August 19, 2021

Idaho State Board of Education
650 W. State Street, 3rd Floor
Boise, Idaho 83702

Re: IDAPA 08.02.02 Rules Governing Uniformity

Dear Members of the State Bord of Education,

American Board applauds the efforts of the Educator Standards Working Group to reduce the bureaucratic burden of Idaho's educator preparation program review process. In particular, the group's decision to remove the 100+ indicators from the *Idaho Standards for Initial Certification of Professional School Personnel* document certainly works to serve the group in its mission to "reduce regulatory burden upon educator preparation programs while maintaining high standards for beginning teachers, administrators, and pupil service staff."

It's worth noting, however, that the work hasn't been without concern. American Board would like to draw attention to and oppose three changes proposed by the Educator Standards Working Group. First, the addition of three standards to the list of core standards. Second, the qualifying of all standards as knowledge standards. Finally, and most important to American Board, we disagree with the proposed scoring rubric for program renewal reviews.

American Board does not support the addition of three new, state-specific core standards. We believe the addition of three standards (a 30 percent increase in the number of core standards) is counterproductive to the work with which the group was tasked. Furthermore, the new standards themselves are problematic and unnecessary.

> *Standard 11: American Indian Tribes and Tribal Sovereignty*. The teacher candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities.*
>
> > **The federal and state governments of Idaho recognize the unique inherent sovereignty of each tribe of Idaho. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.*
>
> *Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.*

AMERICAN BOARD
Your Community. Your Teachers.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

For the most part, the three new standards are duplicative. Proposed Standard 11 fits within current Standard 2; proposed Standard 12 fits within current Standard 9; and proposed Standard 13 within current Standard 8.

American Board opposes the notion that all standards are now deemed "knowledge" standards. This is a change we believe is directly in response to House Bill 599 passed in 2020. HB 599 clearly states that nonpublic programs are not responsible for meeting "performance" standards. Rebranding all standards as knowledge standards so they must be met by nonpublic programs is in violation of the spirit of HB 599. If a standard was previously upheld by more performance and disposition indicators than knowledge indicators, it seems clear that standard is a performance standard. This concept is further supported by the verb used in the standard. As an example, a standard requiring a teacher candidate to "work," "plan," or "engage" is a performance standard. Only standards requiring candidates to "know" or "understand" should be considered knowledge standards. Qualifying all standards as knowledge standards is an attempt to hold nonpublic institutions to more bureaucratic requirements than intended by HB 599.

Lastly, American Board holds significant opposition to the scoring rubric being proposed for the program renewal reviews. Prior to revamping the review process, institutions were able to miss 20 percent of indicators and be approved. Now, the review process requires that all programs receive 100 percent on their scoring in order to be approved. American Board strongly believes nonpublic programs should be granted the flexibility allowed under HB 599 and, therefore, we believe that flexibility should carry over to the review process scoring. Allowing programs to meet 80 percent of standards and receive the approval status would be one step in the direction of reducing the regulatory burden the state is currently placing on nonpublic programs. Furthermore, the review process should take into consideration the type of educator preparation program (i.e. online/in-person or traditional/nontraditional, or public/private) recognizing that programs may have different methods by which to prepare Idaho teachers.

We appreciate the opportunity to provide this feedback, and we look forward to working with the state to improve the process of reviewing nonpublic educator preparation programs.

Best,

Melanie Olmstead
Executive Director | American Board

www.americanboard.org

1123 Zonolite Road, Suite 29
Atlanta, GA 30306

From: Nathan Dean

Re: Comment on the Proposed Changes to the Idaho Standards for Initial Certification of Professional School Personnel

--- --- ---

There are some aspects of the proposed changes to the Standards for Initial Certification that are headed in the right direction. For example, the inclusion of a core standard regarding *American Indian Tribes and Tribal Sovereignty* is to be commended. Additionally, it seems entirely reasonable to look for ways to streamline the standards since length and the number of separate (but interrelated) sections makes them a bit unwieldly in their current form. There are undoubtedly items that can be condensed and redundancies that can be removed to make the document more accessible and useful. In that sense, I support the apparent intention of the proposed changes to trim the fat and focus on clarity.

However, the proposed changes take that sentiment to an extreme and result in a standards document that is too vague and stripped of vital content to be useful. This is especially concerning because such a shift could negatively impact our constitutional obligation to maintain uniformity in our system of public education. The two most significant concerns are expanded on below:

1) **The Content-Related Enhancement Standards Have Been Removed.**

   In the current standards document, the enhancement standards provide additional criteria that must be met by new educators seeking initial certification in various content areas (e.g., Science, Mathematics, English Language Arts, etc.). The proposed changes do away with these entirely.

   Such a change fails to acknowledge that there are vital pedagogical skills unique to each content area which are not addressed by the core standards. Taking science as an example (since it is my background), the current document includes standards relating to *Safety* and *Laboratory & Field Activities*. Removing these standards—as the proposed document does—effectively eliminates state's ability to mandate that *all* Idaho science teachers have fundamental competency in managing students in a safe laboratory environment before they step into the classroom. Likewise, the proposed standards omit instructional competencies that are discipline-specific but vital for successful science teaching (e.g. understanding and modeling the science and engineering practices and guiding students to use them). Other content-areas suffer similarly from the omission of their respective standards.

   It is my understanding that the proposed changes to the endorsement rules found in IDAPA 08.02.02.022-024 are meant to address this issue. They do not accomplish that goal. Continuing to use science as an example, the language of "… [to include coursework] in methods of teaching science, lab safety…" has been added to the relevant endorsements in the proposed

rule changes. Although vague, this change acknowledges that methods and safety training are important. However, moving these requirements to the endorsement rules means that they would only apply to *some* prospective science teachers. Candidates seeking initial certification through a non-traditional program like ABCTE or via a Content Specialist Alternative Authorization do not have to address the individual endorsement requirements listed in that section of IDAPA. Both are held only to meet the requirements found in the Standards for Initial Certification. Within the current legal context, the proposed changes would allow some candidates to seek initial certification without demonstrating all the vital competencies needed to be effective (and, in some cases, keep students safe) in their endorsed content areas.

2) **The Knowledge, Performance, and Disposition Statements Have Been Removed.**

Currently, the Standards for Initial Certification are each broken down into statements clarifying what the standard entails with regards to a candidate's Knowledge, Performance, and Dispositions. This is true for both the core and enhancement standards. Although it's quite likely that many of these statements could be consolidated to streamline the document, eliminating them entirely leaves only vague statements whose criteria are highly open to interpretation and cannot be enforced uniformly across preparation routes. Unfortunately, that is what is found in the proposed standards.

An example of this can be found in Core Teaching Standard 6:

> Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making

If we are going to say that this standard must be met by all candidates seeking initial certification, then we must also articulate clearly what an acceptable level of proficiency looks like. Further, that line between proficient and non-proficient must be reliably interpreted from one program to another. Looking at the standard on its own, it is quite difficult to say where that line should be drawn on who has (or hasn't) met the criteria. The statements under each standard provide additional clarification on what needs to be assessed to demonstrate that a candidate has met the standard. For example, a sample of statements under Standard 6 say:

- The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

Unlike the standard on its own, these statements are indicators which can be evaluated in a meaningful and (relatively) consistent way. If the document is whittled down to only the

standards themselves (as proposed), it is very likely that they will be interpreted differently between preparation programs—and potentially even by individuals within the same program. Additionally, it would undermine the accountability of program reviews, since judging whether a program is truly in alignment with any given standard would become extremely difficult. If anything, we should be looking to make the Standards for Initial Certification clearer and less open to interpretation, not more.

This problem only becomes larger when considering non-public preparation programs. Pursuant to Idaho Code Section 33-1207A, non-public teacher preparation programs can only be reviewed on the basis of the "knowledge or equivalent standards set forth in the initial standards for teacher certification…". It is my understanding that this part of Idaho Code was written in direct reference to the current structure of the standards. As such, removing the knowledge, performance, and dispositions statements—and failing to replace them with anything equivalent—calls into question whether there are any remaining criteria by which the state can evaluate non-public preparation programs. Further, even if non-public programs can still be held to the core standards, the removal of the content-specific extension standards means that there are no criteria by which the state can review the content-specific aspects of their programs. That lack of uniform accountability to certification standards is troubling.

Given our constitutional obligation to maintain a uniform system of public schools, it is vital that our Standards for Initial Certification be written in a way that encourages uniformity in certification criteria. The standards must apply equally to all prospective educators—regardless of their route to certification. Also, they must provide enough detail and clarity to limit room for disparate interpretations. As described above, the proposed standards fall short on both fronts. I encourage the State Board of Education to consider rejecting the proposed standards in their current form. However, I do support ongoing work to streamline the standards, so long as that work also increases their clarity and uniformity in the process.

Summary of Comments Received by the Department of Education and Unresolved Issues
Rules Governing Uniformity 08.02.02
Docket No. 08-0202-2102

Summary of Comments During/After July 7, 2021, Meeting

Generally, commenters appreciated the work of the educator stakeholder workgroup to simplify standards and reduce regulatory burden upon educator preparation programs (PC 1, 2, 4, 5, 6, 7, 8, 9, 17). Comments regarding problematic rule sections centered around Career and Technical Education (CTE) content requirements (PC 3, 7, 8), Visual Arts endorsement (PC 7, 8), Early Childhood/Early Childhood Special Education standards (PC10), Speech-Language Pathologist endorsement (Public meeting, PC 12, 14), Audiology endorsement (Public meeting, PC 14, 16), and technical/grammar correction recommendations (PC 11, 15).

Public Comments

CTE content requirements: The comment received is specific to Subsection 015.04.b. The Department seeks feedback and additional revision, if necessary, from the Division of Career and Technical Education.

Visual Arts endorsement: The concern that a class added to the endorsement has increased the credit load to gain the endorsement appears to have no basis. While three (3) credits of art history was added to the endorsement, the number of foundation art and design credits was reduced from nine credits (9) to six (6), resulting in a net change of zero (0) credits.

Early Childhood/Early Childhood Special Education standards:
The comment recommends removing overlapped and repeated emphases and consolidating the those that are not covered by the core standards such as law, regulation, eligibility determination, and coaching/consultation.

Department staff recommends leaving the standards as written, as the state-specific standards for special education programs were crafted by special education professionals from around the state.

Speech-Language Pathologist (SLP) endorsement: The provision that allows for one-time extension of the interim certificate (Subsection 015.02.i) may be costly and potentially dangerous to kids. If the provision is to be retained, more specifics are required:

- The individual seeking the certificate must provide proof to the LEA that he/she is actually accepted, enrolled, and making progress in a master's program.
- The individual must graduate on time, demonstrating at least once a year to the LEA that their GPA and overall coursework is progressing as indicated in the ISU CSD Graduate Student Manual.

- The individual seeking the certificate must be provided with supervision from a licensed and certified speech-language pathologist who belongs to the American Speech, Language, and Hearing Association.
- The individual seeking the certificate must be supervised by a licensed and ASHA certified speech-language pathologist for a minimum of 25% of their clinical experience. That is, if the certificate seeker is practicing with a client for 60 minutes, then 15-minutes must be supervised by the ASHA certified speech-language pathologist.

Department staff recommends incorporation of these amendments into Subsection 015.02.i.

Audiology endorsement:

- Please add "or higher" after master's level for audiologists. For more than 10 years, institutions have NOT awarded master's degrees as they are no longer deemed sufficient to practice. Veterans are grandfathered in, but the doctoral level is all that exists (most of us have an Au.D. with a clinical emphasis but a Ph.D. in audiology is also an option).
- Please consider wording to the effect of, "Valid for 5 years. Renewal may be demonstrated by CCC, state licensure, and/or 6 semester hours." It would give educational audiologists the most flexibility (at least one educational audiologist in Idaho is also an SLP and works with her time shared between two professional roles).

Department staff recommends incorporation of the amendment in the first bullet. The wording in the second bullet does not change the flexibility offered by the existing amendments.

Technical/grammar corrections:
In ISICPSP:

- Page 7, Standard 2: "...embed learning objectives into child initiated . . . " Does the child initiate this action?
- Page 14, Standard 9: "manages" should be "manage"

In IDAPA Subsection 016.05:

- Amend “Teaching for Mathematical Thinking” to “Teaching Mathematical Thinking.”

Department staff has reviewed the question in the first bullet and has determined the language is correct when the entire standard is read. Department staff recommends incorporation of the amendments in the second and third bullets.

Comments 1 and 13 are duplicate from the same person. The concerns may stem from an assumption that only the state-specific standards for Exceptional Child Generalist apply to the Exceptional Child Generalist program. The Idaho Core Teaching Standards also apply to all special education programs.

Other comments regarding the review process and scoring rubric (PC 2, 4) apply to process and procedure manual (manual) revisions, which are dependent upon the result of this rulemaking. Upon completion of the manual revisions, the manual will be recommended by the Professional Standards Commission to the State Board of Education for approval. Recommendation to the Board is anticipated to occur after final changes to IDAPA 08.02.02 are passed by the 2022 Legislature.

Comments regarding pupil service staff pay, working conditions, and higher education funding (PC 12) are not applicable to this section of rule.

Unresolved Issues

- Public educator preparation programs are accountable for ongoing alignment to state board approved educator accreditation program standards (e.g., CAEP), while non-public educator preparation programs are not (Public meeting, PC 17).
- Non-public educator preparation programs should not be held to knowledge of the entirety of each standard (Public meeting, PC 2).
- Newly added State-Specific Core Teaching Standards 11, 12, and 13 are unnecessary (PC 2).
- CTE – 12 credits of CTE content should be reduced to 9 (PC 3, 7, 8).
    - The Department seeks revision

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Monday, July 12, 2021 12:34:32 PM

Please see the feedback below.

Natalie Hui
Management Assistant
Idaho State Department of Education
(208) 332-6815
nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Aleksandra Hollingshead <kbennett@sde.idaho.gov>
Sent: Monday, July 12, 2021 12:33 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Aleksandra Hollingshead
Email	ahollingshead@uidaho.edu
Please select	Standards for Certification and Endorsements
Comments	I appreciate the overall simplification and shortening of the standards for various endorsements. My comments are specific to Exceptional Child Generalist standards: 1) I believe Standard 3 should include both assistive and instructional technology and should have a reference to supporting inclusion, in addition to communication and learning. 2) Standard 4 surprises me- a special educator should have assessment skills beyond just eligibility. Special educator assess their students learning and based on such assessment design specialized instruction, accommodations, modifications, etc. I would delete the reference to eligibility in the standards title, and edit the section of the standard to read "sound assessments (including eligibility) to guide..." 3) I am highly unimpressed with standard 5. A special educator needs broader collaboration

skills to include various professionals- gen ed teachers, school psychologist, related service providers, AND paraprofessionals. Limiting the standard requirement to just "guidance and direction" of support staff is inadequate and incomplete. I would prefer to see a return to a broader collaboration standard.

4) Lastly, I would urge us to keep/add a standard related to designing appropriate behavior supports and inclusive environments recognizing individualized and unique learning characteristics of students with disabilities- such standard could combine previous/current standard 1 and 2. It is paramount that special educators have such skills and knowledge and we- teacher ed preparation programs must be required to teach this content.

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 8:45:38 AM

More feedback

Natalie Hui
Management Assistant
Idaho State Department of Education
(208) 332-6815
nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Melanie Olmstead <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 8:44 AM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Melanie Olmstead
Email	molmstead@americanboard.org
Please select	Standards for Certification and Endorsements
Comments	American Board 1123 Zonolite Road, Suite 29 Atlanta, GA 30306 13 July 2021 Idaho State Department of Education 650 W. State Street, 2nd Floor Boise, Idaho 83702 Re: IDAPA 08.02.02 Rules Governing Uniformity Superintendent Ybarra, American Board applauds the efforts of the Educator Standards Working Group to reduce the bureaucratic burden of Idaho's educator preparation program review process. In

particular, the group's decision to remove the 100+ indicators from the Idaho Standards for Initial Certification of Professional School Personnel document certainly works to serve the group in its mission to "reduce regulatory burden upon educator preparation programs while maintaining high standards for beginning teachers, administrators, and pupil service staff."

It's worth noting, however, that the work hasn't been without concern. American Board would like to draw attention to and oppose three changes proposed by the Educator Standards Working Group. First, the addition of three standards to the list of core standards. Second, the qualifying of all standards as knowledge standards. Finally, and most important to American Board, we disagree with the proposed scoring rubric for program renewal reviews.

American Board does not support the addition of three new, state-specific core standards. We believe the addition of three standards (a 30 percent increase in the number of core standards) is counterproductive to the work with which the group was tasked. Furthermore, the new standards themselves are problematic and unnecessary.

Standard 11: American Indian Tribes and Tribal Sovereignty*. The teacher candidate knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities and the cultural resources (e.g., language, history, indigenous knowledge) of American Indian students and their communities. *The federal and state governments of Idaho recognize the unique inherent sovereignty of each tribe of Idaho. This tribal sovereignty distinguishes Indigenous peoples as peoples, rather than populations or national minorities.

Standard 12: Code of Ethics for Idaho Professional Educators. The teacher candidate understands the Code of Ethics for Idaho Professional

Educators and its place in supporting the integrity of the profession.

Standard 13: Digital Technology and Online Learning. The teacher candidate knows how to use digital technology to create lessons and facilitate instruction and assessment in face-to-face, blended, and online learning environments to engage students and enhance learning.

American Board opposes the notion that all standards are now deemed "knowledge" standards. We believe this change is in direct response to House Bill 599 passed in 2020. HB 599 clearly states that nonpublic programs are not responsible for meeting "performance" standards. Rebranding all standards as knowledge standards so they must be met by nonpublic programs is in violation of the spirit of HB 599. If a standard was previously upheld by more performance and disposition indicators than knowledge indicators, it seems clear that standard is a performance standard. This concept is further supported by the verb used in the standard. As an example, a standard requiring a teacher candidate to "work," "plan," or "engage" is a performance standard. Only standards requiring candidates to "know" or "understand" should be considered knowledge standards. Qualifying all standards as knowledge standards is an attempt to hold nonpublic institutions to more bureaucratic requirements than intended by HB 599.

Lastly, American Board holds significant opposition to the scoring rubric developed for the program renewal reviews. Prior to revamping the review process, institutions were able to miss 20 percent of indicators and be approved. Now, the review process requires that all programs receive 100 percent on their scoring in order to be approved. American Board strongly believes nonpublic programs should be granted the flexibility allowed under HB 599 and, therefore, we believe that flexibility should carry over to the

review process scoring. Allowing nonpublic programs to meet 80 percent of standards and receive the approval status would be one step in the direction of reducing the regulatory burden the state is currently placing on nonpublic programs.

We appreciate the opportunity to provide this feedback, and we look forward to working with the state to improve the process of reviewing nonpublic educator preparation programs.

Best,
Melanie Olmstead
Executive Director | American Board

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 8:45:55 AM

More feedback.

Natalie Hui
Management Assistant
Idaho State Department of Education
(208) 332-6815
nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Tracie Simon <kbennett@sde.idaho.gov>
Sent: Monday, July 12, 2021 9:27 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Tracie Simon
Email	simont@byui.edu
Please select	Standards for Certification and Endorsements
Comments	For the CTE endorsement we initially included the methods requirement in the general CTE certification requirements. They were then removed from the general requirements and put into the area specific requirements. For this reason, I think 9 credits of CTE content is sufficient. We don't need 12 credits if the methods courses are no longer included in the general CTE requirements. There are a LOT of required credits for a CTE endorsement.

From: Natalie Hui
To: Lisa Colon Durham
Subject: Fwd: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 2:09:30 PM

More feedback

Natalie Hui
Management Assistant
State Department of Education

From: William Harman <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021, 2:08 PM
To: Natalie Hui
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	William Harman
Email	wgharman@lcsc.edu
Please select	Standards for Certification and Endorsements
Comments	The process that was used by the Committee was thorough and comprehensive while at the same time being relatively efficient. The proposal that has emerged for revised standards, supporting changes in rule, and the starting work on means of evaluation represents the will not merely of a majority in the committee, but consensus on the best ways forward. This does not mean that there are not outliers who disagree with the direction that was taken. However, their views were accounted for and discussed during the open and democratic process, and the proposal that emerged, if it displeases them, should not be subject to the implication that it was somehow ill-considered. The strength of the proposal is that it makes the requirements more direct and streamlines the process while still holding EPPs to the same standards, reflective of national consensus on the best standards for preparation of educators (InTASC).

If there is any remaining shortfall in the proposal, it is the question regarding uniform interpretation of what will qualify as sufficient evidence of meeting each of the standards. This matter can be addressed by allocating sufficient resources to create and carry out uniform training that is identical for the full faculty of all EPPs and all reviewers.
The materials (training videos? seminars? sample cases? collection of sample sufficient evidence items?) need to be developed and training initiated so that the revised standards can be implemented with consensus understanding of application immediately upon passage.

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 2:15:53 PM

Natalie Hui
Management Assistant
Idaho State Department of Education
(208) 332-6815
nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Tonia Dousay <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 2:15 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Tonia Dousay
Email	tonia@uidaho.edu
Please select	Standards for Certification and Endorsements
Comments	The proposed changes allow EPPs to more closely align required content courses with the counterpart disciplinary major (e.g., Secondary Biology/Biology, Secondary History/History, etc.). Such an approach ensures quality content preparation that keeps pace with trending changes in these disciplines. The current rules require some teaching majors (e.g., Earth Space Science and Physics) to meet specific indicators not available from the related academic department, forcing additional coursework and requiring additional resources by EPPs to meet the expectation. Closer alignment means stronger arguments in course evidence, optimized use of resources, and potentially enhanced performance on related Praxis II exams.

From: Natalie Hui
To: Lisa Colon Durham
Subject: Fwd: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 3:08:07 PM

Natalie Hui
Management Assistant
State Department of Education

From: Kevin Talbert <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 3:06:49 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Kevin Talbert
Email	ktalbert@collegeofidaho.edu
Please select	Standards for Certification and Endorsements
Comments	I/ we (C of I) endorse these changes. The 3 phases have done extraordinary work at reducing the regulatory burden and still providing an effective template for the diverse composition of EPPs across the state to follow. De-emphasizing indicators puts emphasis back where it should be on the standards and removes the burden to produce artifacts aligned with each indicator. Removing "disposition" statements reduces logical redundancy (it's not clear how one would have any knowledge or ability to perform without some disposition to do so). I am not sure what the other EPPs who expressed dissention are concerned about, but as far as we are concerned these are a giant step forward toward helping us focus on preparing teachers rather than preparing reports.

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 4:54:02 PM

Natalie Hui
Management Assistant
Idaho State Department of Education
(208) 332-6815
nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Scott Gardner <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 4:09 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Scott Gardner
Email	gardners@byui.edu
Please select	Standards for Certification and Endorsements
Comments	I certainly support the proposed revisions and feel there was sufficient representation and opportunities for feedback. I also felt that there was near unanimous support for the proposals in our working groups. Beneficial aspects of the proposed revisions: 1) Going from 291 pages of standards down to 15 is amazing. 2) Previously, just for the education core classes at the university, we had to show how we met 220 individual standards. That was tedious, costly and frankly over-the-top (especially since we had to produce 3 different types of evidence for each one). That has now been boiled down to 13 overall standards which is much more reasonable while still keeping the overall essence of the 220. 3) This reduction in regulatory burden really frees up university personnel and programs to focus on program improvement and quality

teaching of candidates rather than spending so much time preparing accreditation reports, documentation, websites, etc. 4) Broadening the second endorsement options for elementary education candidates will also benefit those students and I think will increase our overall number of graduates in elementary education. 5) There is much greater clarity in the code so as to reduce confusion and misinterpretation. 6) The changes to the Social Studies code will likely increase the number of candidates seeking that highly desirable certification.

Again I emphasize that by and large we are very appreciative of the work that has been done and the resulting reduction in regulatory burden. There were a couple of instances where the regulatory burden was increased that will have some negative repercussions for BYUI and perhaps for other institutions as well. 1) The Art Education code introduced the requirement for an additional art history class. Any time additional classes and credits are required, there are potentially negative ramifications. In our case, this added to the reasons whey the Art faculty decided to cut our Art Education minor. This wasn't the only reason, but it did add to the rationale for ending the program. 2) For our FCS program, it appears that the methods classes no longer count as part of the required 12 credits of CTE. Again this will have the result of requiring an additional class which will be quite challenging for our program to accommodate. FCS is such a shortage area that I hate to see additional requirements dissuade students or universities from pursuing those programs.

In terms of remedying the couple of areas we see as problematic, I think the FCS one would just be a matter of taking the CTE required credits down to 9 instead of 12 since they are no longer counting the methods class.

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 4:54:07 PM

Natalie Hui
Management Assistant
Idaho State Department of Education
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nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Jackie Nygaard <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 4:06 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Jackie Nygaard
Email	nygaardr@byui.edu
Please select	Standards for Certification and Endorsements
Comments	From our perspective at BYU-Idaho we are supportive of the proposed revisions. We appreciated being involved and felt that the variety of institutions and interests were well represented in the process. We are supportive of the changes and feel like they do reduce the regulatory burden. The greatest benefit is that reduction of the regulatory burden, which will hopefully result in a simplification of the program review process (a result of the phase III process). As I understand it, the direction to engage in this process is to allow EPPs focus more on improving the preparation of teachers as a part of a continual improvement process rather than trying to satisfy every possible indicator as a checklist expressed in the standards document. By eliminating those indicators, we are allowed to focus on continual

improvement focus on the core standards. I know there is a concern that the standards are not specific enough, but placing more trust that EPPs are professionals with a desire to help prepare the best teachers possible, we will allow EPPs to continually improve rather than struggle to comply.

The changes in the code also have the effect of providing more clarity and flexibility in the program designs. There are some issues in the code that may be problematic that are specific to some programs such as the additional art history requirement that will influence our art major to remove a major and minor program. Also the CTE program is overloaded with requirements that make it extremely difficult to satisfy all those requirements in the 120 credits BYU-Idaho allows for a major. Anytime the number of credits increases for a major, we have discussions whether that program is worth continuing. When these types of changes are made, I hope these issues are considered with an understanding of the potential consequence that fewer teachers may be produced in a given area. The flexibility such as was added to the social studies endorsement is an important modification that will allow more students to earn the social studies composite major, which will be beneficial to both our graduates and the schools that request graduates with social studies endorsements.

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 4:54:14 PM

Natalie Hui
Management Assistant
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From: Dr. Lori Sanchez <kbennett@sde.idaho.gov>
Sent: Tuesday, July 13, 2021 3:08 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Dr. Lori Sanchez
Email	lsanchez@nnu.edu
Please select	Standards for Certification and Endorsements
Comments	Idaho Lawmakers, The Educator Preparation Program (EPP) at Northwest Nazarene University fully supports the proposed revisions to the Standards for Certification and Endorsements. The proposed standards are very appropriate to provide Idaho students with competent educators. Multiple meetings of many stakeholder groups have worked diligently over 18 months to produce the documents before you. There may be one, or two, highly unique organizations that prepare teachers in Idaho that do not support these revisions, the vast majority of EPPs and stakeholders support the work represented here. Especially beneficial in this work is the representation of one set of standards for all educator preparation programs: public, private,

traditional, and non-traditional. Idaho students deserve nothing less. An additional benefit of the new document is the movement of the indicators for each standard into a guidance document, allowing the focus of the review to be on the standards and how individual EPPs demonstrate meeting the standard within their unique programs. I also appreciate the effort to recognize the additional work in professional development for educators with National Board and Occupational Licensure awards, and the allowance for educators to use that work toward certificate renewal.

Similarly, I appreciate the effort to recognize nationally accredited programs in the area of Pupil Service Staff (PSS) endorsements, and the intent to let national accreditation from those professional bodies stand in for Idaho standards in those areas. I anticipate PSS programs, and CTE, will look unfavorable at the requirement of three new State Specific Standards (11 Tribes, 12 Ethics, 13 Technology). However, if these areas are important for classroom teachers, why would we not indicate their importance for all certificated educators, including PSS and CTE educators? I believe the intent is to have well prepared educators in all certificate areas: standard instructional, pupil service staff, and career technical.

Finally, Lisa Colon-Durham, Helen Henderson, and Cina Lackey from the State Department of Education deserve recognition and congratulations on facilitation of a difficult, time-intensive, multi-phased process of engaging multiple stakeholder groups in a multitude of meetings which occurred over 18 months in which diverse opinions and beliefs were expressed, discussed, negotiated, collaborated upon, and finally communicated in the documents before you. Well done, SDE Team.

Thank you for your consideration of my

comments regarding the Standards for Certification and Endorsements in the process of negotiated rulemaking.

Sincerely,

Dr. Lori Sanchez
Dean, College of Education
Northwest Nazarene University

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 13, 2021 4:54:50 PM

Natalie Hui
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From: Ling Tsao <kbennett@sde.idaho.gov>
Sent: Monday, July 12, 2021 5:13 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Ling Tsao
Email	ltsao@uidaho.edu
Please select	Standards for Certification and Endorsements
Comments	For blended EC/ECSE, there are overlapped and repeated emphases. For example, standard 1: child development has been covered by the core standard 1: learner development (typical development), standard 2: learner differences (atypical, delayed, at-risk, etc), and standard 3 learning environment (Adverse Childhood Experiences). Similarly, standard 2, 3, and 4 focus on embedded, routine and activity based instructions given the early childhood context. Those are covered by core standard core standard 4 content knowledge, 5, application of content, 7 planning for instruction, and 8 instructional strategies. I would suggest removing the repeated one and consolidate the focuses that are not covered by the core standards such as law, regulation, eligibility determination, and coaching/consultation.

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 20, 2021 8:29:33 AM

Natalie Hui
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From: Kim Zeydel <kbennett@sde.idaho.gov>
Sent: Wednesday, July 14, 2021 9:01 AM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

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Name	Kim Zeydel
Email	kmzeydel@gmail.com
Please select	Standards for Certification and Endorsements
Comments	Page 7 - Standard 2 "...embed learning objectives into child initiated . . . " Does the child initiate this action? Page 14 - Standard 9 - "manages" should be "manage" I am glad dyslexia was added to Standard V: page 14. This has been greatly needed as many teachers are unaware of the characteristics of dyslexia and how to teach a dyslexic child. Also, thank you for including the components of the Science of Reading.

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 20, 2021 8:31:23 AM

Natalie Hui
Management Assistant
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From: Dr. Kris Brock <kbennett@sde.idaho.gov>
Sent: Thursday, July 15, 2021 5:14 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Dr. Kris Brock
Email	Idaho.isha.presidentelect@gmail.com
Please select	Standards for Certification and Endorsements
Comments	Good Evening, The proposed interim certificate for a speech-language pathology endorsement is inadequate state rulemaking that fails to solve the shortage of Speech Therapists in Idaho for several reasons. First, starting from the top, there is a lack of state funding for higher education. Specifically, Idaho State University is the only university charged with finding and educating students studying within the Communication Sciences and Disorders program. However, the ISU program can only take so many graduate students each year because the faculty cannot teach any more students or send them out on their internships for real-world learning. In fact, we need additional professors and clinical faculty members to grow the program. However, year after year, funding for

higher education is slashed, salaries decreased, and this occurs all while the cost of living in Idaho skyrockets.

Second, school districts in Idaho, where the shortages of speech therapists are rather dire (e.g., Eastern, Southern, and rural central Idaho), have starting salaries in the high $30,000 to mid $40,000 range. These students have college loans, and more importantly, Master's degrees. They simply cannot afford to remain in Idaho with such low salaries. And quite frankly, many of them are insulted by such low starting offers. After running several analyses on where our graduate students go after receiving their Master's, we found that we lose the majority of them to Oregon, Washington, Utah, California, and Nevada. Those states have better salaries.

Third, the working speech therapy working conditions in our neighboring states protect speech therapists. Very few speech therapists in those states have caseloads of 80 and above. However, in Idaho, speech therapists are taking work home, working extra hours, and not receiving compensation for this extra time. No one should work for free. This is simply a job.

Fourth, and the most important point, adding the interim certificate is dangerous. AT BEST, the speech therapy services will be sub-par to poor, resulting in students who stay on speech therapy caseloads longer. In turn, this would mean more taxpayer dollars are spent on children that should have made adequate progress to be dismissed from special education or transitioned into general education. Additionally, Medicare and Medicaid will not allow an interim speech therapist to bill for their services in the school. The state of Idaho will lose revenue if this is implemented. And if another financial incentive is required to prevent this rule change, it's this. Poor clinical assessment and intervention decisions secondary to a lack of formal training will result in additional due process claims,

mediations, and payouts from the state of Idaho. Why? Because these students do not receive the appropriate coursework in communication disorders to diagnoses or treat clients with language disorders, speech-sound disorders, autism, down syndrome, cerebral palsy, or any other child. More importantly, they have no clinical experience, and many of them barely have babysitting experience let alone teaching experience. This field is a science, and our clients deserve that we treat it as such.

Thus, this interim certificate should be more explicit.

1. The individual seeking the certificate must provide proof to the LEA that he/she is actually accepted, enrolled, and making progress in a master's program
2. The individual must graduate on time, demonstrating at least once a year to the LEA that their GPA and overall coursework is progressing as indicated in the ISU CSD Graduate Student Manual
3. The individual seeking the certificate must be provided with supervision from a licensed and certified speech-language pathologist who belongs to the American Speech, Language, and Hearing Association
4. The individual seeking the certificate must be supervised by a licensed and ASHA certified speech-language pathologist for a minimum of 25% of their clinical experience. That is, if the certificate seeker is practicing with a client for 60 minutes, then 15-minutes must be supervised by the ASHA certified speech-language pathologist.

In sum, the shortage of speech therapists is a multivariable phenomenon. We must protect our students from poor and detrimental practice. Idaho must find another way to address the shortage.

Thank you,

Dr. Kris Brock

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 20, 2021 8:35:24 AM

Natalie Hui
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From: Aleksandra Hollingshead <kbennett@sde.idaho.gov>
Sent: Sunday, July 18, 2021 11:37 AM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

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Name	Aleksandra Hollingshead
Email	ahollingshead@uidaho.edu
Please select	Standards for Certification and Endorsements
Comments	I appreciate the overall simplification and shortening of the standards for various endorsements. My comments are specific to Exceptional Child Generalist standards: 1) I believe Standard 3 should include both assistive and instructional technology and should have a reference to supporting inclusion, in addition to communication and learning. 2) Standard 4 surprises me- a special educator should have assessment skills beyond just eligibility. Special educator assess their students learning and based on such assessment design specialized instruction, accommodations, modifications, etc. I would delete the reference to eligibility in the standards title, and edit the section of the standard to read "sound assessments (including eligibility) to guide..."

3) I am highly unimpressed with standard 5. A special educator needs broader collaboration skills to include various professionals- gen ed teachers, school psychologist, related service providers, AND paraprofessionals. Limiting the standard requirement to just “guidance and direction” of support staff is inadequate and incomplete. I would prefer to see a return to a broader collaboration standard.

4) Lastly, I would urge us to keep/add a standard related to designing appropriate behavior supports and inclusive environments recognizing individualized and unique learning characteristics of students with disabilities- such standard could combine previous/current standard 1 and 2. It is paramount that special educators have such skills and knowledge and we- teacher ed preparation programs must be required to teach this content.

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 20, 2021 8:55:48 AM

Natalie Hui
Management Assistant
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From: Kimberli Shaner <kbennett@sde.idaho.gov>
Sent: Monday, July 19, 2021 12:11 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Kimberli Shaner
Email	idaho.isha.president@gmail.com
Please select	Standards for Certification and Endorsements
Comments	Thank you for the opportunity to provide input in this process. ISHA is grateful for your invitation to participate in the Negotiated Rulemaking Meeting and the opportunity to provide comments during the meeting and now in written form. We are grateful that you have also taken previous feedback from our profession and are changing rules that recognize our fields credentials and licensure as a renewal factor for the Pupil Personnel Service Provider Certificate. This relieved a burden from our professionals. There are two main rules ISHA would like to provide comments on: First Audiology Endorsement - In order to practice in Idaho audiologists only require a state license,

they may or may not be a member of ASHA or other agency. Also, for over 10 years audiologists have been required to receive a doctoral degree rather than a master degree. ISHA recommends that you reach out to an educational audiologist for clarification. I would be happy to connect you with a school based audiologist.

Second
Extension of the Interim Certificate - SLP Endorsement

The option of an Interim Certificate is not given to other pupil personnel candidates in health related fields such as Occupational Therapists, Physical Therapists, and Nurses for good reason. The health and safety of their student-clients need to be protected. This is no different for Speech Language Pathologists. The Idaho Speech Langauge Hearing Association (ISHA) feels this rule should be removed completely.

If the Interim Certificate - Speech Language Pathology Endorsement is removed, as an alternative, a person with a baccalaureate degree in speech language pathology could become an Idaho licensed ASSISTANT (SLPA) until meeting the rigorous requirements to become a certified and licensed speech language pathologist.

If the rule is NOT removed the level of services that our students receive is compromised. Three years is too long, and six years is an excessively unreasonable amount of time for a person who has not met our professional qualification requirements, including receiving a masters degree, participating in supervised intern and externships, practicing for a year under supervision, and continuing to participate in ongoing, updated training in the field of speech language pathology, to be providing speech and language therapy services. This is likely to lead to, at the very least subpar, and possibly even detrimental, communication therapy services being provided to students in need. As a result

the students served by those holding an Interim Certificate may make little or no progress, or even experience declining abilities, requiring additional years of therapy services. This rule essentially nullifies our certification and licensure requirements which are in place to ensure that our clients are provided with competent care. Additionally, having someone who is not licensed and certified providing speech and language therapy services negatively impacts the ability of districts to receive medicaid reimbursement funding, could lead to preventable litigious situations, and unnecessarily damages our profession's reputation by confusing and possibly misrepresenting to clients and their families that they are receiving skilled therapy services from a qualifies speech language pathologist when they are not.

If this rule is left in place, at the very least, stipulations should be added that require the employing LEA to provide proof that the person practicing under an interim certificate is actually accepted, enrolled, and making progress in a master's program and is expected to graduate on time, AND that during the time a person is granted an Interim Certificate Endorsement they are provided with supervision from a licensed and certified speech language pathologist similar to that recommended by the American Speech Language Hearing Association for an SLPA (assistant) or a Clinical Fellowship candidate (those who have graduated with a master's degree in speech language pathology and are then required to work for a year with supervision). This is in the best interest of the students that we serve.

Despite any cost issues an employing LEA is dealing with or the best intentions of the person providing services under an Interim Certificate, providing an extension of an Interim Certificate for SLP Endorsement puts the well being of our student-clients in jeopardy.

This rule is bypassing long standing policies of education, licensure, and certification requirements. It dictates to professionals in the medical field what defines competent services, and confuses the issue for clients and their families as to whether or not they are receiving skilled, evidence based speech and language therapy services. This rule adds an extra layer of regulation, red tape, and complexity and mandates who is and who is not competent to provide services, contrary to procedures already put in place.

Thank you for your consideration of these important points!
Kimberli Shaner, MS CCC-SLP
Idaho Speech Language Hearing Association
President 2021

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Tuesday, July 20, 2021 2:39:42 PM

Natalie Hui
Management Assistant
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From: Catherine Beals <kbennett@sde.idaho.gov>
Sent: Tuesday, July 20, 2021 12:57 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

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Name	Catherine Beals
Email	cbeals@sde.idaho.gov
Please select	Standards for Certification and Endorsements
Comments	In IDAPA 08.02.02.016.05 It discusses the Teaching for Mathematical Thinking course. This course is presently called Teaching Mathematical Thinking. It does not have the word "for" in the title. I suggest removing the word "for" in the course name.

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: 2021 Negotiated Rulemaking -
Date: Thursday, July 29, 2021 3:56:02 PM

Natalie Hui
Management Assistant
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From: Elena Stamm <kbennett@sde.idaho.gov>
Sent: Thursday, July 29, 2021 2:51 PM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: 2021 Negotiated Rulemaking -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Elena Stamm
Email	elena.stamm@boiseschools.org
Please select	Standards for Certification and Endorsements
Comments	First, thank you for considering our diverse backgrounds and professional credentials. -Please add "or higher" after master's level for audiologists. For more than 10 years, institutions have NOT awarded master's degrees as they are no longer deemed sufficient to practice. Veterans are grandfathered in, but the doctoral level is all that exists (most of us have an Au.D. with a clinical emphasis but a Ph.D. in audiology is also an option). -Please consider wording to the effect of, "Valid for 5 years. Renewal may be demonstrated by CCC, state licensure, and/or 6 semester hours." It would give educational audiologists the most flexibility (at least one educational audiologist in Idaho is also an SLP and works with her time shared between two professional roles). Thank you!

From: Natalie Hui
To: Lisa Colon Durham
Subject: FW: Proposed Administrative Rules, 2021 -
Date: Wednesday, August 4, 2021 12:38:20 PM

Natalie Hui
Management Assistant
Idaho State Department of Education
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nhui@sde.idaho.gov
"Supporting Schools and Students to Achieve"

From: Emma Wood <kbennett@sde.idaho.gov>
Sent: Wednesday, August 4, 2021 9:32 AM
To: Natalie Hui <nhui@sde.idaho.gov>
Subject: Re: Proposed Administrative Rules, 2021 -

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Name	Emma Wood
Email	woodemma@isu.edu
Please select	Standards for Certification and Endorsements
Comments	I wholeheartedly appreciate the work to reduce the redundancies, especially in the standards and IDAPA and bring these elements into aligned consistency. It makes it easier to explain the process to future teachers when it is consistent. This is what I've been considering as I've participated in the process this past year: What problems are we trying to solve? Are we really solving the problem? What are the unintended consequences? With the recent legislative decision statue 33-1203a or 33-1207a to change the accountability of non-traditional programs (e.g. AACTE) and private institutions (e.g. BYU-I), I have wrestled with the new minimum standard. I still believe that ALL preparation programs need to be held to the same minimum standard. There is an extra

burden placed on public institutions for CAEP accreditation, however, I recognize the benefit of maintaining CAEP as it allows our completers to transfer their certificates to other states.

I wonder if additional time outlining some of the consequences for completers ought to be discussed again with the private institutions.

One thing I have found helpful in discussions is creating a decision tree for different scenarios that we have encountered. While it might not catch every nuance available, it does help apply the process with clarity and consistency.

I recognize from discussions with individuals from other institutions and program types there is not a consensus of what minimum standards ought to be. I do support high expectations and a clear review process with designated pilot/review periods, much like each EPP undergoes every 7 years to ensure we are meeting the needs of the EPP, the completers, and ultimately, our P-12 students.

Thank you for providing a venue to express my thoughts.

SUBJECT

Proposed Rule, Docket 08-0203-2101 – Rules Governing Thoroughness

REFERENCE

August 31, 2017	Board approved proposed rule incorporating additional career technical content standards into Administrative Code.
November 2017	Board approved pending rule incorporating career technical content standards into Administrative Code.
August 2018	Board approved proposed rule Docket 08-0203-1804, incorporating career technical content standards into Administrative Code.
November 2018	Board approved pending rule Docket 08-0203-1804, incorporating career technical content standards into Administrative Code.
August 2019	Board approved content standards and proposed rule incorporating additional these career technical content standards into Administrative Code.
June 2021	Board approved omnibus temporary rule, Docket 08-0000-2100 reauthorizing all non-fee administrative rules in IDAPA 08.

APPLICABLE STATUTES, RULE OR POLICY

Section 33-118, Idaho Code, Section 33-1612, Idaho Code, Section 33-2211, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness
Executive Order 2020-01

BACKGROUND/DISCUSSION

Executive Order 2020-01, Zero Based Regulations, creates an ongoing review process for all existing rules as of June 30, 2020. Each rule chapter is required to be reviewed by the agency that promulgated the rule according to a schedule established by the Division of Financial Management (DFM) no later than legislative adjournment *sine die* in 2026. The agency review schedule is required to be staggered across agencies and within agencies with five or more rule chapters. Administrative rules promulgated under the Board's authority include IDAPA 08, IDAPA 55, and IDAPA 47. The Board's administrative rules review schedule may be found at www.dfm.idaho.gov (https://dfm.idaho.gov/about/RegulatoryDocs/ZBR%20Rule%20Review%205%20Year%20Schedule%205.20.2021.pdf). For the 2021-2022 rulemaking cycle the following rules were identified for review, IDAPA 08.01.02, 08.01.10 and 08.02.03. DFM and the State Office of Administrative Rules have enacted, starting with the current year, new procedures requiring any rulemaking within a chapter to be consolidated in a single Docket. In past years the Board could consider multiple rule Dockets from the same IDAPA chapter in different dockets, based on each subject contained in that chapter. As an example, in the past the Board could

consider a Docket amending IDAPA 08.02.01.100 and a separate Docket with amendments to IDAPA 08.02.01.800. Now all amendments to IDAPA 08.02.01 must be consolidated in a single Docket for IDAPA 08.02.01.

The Zero Based Regulations process requires the Board review each IDAPA chapter on a schedule set by DFM, over a five year period, and remove any unnecessary language that duplicates language or provisions in Idaho Code; remove any unnecessary language (e.g. orphaned definitions, redundant language, etc.); move any agency procedures or provisions that can be established through the agencies' policies and procedures; and to simplify and streamline where possible.

In addition to the "normal" promulgation of administrative rule amendments and the requirements of Executive Order 2020-01, the Legislature failed to extend previously codified rules during the 2021 legislative session. This resulted in the need for the Board to promulgate temporary rules reauthorizing previously codified sections of administrative rule at the June Regular Board meeting. When the Board considers pending rules in the fall, rule amendments promulgated through the negotiated rulemaking process will be combined with pending rules for the other sections of administrative rules that need to be reauthorized.

Representatives of the Idaho Technology Council, K-20 Computational Thinking Work Group, Department of Education, Division of Career Technical Education, Public Charter School Commission, stakeholder organizations, Boise School District and Idaho Digital Learning Academy participated in the negotiated rulemaking meetings. As part of the Governor's Zero Based Regulations initiative the group reviewed the entire rule chapter, IDAPA 08.02.03. Specific areas of discussion included general graduation requirements, guided pathways, career technical education specific graduation requirements, math graduation requirements, career exploration courses, computer science as a graduation requirement and math and science credit requirements. Additionally, the Department of Education's Director of Assessment requested an update to the WIDA English Language Development standards. The WIDA standards have been incorporated by reference into this chapter of rule since 2012. If approved, this update would update the incorporated by reference document from the 2012 standards to the 2020 standards.

There was consensus around all of the proposed amendments. The group expressed a desire to maintain the current mathematics credit requirements. Removing the senior year math requirement was specifically discussed. The consensus of the group was that removing the requirement would lower the bar and be a step backwards from where Idaho's graduation requirements are today. The math and science requirements were also discussed in relation to students pursuing career technical education pathway programs. The group felt the current math and science requirements allowed for flexibility in the type of math that was

taken, as well as covering a minimum of what a student would need to know if pursuing a technical or two year postsecondary certificate or degree.

There was a request that the Board consider adding a specific high school graduation requirement in computer science. While there was a recognition that computer science requirement would help modernize Idaho's graduation requirements, there was concern that if a credit requirement were added it would take away from students' ability to take elective courses, humanities, and social studies courses. The group came to consensus around adding computer science as a subject area to the science credit requirements.

Proposed amendments include:

- Removing the career technical education content standards from the incorporated by reference documents;
- Adding more specificity around instruction in career exploration at the middle school level;
- Updating the WIDA English Language Development Standards;
- Adding computer science to the list of high school science courses;
- Removing the college entrance exam from the high school graduation requirements while maintaining the assessment as one of the required assessments schools must administer annually;
- Moving the administration of the high school from 10th to ISAT to 11th grade;
- Moving the Data College and Unique Identifier sections to IDAPA 08.02.01. Rules Governing Administration; and
- Additional administrative clean up.

IMPACT

The approval of this proposed rule will allow the rule to be published in the Administrative Bulletin, at which time the 21-day public comment period will start.

ATTACHMENTS

Attachment 1 – Proposed Rule, Docket Number 08-0203-2101
Attachment 2 – WIDA English Language Development Standards 2020

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Formal negotiated rulemaking requires a notice of intent to promulgate rules. The notice of intent for Docket 08-0203-2101 was published in the July 7, 2021 Administrative Bulletin. The deadline published in the Notice of Intent for requesting participation in the negotiated rulemaking was July 14, 2021. Negotiated meetings were held the week of August 2nd. Negotiated rulemaking provides the opportunity for the public to participate in the drafting of proposed rules prior to the rules coming to the Board of consideration. In addition to being published in the Administrative Bulletin, an email was sent to education stakeholders notifying them of the intent to promulgate amendments to this section of rule. Proposed rules approved by the Board are published in the Administrative Bulletin followed by a 21 day public comment period. At the close of the 21 day

comment period rules are returned to the Board for consideration as a pending rule. Pending rules approved by the Board are submitted to the Legislature for consideration during the upcoming legislative session. The Legislature may accept or reject all or a portion of the rules presented for consideration. Those rules that are not rejected become effective at the end of the legislative session in which they are submitted.

Staff recommends approval.

BOARD ACTION

I move to approve the WIDA English Language Development Standards as provided in Attachment 2.

Moved by_____ Seconded by_____ Carried Yes____ No____

I move to approve the proposed rule docket number 08-0203-2101, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

08.02.03 – RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.
All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-21)T

001. SCOPE.
These rules shall govern the thorough education of all public school students in Idaho. (7-1-21)T

002. -- 003. (RESERVED)

004. INCORPORATION BY REFERENCE.
The following documents are incorporated into this rule: (7-1-21)T

01. The Idaho Content Standards. The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (7-1-21)T

a. Arts and Humanities Categories: (7-1-21)T

i. Dance, as revised and adopted on August 11, 2016; (7-1-21)T

ii. Interdisciplinary Humanities, as revised and adopted on August 11, 2016; (7-1-21)T

iii. Media Arts, as adopted on August 11, 2016. (7-1-21)T

iv. Music, as revised and adopted on August 11, 2016; (7-1-21)T

v. Theater, as revised and adopted on August 11, 2016; (7-1-21)T

vi. Visual Arts, as revised and adopted on August 11, 2016; (7-1-21)T

vii. World languages, as revised and adopted on August 11, 2016. (7-1-21)T

b. Computer Science, adopted on November 28, 2016. (7-1-21)T

c. Driver Education, as revised and adopted on August 10, 2017. (7-1-21)T

d. English Language Arts/Literacy, as revised and adopted on November 28, 2016. (7-1-21)T

e. Health, as revised and adopted on August 11, 2016. (7-1-21)T

f. Information and Communication Technology, as revised and adopted on August 10, 2017. (7-1-21)T

g. Limited English Proficiency, as revised and adopted on August 21, 2008. (7-1-21)T

h. Mathematics, as revised and adopted on August 11, 2016. (7-1-21)T

i. Physical Education, as revised and adopted on August 11, 2016. (7-1-21)T

j. Science, as revised and adopted on August 10, 2017. (7-1-21)T

k. Social Studies, as revised and adopted on November 28, 2016. (7-1-21)T

l. College and Career Readiness Competencies adopted on June 15, 2017. (7-1-21)T

~~**m.** Career Technical Education Categories: (7-1-21)T~~

~~i. Agricultural and Natural Resources, as revised and adopted on August 29, 2019. (7-1-21)T~~

~~ii. Business and Marketing Education, as revised and adopted on August 29, 2019. (7-1-21)T~~

~~iii. Engineering and Technology Education, as revised and adopted on August 29, 2019. (7-1-21)T~~

~~iv. Health Sciences, as adopted on August 29, 2019. (7-1-21)T~~

~~v. Family and Consumer Sciences, as revised and adopted on August 16, 2018. (7-1-21)T~~

~~vi. Skilled and Technical Sciences, as revised and adopted on August 29, 2019. (7-1-21)T~~

~~vii. Workplace Readiness, as adopted on June 16, 2016. (7-1-21)T~~

02. The English Language Development (ELD) Standards. The ~~World-Class Instructional Design and Assessment (~~WIDA~~)~~ ~~2012~~ 2020 English Language Development (ELD) Standards statements as adopted by the State Board of Education on August ~~16, 2012~~26, 2021. Copies of the document can be found ~~on the WIDA website~~ at ~~www.wida.us/standards/eld.aspx~~ https://wida.wisc.edu. (7-1-21)T

03. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards. The Idaho English Language Proficiency Assessment (ELPA) Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (7-1-21)T

04. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors. Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (7-1-21)T

05. The Idaho Content Standards Core Content Connectors. The Idaho Content Standards Core Content Connectors as adopted by the State Board of Education. Copies of the document can be found at the State Board of Education website at https://boardofed.idaho.gov. (7-1-21)T

a. English Language Arts, as adopted by the State Board of Education on August 10, 2017. (7-1-21)T

b. Mathematics, as adopted by the State Board of Education on August 10, 2017. (7-1-21)T

c. Science, as adopted by the State Board of Education on June 19, 2019. (7-1-21)T

06. The Idaho Alternate Assessment Achievement Standards. Alternate Assessment Achievement Standards as adopted by the State Board of Education on October 18, 2017. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (7-1-21)T

07. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (7-1-21)T

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (7-1-21)T

09. The Idaho Special Education Manual. The Idaho Special Education Manual as adopted by the State Board of Education on October 17, 2018. Copies of the document can be found on the State Board of Education website at https://boardofed.idaho.gov. (7-1-21)T

005. -- 006. (RESERVED)

007. DEFINITIONS A - G.

01. Achievement Standards. Define "below basic," "basic," "proficient," and "advanced" achievement levels on the Idaho Standards Achievement Tests (ISAT) and level one (1) through level six (6) on Idaho's English language assessment by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (7-1-21)T

02. Advanced Opportunities. Placement courses, Dual Credit courses, Technical Competency Credit, or International Baccalaureate programs. (7-1-21)T

03. Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board at http://www.collegeboard.com. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (7-1-21)T

04. All Students. All public school students, grades K-12. (7-1-21)T

05. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (7-1-21)T

06. Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the "Standards for the Assessment of Reading and Writing." (7-1-21)T

07. Career Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (7-1-21)T

08. College and Career Readiness. College and career readiness is the attainment and demonstration of state board adopted competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace. (7-1-21)T

09. Content Standards. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (7-1-21)T

10. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (7-1-21)T

11. Diploma. A document awarded to a student by a secondary school to show the student has successfully completed the state and local education agency graduation requirements. Diplomas may be awarded to individuals who attended a secondary school prior to the year in which the student is requesting issuance of a diploma

based on the graduation requirements in existence at the time the student attended. Determination of meeting past graduation requirements may be determined based on proficiency as determined by the local education agency. Each local education agency may determine the format of the diploma, including the recognition of emphasis areas based on a student's completion of courses or courses or studies in an emphasis area or educational pathways, including but not limited to science, technology, engineering and math (STEM), career technical education, or arts and music. (7-1-21)T

12. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (7-1-21)T

008. DEFINITIONS H - S.

01. Idaho Standards Achievement Tests. Statewide assessments aligned to the state content standards and used to measure a student's knowledge of the applicable content standards. (7-1-21)T

02. International Baccalaureate (IB) - Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (7-1-21)T

03. Laboratory. A laboratory course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (7-1-21)T

04. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, career technical education (CTE), or humanities aligned with the student's post-graduation goals. (7-1-21)T

05. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (7-1-21)T

06. Project Based Learning. A hands-on approach to learning that encourages students to create/interpret/communicate an original work or project and assesses quality and success of learning through performance/presentation/production of that work or project. (7-1-21)T

07. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (7-1-21)T

08. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (7-1-21)T

009. DEFINITIONS T - Z.

01. Technical Competency Credit. Technical competency credit is a sequenced program of study that allows secondary students to document proficiency in the skills and abilities they develop in approved high school career technical programs to be evaluated for postsecondary transcription at a later date. Technical Competency Credits are awarded for skills and competencies identified as eligible through an agreement with at least one Idaho

postsecondary institution. Eligible skills and competencies are included as part of a high school career technical program and approved by the postsecondary institution through the agreement in advance to student participation. Credits are granted by the postsecondary institution for which the agreement is with and are transcripted at the time the student enrolls at the postsecondary institution. (7-1-21)T

02. Technology Education. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devises, and other resources found in most communities today. (7-1-21)T

04. Unique Student Identifier. A number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. (7-1-21)T

010. – 101. (RESERVED)

102. INSTRUCTIONAL REQUIREMENTS.

01. Instruction and Programs. All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (7-1-21)T

02. Standards. All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which includes challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (7-1-21)T

103. INSTRUCTION GRADES 1-12.

01. Instruction. Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.* (*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (7-1-21)T

02. Instructional Courses. At appropriate grade levels, instruction will include but not be limited to the following: (7-1-21)T

a. Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening, and, in elementary schools, cursive writing. (7-1-21)T

b. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (7-1-21)T

c. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (7-1-21)T

d. Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (7-1-21)T

104. OTHER REQUIRED INSTRUCTION.
Other required instruction for all students and other required offerings of the school are: (7-1-21)T

01. Elementary Schools. (7-1-21)T

a. The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness) (7-1-21)T

b. Additional instructional options as determined by the local school district. For example:

Languages other than English
Career Awareness (7-1-21)T

02. Middle Schools/Junior High Schools. (7-1-21)T

a. No later than the end of Grade eight (8) each student shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the state and school district's or LEA's graduation standards in preparation for postsecondary goals. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (7-1-21)T

b. A student must have met the grade eight (8) mathematics standards before the student will be permitted to enter grade nine (9). (7-1-21)T

c. Other required instruction for all middle school students:

Career exploration
Health (wellness)
Physical Education (fitness) (7-1-21)T

d. Other required offerings of the school:

Family and Consumer Science
Fine and Performing Arts
Career Technical Education
Advisory Period (middle school only, encouraged in junior high school) (7-1-21)T

03. High Schools. (7-1-21)T

a. High schools must offer a wide variety of courses to satisfy state and local graduation requirements. High schools are required to provide instructional offerings in Physical Education (fitness) and Career Technical Education and the instruction necessary to assure students are college and career ready at the time of graduation. (7-1-21)T

b. High schools will annually review and update with the student the parent-approved student learning plans outlined in Subsection 104.02.a. (7-1-21)T

105. HIGH SCHOOL GRADUATION REQUIREMENTS.
A student must meet all of the requirements identified in this section before the student will be eligible to graduate

from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (7-1-21)T

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (7-1-21)T

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (7-1-21)T

b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (7-1-21)T

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (7-1-21)T

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning. Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science and dual credit computer Science courses may also be counted as a mathematics credit ~~if the student has completed Algebra II (or equivalent integrated mathematics) standards~~. Students who choose to take computer science and dual credit engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (7-1-21)T

i. Students must complete secondary mathematics in the following areas: (7-1-21)T

(1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (7-1-21)T

(2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (7-1-21)T

(3) Two (2) credits of mathematics of the student's choice. (7-1-21)T

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than mathematics are not required to retake a mathematics course as long as they have earned six (6) credits of high school level mathematics. (7-1-21)T

iii. Students who have completed six (6) or more high school credits of mathematics prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking mathematics during their last year of high school. High School mathematics credits completed in middle school shall count for the purposes of this section. (7-1-21)T

iv. Students who earn eight (8) or more high school credits of mathematics that include Algebra II or higher level of mathematics class before the student's senior year are not required to take mathematics during their last year of high school. High school mathematics credits earned in middle school shall count for the purposes of this section. (7-1-21)T

e. Science. Six (6) credits are required~~, four (4)~~two (2) ~~and~~ of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, ~~and~~ life sciences and computer science. (7-1-21)T

~~i. Up to two (2) credits in Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science, Dual Credit Computer Science may be used as science credits. Students who choose to take computer science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit. (7-1-21)T~~

ii. Secondary sciences include instruction in the following areas: biology, computer science, physical science or chemistry, and earth, space, environment, or approved applied science. ~~Four (4) credits of these courses must be laboratory based. (7-1-21)T~~

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (7-1-21)T

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. (7-1-21)T

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (7-1-21)T

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the school district. (7-1-21)T

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (7-1-21)T

~~**03. College Entrance Examination**. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (7-1-21)T~~

~~**a.** A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT. (7-1-21)T~~

~~**b.** A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (7-1-21)T~~

~~i. Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a; (7-1-21)T~~

~~ii. Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or (7-1-21)T~~

~~iii. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (7-1-21)T~~

~~**c.** A student may elect an exemption in from the college entrance exam requirement if the student is: (7-1-21)T~~

~~i. Receiving special education services through a current Individual Education Plan (IEP) that specifies the student meets the alternate assessment eligibility criteria; (7-1-21)T~~

~~ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (7-1-21)T~~

~~iii. Transferring from out of state to an Idaho high school in grade twelve (12). (7-1-21)T~~

~~**d.** A school district, on behalf of a student, on a form established by the State Department of Education, may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances. (7-1-21)T~~

04. Senior Project. The senior project is a culminating project to show a student's ability to analyze, synthesize, and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs, at the discretion of the school district or charter school. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement. (7-1-21)T

05. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript. (7-1-21)T

06. Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.06.a. through 105.06.c. of this rule are met. (7-1-21)T

a. The student completes such course with a grade of C or higher before entering grade nine (9); (7-1-21)T

b. The course meets the same content standards that are required in high school for the same course; and (7-1-21)T

c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught. (7-1-21)T

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.06.a. through 105.06.b. of this rule. (7-1-21)T

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (7-1-21)T

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (7-1-21)T

106. ADVANCED OPPORTUNITIES.

01. Advanced Opportunities Requirement. All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Section 007, or provide opportunities for students to take courses at the postsecondary campus. (7-1-21)T

02. Advanced Opportunities Early Graduation Scholarship Funding (Effective July 1, 2016). (7-1-21)T

a. Scholarship Calculation. (7-1-21)T

i. The statewide average daily attendance-driven funding per enrolled pupil shall be calculated by adding the previous fiscal year's statewide distributions for salary-based apportionment, benefit apportionment and discretionary funds, and dividing the total by the previous year's statewide public school enrollment for all grades. (7-1-21)T

ii. The statewide average daily attendance-driven funding per enrolled pupil shall be recalculated each fiscal year. (7-1-21)T

iii. All benefits paid for scholarships and to public schools shall be based on the statewide average daily attendance-driven funding per enrolled pupil figure for the fiscal year in which the benefit is paid. (7-1-21)T

b. Payments to Idaho Colleges and Universities. (7-1-21)T

i. Annual scholarship payments will be made in one (1) installment during the first semester in which the student is enrolled, regardless of the number of years early the student graduated. Proof of enrollment in an Idaho public college or university must be obtained before any scholarship payment is made. (7-1-21)T

ii. The State Department of Education will be responsible for making payments to the Idaho public colleges and universities attended by eligible students. The payments must be made no later than August 30 for the fall semester and January 30 for the spring semester. (7-1-21)T

c. Payments to Public Schools. (7-1-21)T

i. Public schools shall report to the State Department of Education, no later than June 15 of each school year, students who have graduated early. (7-1-21)T

ii. The State Department of Education will make a single annual payment to public schools no later than October 1 of each year for all early graduates who are not attending the public school that school year as a result of early graduation. (7-1-21)T

107. MIDDLE LEVEL CREDIT SYSTEM.
A school district or LEA must implement a credit system no later than grade seven (7) that includes components that address the credit requirements, credit recovery, alternate mechanisms and attendance. The local school district or LEA may establish credit requirements beyond the state minimum. (7-1-21)T

01. Credit Requirements. ~~Each district or LEA credit system shall require students to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level.~~ Each district or LEA credit system shall require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level. (7-1-21)T

02. Credit Recovery. A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to next grade level. (7-1-21)T

03. Alternate Mechanism. A school district or LEA may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate content standards. All locally established mechanisms used to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms must be re-submitted to the Department when changes are made to the mechanism. (7-1-21)T

04. Attendance. Attendance shall be an element included in the credit system, alternate mechanism or both. (7-1-21)T

05. Special Education Students. The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may, establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level. (7-1-21)T

06. Limited English Proficient (LEP) Students. The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level. (7-1-21)T

108. GUIDANCE PROGRAMS (SECTION 33-1212, IDAHO CODE).
In each Idaho school, a comprehensive guidance program will be provided as an integral part of the educational program. A comprehensive guidance and counseling program includes these elements: (7-1-21)T

01. Guidance. A guidance curriculum that identifies knowledge and skills to be attained by all students at various stages of their development and provides appropriate activities for their achievement. (7-1-21)T

02. Individual Planning. Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development. (7-1-21)T

03. Response Services of Counseling, Consultation, and Referral. (7-1-21)T

04. System Support Functions That Promote Effective Delivery of Guidance Services. (7-1-21)T

109. SPECIAL EDUCATION.

01. Definitions. The following definitions apply only to Section 109 of these rules. (7-1-21)T

a. Adult Student. A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred. (7-1-21)T

b. Due Process Hearing. An administrative hearing that is conducted to resolve disputes. (7-1-21)T

i. Regular due process hearing regarding issues on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education. (7-1-21)T

ii. For disputes concerning discipline for which shortened time lines are in effect, an expedited due process hearing may be requested in accordance with the Individuals with Disabilities Education Act. (7-1-21)T

c. Education Agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind. (7-1-21)T

d. Idaho Special Education Manual. Policies and procedures, as approved by the State Board of Education, that the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C, Section 1412 and are consistent with state and federal laws, rules, regulations, and legal requirements. (7-1-21)T

e. Special Education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student. (7-1-21)T

02. Legal Compliance. The State Department of Education and education agencies shall comply with all governing special education requirements. (7-1-21)T

a. The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (7-1-21)T

b. The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures. (7-1-21)T

c. Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (7-1-21)T

d. Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it: (7-1-21)T

i. Is an accredited school or a licensed rehabilitation center; and (7-1-21)T

ii. Meets minimum health, fire and safety standards; and (7-1-21)T

iii. Is nonsectarian; and (7-1-21)T

iv. Provides special education services consistent with governing special education requirements. (7-1-21)T

v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education. (7-1-21)T

e. Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the appropriate Idaho state licensing board. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (7-1-21)T

f. Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (7-1-21)T

g. Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (7-1-21)T

h. Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate. (7-1-21)T

03. Eligibility for Special Education. The State Department of Education shall provide state eligibility criteria for special education services for categorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. The total timeline from the date of receipt of written parental consent for an initial evaluation to the date of determination of eligibility for special education and related services must not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. (7-1-21)T

04. Individualized Education Programs. Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the determination that the student needs special education and related services to the date of implementation of the initial IEP shall not exceed thirty (30) calendar days. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed. (7-1-21)T

a. IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (7-1-21)T

b. Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision. (7-1-21)T

c. The IEP team shall determine the student's placement in the least restrictive environment. (7-1-21)T

d. At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if: (7-1-21)T

i. The child is ages three (3) through five (5), and (7-1-21)T

ii. The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (7-1-21)T

iii. The child's parents provide written consent to use the IFSP, and (7-1-21)T

iv. The IFSP is developed in accordance with IDEA Part B policies and procedures. (7-1-21)T

v. Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3) through five (5) year old nor to implement more than the educational components of the IFSP. (7-1-21)T

e. When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (7-1-21)T

f. If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education. (7-1-21)T

05. Procedural Safeguards. Education agencies will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act. (7-1-21)T

a. If a parent or adult student disagrees with an individualized education program (IEP) team's proposed IEP for the student, the parent or adult student may file a written objection to all or parts of the proposed IEP. If the written objection is emailed, postmarked or hand delivered within ten (10) calendar days of the date the parent or adult student receives written notice of the proposed IEP, the proposed change cannot be implemented for fifteen (15) calendar days, or as extended through mutual agreement by the district and the parent or adult student while the parties work to resolve the dispute. Parties may choose to hold additional IEP team meetings which may be facilitated by the State Department of Education (SDE) or request voluntary mediation through the SDE. If these methods fail or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing is filed by the parents or adult student, during which time the student shall remain in the current educational placement during the pendency of any administrative or judicial proceeding, unless the district/adult student agree otherwise. The written objection cannot be used to prevent the education agency from placing a student in an interim alternative educational setting in accordance with IDEA discipline procedures, or to challenge an eligibility/identification determination. (7-1-21)T

b. Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the

Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department shall be responsible for compensating the mediator. All mediation participants will receive a copy of the Notification of Mediation Confidentiality form. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing. (7-1-21)T

c. The State Department of Education shall administer a single-tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency's board of trustees or other governing body of the request. The education agency shall immediately notify the Department's Director of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (7-1-21)T

d. The education agency that is a party to the hearing shall be responsible for compensating the hearing officer and paying for the cost of a verbatim transcript of the hearing. (7-1-21)T

e. Due process hearings shall be conducted pursuant to IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General," Individuals with Disabilities Education Act requirements, and the Idaho Special Education Manual, incorporated by reference in Section 004 of this rule. In case of any conflict between the IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General" and the IDEA, the IDEA shall supersede the IDAPA 04.11.01, and IDAPA 04.11.01 shall supersede the Idaho Special Education Manual. (7-1-21)T

f. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) calendar days of the date a regular hearing is requested, unless a specific extension of this time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing, unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of Education. (7-1-21)T

g. The hearing officer's decision shall be binding unless either party appeals the decision by initiating a civil action. The hearing officer's decision shall be implemented not later than fourteen (14) calendar days from the date of issuance unless an appeal is filed by a parent or adult student or the decision specifies a different implementation date. An appeal to civil court must be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision. (7-1-21)T

h. During the hearing the education agency shall provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations shall be referred to the U.S. Department of Education's Americans with Disabilities Act (ADA) Committee for resolution. (7-1-21)T

i. During the pendency of any due process hearing or civil appeal the child's educational placement shall be determined by the Individuals with Disabilities Education Act "stay put" requirements. (7-1-21)T

j. A parent or adult student has the right to an independent educational evaluation (IEE) at public expense if the parent or adult student disagrees with an evaluation obtained by the education agency. Whenever an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria the education agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent or adult student's right to an IEE. If an education agency has cost as one (1) of the criteria the education agency uses when it initiates an evaluation, the education agency may apply that criteria to independent educational evaluations. However, the parent or adult student has the right to demonstrate that unique circumstances justify an IEE that falls outside the education agency's cost criteria,

and if so demonstrated, that IEE shall be publicly funded. A due process hearing may be initiated by the education agency to determine if the evaluation conducted by the education agency is appropriate. If the final decision of a hearing officer, or civil court, if the hearing officer's decision is appealed, is that the evaluation conducted by the education agency is appropriate, the parent or adult student still has the right to an independent educational evaluation, but not at the education agency's expense. (7-1-21)T

k. Student records shall be managed in accordance with IDEA and Family and Educational Rights and Privacy Act regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (7-1-21)T

06. Assistive Technology Devices. Education agencies may hold a parent liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the education agency if it is lost, stolen, or damaged due to negligence or misuse at home or in another setting outside of school time. (7-1-21)T

07. Diplomas and Graduation. School districts shall use a regular diploma for students who are eligible for special education at the completion of their secondary program. The transcript serves as a record of individual accomplishments, achievements, and courses completed. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities. If a student is not granted a regular high school diploma or if a regular high school diploma is granted for completing requirements that are not comparable to regular graduation requirements, a student who is eligible for special education is entitled to receive a free appropriate public education through the semester in which the student turns twenty-one (21) years of age or until the student completes requirements that are comparable to regular graduation requirements, whichever comes first. (7-1-21)T

08. Special Education Advisory Panel. The State Superintendent of Public Instruction shall appoint members to serve on the Special Education Advisory Panel. Panel members shall elect annually an individual to serve a one (1) year term as vice-chair followed by a one (1) year term as chair. (7-1-21)T

110. ALTERNATIVE SECONDARY PROGRAMS.

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth, pursuant to Section 33-1001, Idaho Code. (7-1-21)T

01. Instruction. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (7-1-21)T

a. Core academic content that meets or exceeds minimum state standards; (7-1-21)T

b. A physical fitness and personal health component; (7-1-21)T

c. Career and technical education component approved by the state division of career technical education; (7-1-21)T

d. A personal finance, parenting, and child care component; and (7-1-21)T

e. A personal and career counseling component. (7-1-21)T

02. Graduation Credit. Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (7-1-21)T

03. Special Services. Special services for at-risk youth enrolled in alternative secondary programs include the following where appropriate: (7-1-21)T

a. A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (7-1-21)T

b. Direct social services that may include officers of the court, social workers, counselors/psychologists. (7-1-21)T

c. All services in accordance with the student's Individualized Education Program. (7-1-21)T

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. The State Board of Education will provide oversight for all components of the comprehensive assessment program. (7-1-21)T

02. Purposes. The purpose of assessment in the public schools is to: (7-1-21)T

a. Measure and improve student achievement; (7-1-21)T

b. Assist classroom teachers in designing lessons; (7-1-21)T

c. Identify areas needing intervention and remediation, and acceleration; (7-1-21)T

d. Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (7-1-21)T

e. Inform parents and guardians of their child's progress; (7-1-21)T

f. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (7-1-21)T

g. Identify performance trends in student achievement across grade levels tested and student growth over time; and (7-1-21)T

h. Help determine technical assistance/consultation priorities for the State Department of Education. (7-1-21)T

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam. (7-1-21)T

04. Testing Population. All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (7-1-21)T

a. All students who are eligible for special education shall participate in the statewide assessment program. (7-1-21)T

b. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. (7-1-21)T

c. Limited English Proficient (LEP) students, as defined in Subsection 112.05.g.iv., may receive designated supports or accommodations, or both, for the ISAT assessment if need has been indicated by the LEP student's Educational Learning Plan (ELP) team. The team shall outline the designated supports or accommodations, or both, in an ELP prior to the assessment administration. Designated supports or accommodations, or both, shall be familiar to the student during previous instruction and for other assessments. LEP students who are enrolled in their first year of school in the United States may take Idaho's English language assessment in lieu of the English language ISAT, but will still be required to take the ISAT (Mathematics and Science). Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.05.e. However, such LEP students are not required to be counted for accountability purposes as described in Subsection 112.05.i. (7-1-21)T

05. Scoring and Report Formats. Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (7-1-21)T

a. All students taking the Idaho Standards Achievement Test (ISAT) must have a unique student identifier. (7-1-21)T

b. Districts must send all assessment results and related communication to parents within three (3) weeks of receipt from the state. (7-1-21)T

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.n. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (7-1-21)T

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

c. Grade 2 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

e. Grade 4 - National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

f. Grade 5 - Grade 5 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (7-1-21)T

g. Grade 6 - Grade 6 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

h. Grade 7 - Grade 7 Idaho Standards Achievement Tests in English language usage and mathematics, Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

i. Grade 8 - National Assessment of Educational Progress; Grade 8 Idaho Standards Achievement Tests in English language usage, mathematics, and science; Idaho Alternate Assessment; Idaho English Language Assessment. (7-1-21)T

j. Grade 9 - High School Idaho Standards Achievement Tests (optional at the discretion of the school district or charter school), Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

k. Grade 10 - ~~High School Idaho Standards Achievement Tests in English language usage and mathematics,~~ Idaho Alternate Assessment, Idaho English Language Assessment. (7-1-21)T

l. Grade 11 - High School Idaho Standards Achievement Test in English language usage and mathematics, science, Idaho Alternate Assessment, Idaho English Language Assessment~~, college entrance exam~~. (7-1-21)T

m. Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. (7-1-21)T

07. Comprehensive Assessment Program Schedule. (7-1-21)T

~~**a.** The Idaho Reading Indicator will be administered in accordance with Section 33-1615, Idaho Code. (7-1-21)T~~

~~**b.** The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (7-1-21)T~~

c. The Idaho Standards Achievement Tests will be administered in the Spring in a time period specified by the State Board of Education. (7-1-21)T

d. The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (7-1-21)T

e. Idaho's English Language Assessment will be administered in a time period specified by the State Board of Education. (7-1-21)T

08. Costs Paid by the State. Costs for the following testing activities will be paid by the state: (7-1-21)T

a. All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (7-1-21)T

b. Statewide distribution of all assessment materials; and (7-1-21)T

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program. (7-1-21)T

09. Costs of Additional Services. Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (7-1-21)T

~~**10. Services**. The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (7-1-21)T~~

11. Test Security, Validity and Reliability. (7-1-21)T

a. Test security is of the utmost importance. To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained. School districts will employ security measures in protecting statewide assessment materials from compromise. Each individual who has any opportunity to see test items must sign a state-provided confidentiality agreement, which the district must keep on file in the district for at least two (2) years. Documentation of security safeguards must be available for review by authorized state and federal personnel. (7-1-21)T

b. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Content Standards. (7-1-21)T

12. Demographic Information. Accurate demographic information must be submitted as required for each test to assist in interpreting test results. It may include but is not limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (7-1-21)T

13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (7-1-21)T

a. The Idaho Standards Achievement Tests (grades 3-8 and High School). (7-1-21)T

b. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.13.b.i. through 111.13.b.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (7-1-21)T

i. Language Arts/Communications. (7-1-21)T

ii. Math. (7-1-21)T

iii. Science. (7-1-21)T

iv. Social Studies. (7-1-21)T

v. Health. (7-1-21)T

vi. Humanities. (7-1-21)T

112. ACCOUNTABILITY

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School district, charter district and public charter school accountability will be based on multiple measures aimed at providing meaningful data showing progress toward interim and long-term goals set by the State Board of Education for student achievement and school improvement. The state accountability framework will be used to meet both state and federal school accountability requirements and will be broken up by school category and include measures of student academic achievement and school quality as determined by the State Board of Education. (7-1-21)T

01. School Category. (7-1-21)T

a. Kindergarten through grade eight (K-8): Schools in this category include elementary and middle schools as defined in Subsection 112.05.f. (7-1-21)T

b. High Schools, not designated as alternative high schools, as defined in Subsection 112.05.f. (7-1-21)T

c. Alternative High Schools. (7-1-21)T

02. Academic Measures by School Category. (7-1-21)T

a. K-8: (7-1-21)T

i. Idaho Standards Achievement Tests (ISAT) Proficiency. (7-1-21)T

ii. ISAT growth toward proficiency based on a trajectory model approved by the State Board of Education. (7-1-21)T

iii. ISAT proficiency gap closure. (7-1-21)T

iv. Idaho statewide reading assessment proficiency. (7-1-21)T

v. English Learners achieving English language proficiency. (7-1-21)T

vi. English Learners achieving English language growth toward proficiency. (7-1-21)T

b. High School: (7-1-21)T

i. ISAT proficiency. (7-1-21)T

ii. ISAT proficiency gap closure. (7-1-21)T

iii. English Learners achieving English language proficiency. (7-1-21)T

iv. English Learners achieving English language growth toward proficiency. (7-1-21)T

v. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (7-1-21)T

vi. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (7-1-21)T

c. Alternative High School: (7-1-21)T

i. ISAT proficiency. (7-1-21)T

ii. English learners achieving English language proficiency. (7-1-21)T

iii. English learners achieving English language growth towards proficiency. (7-1-21)T

iv. Four (4) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (7-1-21)T

v. Five (5) year cohort graduation rate, including students who complete graduation requirements prior to the start of the school district or charter schools next fall term. (7-1-21)T

03. School Quality Measures by School Category. (7-1-21)T

a. K-8: (7-1-21)T

i. Students in grade 8 enrolled in pre-algebra or higher. (7-1-21)T

ii. ~~State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).~~Chronic Absenteeism (7-1-21)T

iii. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (7-1-21)T

b. High School: (7-1-21)T

i. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (7-1-21)T

ii. ~~State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year).~~Chronic Absenteeism (7-1-21)T

iii. Students in grade 9 enrolled in algebra I or higher. (7-1-21)T

iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (7-1-21)T

c. Alternative High School: (7-1-21)T

i. Credit recovery and accumulation. (7-1-21)T

ii. College and career readiness determined through a combination of students participating in advanced opportunities, earning industry recognized certification, and/or participation in recognized high school apprenticeship programs. (7-1-21)T

iii. State satisfaction and engagement survey administered to parents, students, and teachers (effective starting in the 2018-2019 school year). (7-1-21)T

iv. Communication with parents on student achievement (effective starting in the 2018-2019 school year). (7-1-21)T

04. Reporting. Methodologies for reporting measures and determining performance will be set by the State Board of Education. (7-1-21)T

05. Annual Measurable Progress Definitions. For purposes of calculating and reporting progress, the following definitions shall be applied. (7-1-21)T

~~**a.** ISAT Student Achievement Levels. There are four (4) levels of student achievement for the ISAT: Below Basic, Basic, Proficient, and Advanced. Definitions for these levels of student achievement are adopted by reference in Section 004 of these rules. (7-1-21)T~~

~~**b.** Idaho's English Language Assessment Proficiency Levels. There are six (6) levels of language proficiency for students testing on the Idaho English Language Assessment: Level 1, Level 2, Level 3, Level 4, Level 5, and Level 6. Definitions for these levels of language proficiency are adopted by reference in Section 004 of these rules. (7-1-21)T~~

c. Annual Measurable Progress. (7-1-21)T

~~i. ISAT Proficiency is defined as the number of students scoring proficient or advanced on the spring on grade level ISAT. (7-1-21)T~~

ii. The State Department of Education will make determinations for schools and districts each year.

Results will be given to the districts at least one (1) month prior to the first day of school. (7-1-21)T

iii. The State Board of Education will set long-term goals and measurements of interim progress targets toward those goals. The baseline for determining measurable student progress will be set by the State Board of Education and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (7-1-21)T

d. Full Academic Year (continuous enrollment). (7-1-21)T

i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included in the calculation to determine if the school achieved progress in any statewide assessment used for determining proficiency. A student is continuously enrolled if the student has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. (7-1-21)T

ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the school district has achieved AYP. (7-1-21)T

iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the state approved spring testing administration period, not including the make-up portion of the test window, will be included when determining if the state has achieved progress in any statewide assessment used for determining proficiency. (7-1-21)T

e. Participation Rate. (7-1-21)T

i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of students in designated subgroups automatically identifies the school as not having achieved measurable progress in ISAT proficiency. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (7-1-21)T

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (7-1-21)T

(2) Students who are absent for the entire state-approved testing window because of medical reasons or are homebound are exempt from taking the ISAT if such circumstances prohibit them from participating. Students who drop out, withdraw, or are expelled prior to the beginning of the final makeup portion of the test window are considered exited from the school. (7-1-21)T

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (7-1-21)T

f. Schools. As used in this section, schools refers to any school within a school district or charter district and public charter schools. (7-1-21)T

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (7-1-21)T

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (7-1-21)T

iii. A high school is any school that contains grade twelve (12). (7-1-21)T

iv. An alternative high school is any school that contains grade twelve (12) and meets the requirements of Section 110 of these rules. (7-1-21)T

v. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (7-1-21)T

vi. A "new school" for purposes of accountability is a wholly new entity receiving annual measurable progress determinations for the first time, or a school with a significant student population change as a result of schools being combined or geographic boundaries changing, or a result of successful school restructuring sanctioned by the Office of the State Board of Education. (7-1-21)T

g. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (7-1-21)T

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (7-1-21)T

ii. Economically disadvantaged - identified through the free and reduced lunch program. (7-1-21)T

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (7-1-21)T

iv. Limited English Proficient - individuals who do not score proficient on the state-approved language proficiency test and meet one (1) of the following criteria: (7-1-21)T

(1) Individuals whose native language is a language other than English; or (7-1-21)T

(2) Individuals who come from environments where a language other than English is dominant; or (7-1-21)T

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (7-1-21)T

h. Graduation Rate. The graduation rate will be based on the rate of the cohort of students entering grade nine (9) during the same academic year and attending or exiting the school within a four (4) year or five (5) year period as applicable to the measure being determined. In determining the graduation cohort the school year shall include the students who complete graduation requirements prior to the start of the school district or charter schools next fall term. School districts may only report students as having graduated if the student has met, at a minimum, the state graduation requirements, pursuant to Section 105, and will not be returning to the school in following years to complete required academic course work. The State Board of Education will establish a target for graduation. All high schools must meet the target or make sufficient progress toward the target each year, as determined by the State Board of Education. The graduation rate will be disaggregated by the subgroups listed in Subsection 112.05.g. (7-1-21)T

i. Additional Academic Indicator. The State Board of Education will establish a target for all additional academic and school quality measures. All schools must maintain or make progress toward the additional academic and school quality measure target each year. The additional academic and school quality measure targets will be disaggregated by the subpopulations listed in Subsection 112.05.g. (7-1-21)T

113. (RESERVED)

114. FAILURE TO MEET ANNUAL MEASURABLE PROGRESS.

01. Accountability Measures and Timelines. Accountability measures and timelines will be determined by the state board of education for school districts and schools who fail to meet annual measurable progress. (7-1-21)T

02. Compliance with Federal Law. All schools and local educational agencies in this state shall comply with applicable federal laws governing specific federal grants. (7-1-21)T

a. With respect to schools and local educational agencies in this state that receive federal grants under title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015 (Title I schools), the State Department of Education shall develop procedures for approval by the State Board of Education, consistent with federal law, that describe actions to be taken by local educational agencies and schools in this state in regard to schools that fail to meet interim and long-term progress goals. (7-1-21)T

b. With respect to schools and local educational agencies in this state that do not receive federal grants under Title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, such non-Title I schools and local educational agencies shall be required to comply with federal law and state requirements with the procedures relating to failure to meet interim and long-term progress goals as provided in Subsection 114.02.a. of this rule, as if they were Title I schools, except that any provisions relating to the use of federal grants to pay for such expenses shall not be applicable to such non-Title I schools and local educational agencies. In such event, non-title I schools shall be required to fund such compliance costs from general operating funds. (7-1-21)T

03. State Department of Education. With respect to the implementation of duties and responsibilities described under Title I of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, that are applicable to a state educational agency, the State Department of Education shall perform such duties and responsibilities delegated by the State Board of Education, including, but not limited to, making technical assistance available to local educational agencies that fail to meet interim and long-term goals, and for providing technical assistance, developing improvement plans, and providing for mandatory corrective actions to local educational agencies as required under federal law and state law. (7-1-21)T

~~**115. DATA COLLECTION.**~~

~~The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The enrollment collection will contain information about the enrollment of the student attributes such as unique student identifier, active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The collection will be done in accordance with the reporting requirements established in Chapter 10, Title 33, Idaho Code, or as needed for state and federal accountability purposes. Each participating school is required to verify and assure the accuracy of the data submitted in the files. (7-1-21)T~~

~~**01. State Data System**. In accordance with the provisions of Section 33-133, Idaho Code, the following data elements will be added to the state data system: (7-1-21)T~~

~~**a.** Grade Point Average (GPA); and (7-1-21)T~~

~~**b.** Chronic Absenteeism. (7-1-21)T~~

~~**116. UNIQUE STUDENT IDENTIFIER.**~~

~~**01. Assignment**. Effective April 1, 2009, each student enrolled or enrolling in an Idaho school district or LEA will be assigned a unique student identifier. The unique student identifier shall follow the student from each school district or LEA or upon return to a school district or LEA after an absence from a school district or LEA no matter how long of absence has occurred. (7-1-21)T~~

~~**a.** School districts must obtain unique student identifiers by providing the following information to the~~

~~State Department of Education for each student: (7-1-21)T~~

~~i. First and last name as written on a legal document such as birth certificate, passport, visa, social security card, or other such legal document. (7-1-21)T~~

~~ii. Date of birth. (7-1-21)T~~

~~iii. Ethnicity. (7-1-21)T~~

~~iv. Gender. (7-1-21)T~~

~~**b.** School districts or LEAs may provide any or all of the following additional information to help ensure unique identification such as: (7-1-21)T~~

~~i. Birth mother's first and last name. (7-1-21)T~~

~~ii. Parents' or guardians' first and last name(s). (7-1-21)T~~

~~iii. Social security number. (7-1-21)T~~

~~iv. County of birth. (7-1-21)T~~

117. (RESERVED)

118. HOME SCHOOL.

Any student not attending a public or private school within the state of Idaho may, as an alternative, receive educational instruction in a home school setting at the direction of the student's parent or guardian. A home schooled student is required to receive such instruction in subjects commonly and usually taught in the public schools of the state of Idaho. (7-1-21)T

119. -- 128. (RESERVED)

~~129. COMMUNICATION.~~

~~**01. Communication Skills Emphasis.** Communication skills enabling students to be responsible citizens of their homes, schools and communities will be emphasized throughout the curriculum. The teaching and demonstrating of effective communication skills will be exemplified throughout the kindergarten through twelve (K-12) system. (7-1-21)T~~

~~**02. Age-Appropriate Classroom, School, and Community Activities.** Each year, age-appropriate classroom, school and community activities will be provided to all students for the purpose of developing written and oral communication skills with individuals and groups. Good listening skills are a critical component of the communication process. (Section 33-1612, Idaho Code) (7-1-21)T~~

~~130. TECHNOLOGY.~~

~~Throughout the kindergarten through twelve (K-12) system, technology will be integral to curriculum, instruction and assessment. (Section 33-1612, Idaho Code). Technology moves communication to a new dimension. The kindergarten through twelve (K-12) system must lay the foundation for students to be able to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multi-media, distance learning and other technologies. (7-1-21)T~~

~~**01. Distance Learning Settings.** In distance learning settings, districts will provide for: (7-1-21)T~~

~~**a.** Adequate student contact with a teacher or paraprofessional during instructional process. (7-1-21)T~~

~~**b.** Ready access for answering student questions. (7-1-21)T~~

~~**c.** Adequate teacher time to provide students with feedback on assignments and questions. (7-1-21)T~~

~~**02. Cooperative Instructional Initiatives**. Cooperative instructional initiatives from post-secondary institutions among districts and other sources are encouraged. Local school districts will be responsible for the quality of the programs offered and will assure that all state standards are met. (7-1-21)T~~

131. -- 139. (RESERVED)

140. WORKFORCE SKILLS.

01. Academic Skill Development. All students will be provided the opportunity to develop their academic skills (i.e., reading, language arts and communication, mathematics, science, social studies) and to develop the skills necessary for entering the workforce, including self-management skills (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement), individual and teamwork skills (i.e., personal initiative, working with others), thinking/information skills (i.e., reasoning, problem solving, acquiring and using information) and vocational-technical skills based on the standards of the industry as approved by the State Board of Vocational Education. (7-1-21)T

02. Other Skill Development. Recognizing that students may or may not be active in the workforce, the State Board believes all students should be provided the opportunity to become contributing community and family members. This instruction includes homemaking skills (i.e., nutrition, child development, resource management); balancing work and family responsibilities; and entrepreneurial skills. (7-1-21)T

03. Work-Based Learning Experiences. Work-based learning experiences may be provided as part of the instruction in the school. For students to receive credit, these experiences will include: training plans, training agreements, approved work sites, and supervision by appropriately certificated personnel. If work-based learning experiences are selected, they will be included in the Parent Approved Student Learning Plans. Instruction will be organized to facilitate a successful transition into the workforce and further education. (7-1-21)T

141. -- 149. (RESERVED)

~~**150. BASIC VALUES.**~~
~~Honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized. (See Section 33-1612) (7-1-21)T~~

151. -- 159. (RESERVED)

160. SAFE ENVIRONMENT AND DISCIPLINE.
Each school district will have a comprehensive districtwide policy and procedure encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Possessing Weapons on Campus
Substance Abuse - Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment

Drug-free School Zones
Building Safety including Evacuation Drills
Relationship Abuse and Sexual Assault Prevention and Response

Districts will conduct an annual review of these policies and procedures. (See Section 33-1612) (7-1-21)T

161. -- 169. (RESERVED)

~~**170. CITIZENSHIP.**~~
~~Schools will provide instruction and activities necessary for students to acquire the skills to enable them to be responsible citizens in their homes, schools, communities, state and nation. (Section 33-1612, Idaho Code) (7-1-21)T~~

171. GIFTED AND TALENTED PROGRAMS.

01. Definitions. The following definitions apply only to Section 171 of these rules. (7-1-21)T

a. Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code. (7-1-21)T

~~**b.** Governing gifted and talented educational requirements. Sections 33-201, 33-2001, 33-2003, Idaho Code. (7-1-21)T~~

~~**02. Legal Compliance**. The State Department of Education and districts shall comply with all governing gifted and talented education requirements. (7-1-21)T~~

03. District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: (7-1-21)T

a. Philosophy statement. (7-1-21)T

b. Definition of giftedness. (7-1-21)T

c. Program goals. (7-1-21)T

d. Program options. (7-1-21)T

e. Identification procedures. (7-1-21)T

f. Program evaluation. (7-1-21)T

04. Screening. The district's process for identifying gifted and talented students shall include the following steps: (7-1-21)T

a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (7-1-21)T

b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (7-1-21)T

c. The district shall match student needs with appropriate program options. (7-1-21)T

05. Assessment. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (7-1-21)T

a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (7-1-21)T

b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. (7-1-21)T

c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. (7-1-21)T

~~**06. Administration**. The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. (7-1-21)T~~

172. -- 199. (RESERVED)

200. K-12 IDAHO CONTENT STANDARDS.
As stated in Subsection 105.02 of these Thoroughness rules, all students graduating from Idaho public high schools must meet locally established content standards. The standards set forth in Section 004 of this rule are state content standards that shall be the minimum standards used by every school district in the state in order to establish a level of academic content necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state content standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules. (7-1-21)T

201. -- 999. (RESERVED)

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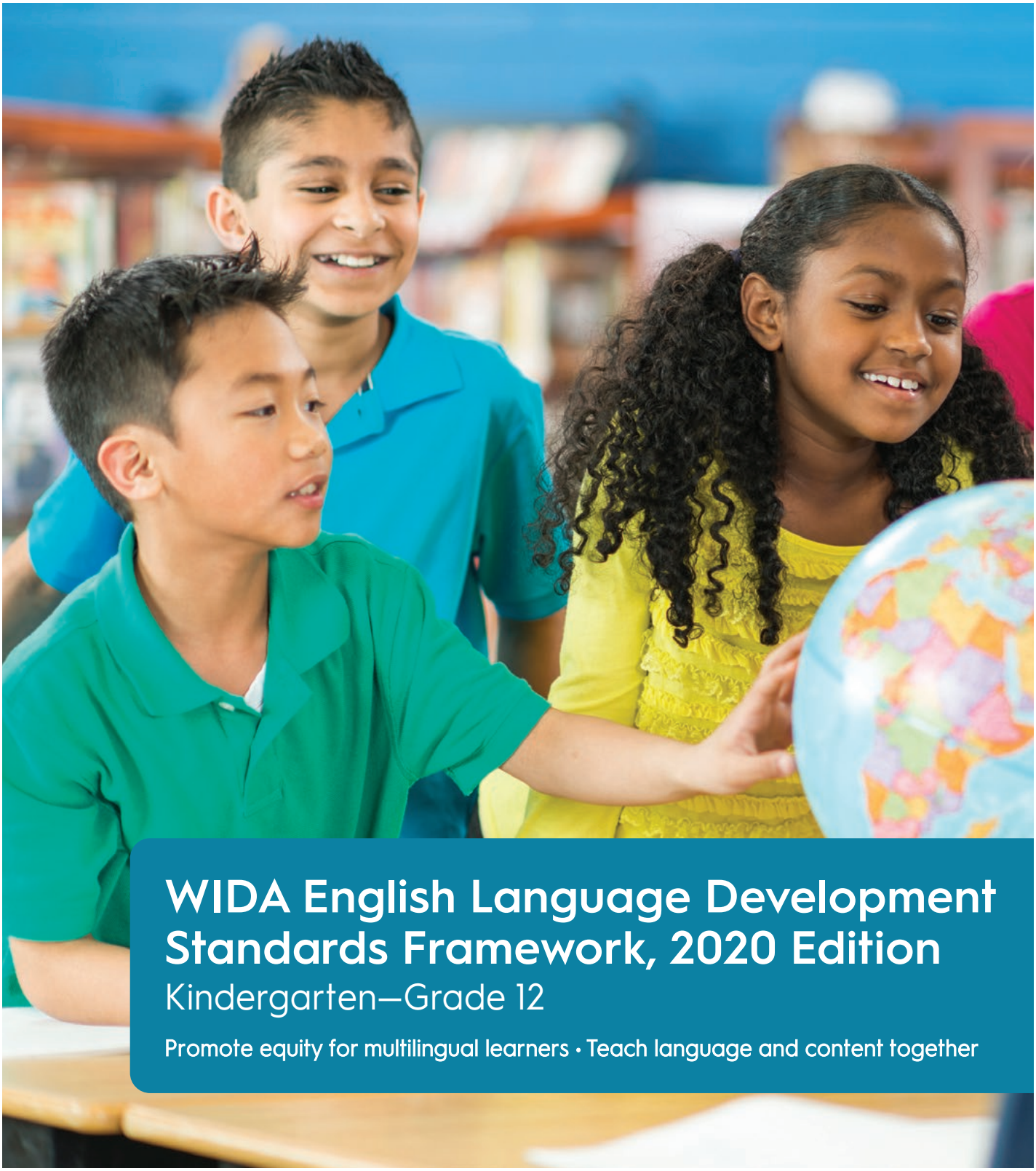

WIDA English Language Development Standards Framework, 2020 Edition

Kindergarten–Grade 12

Promote equity for multilingual learners • Teach language and content together

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WIDA English Language Development Standards Framework, 2020 Edition

Kindergarten—Grade 12



The WIDA Consortium is a member-based organization made up of U.S. states, territories, and federal agencies dedicated to the research, design, and implementation of a high-quality, standards-based system for K-12 multilingual learners.

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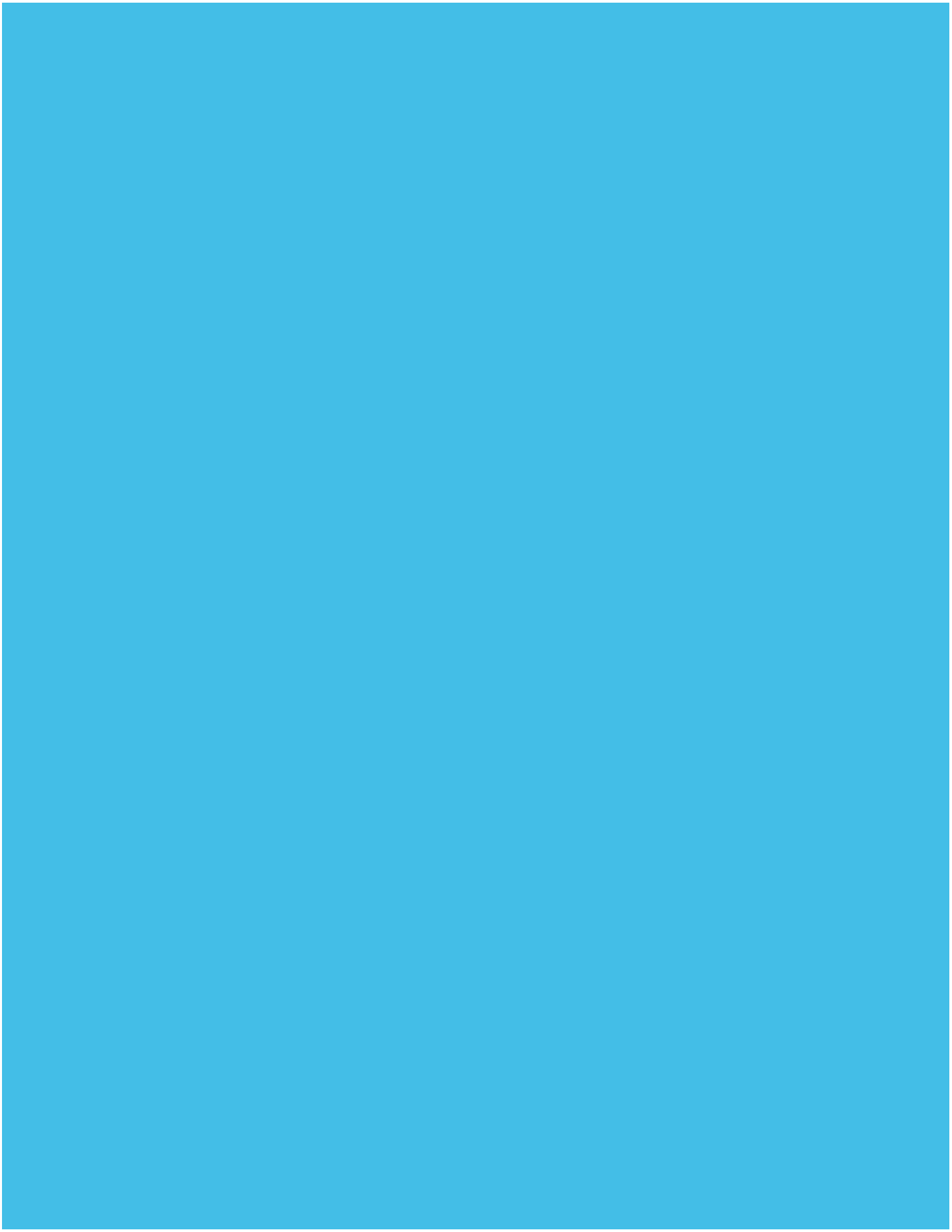
Introduction





Welcome to the WIDA English Language Development Standards Framework, 2020 Edition

WIDA has historically grounded its work in language development standards as a driver of equity for multilingual learners in curriculum, instruction, and assessment. This new edition reflects a continued commitment to these goals.

Starting in 2004, all editions of the WIDA English Language Development (ELD) Standards have reflected the belief that multilingual learners are best served when they learn content and language together in linguistically and culturally sustaining ways. The 2020 Edition recommits to this belief by maintaining the five original WIDA ELD Standards Statements while adding new and expanded resources to address updates in policy, theory, and practice.

Table 1-1: WIDA ELD Standards Statements

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

The 2020 Edition presents a new supporting organization for the WIDA ELD Standard Statements, along with additional resources, as shown in Table 1-2.

Table 1-2: Organization of the WIDA ELD Standards Framework, 2020 Edition

Section 1: Big Ideas	• Equity of access and opportunity are essential for multilingual learners' preparation for college, career, and civic participation • Integration of language and content is critical in the planning and delivery of instruction • Collaboration among stakeholders is a shared responsibility for educating multilingual learners • A functional approach to language development focuses on the purposeful use of language
Section 2: Understanding the WIDA ELD Standards Framework	• The five WIDA ELD Standards Statements—conceptual framing of language and content integration • Key Language Uses—prominent language uses across disciplines • Language Expectations—goals for content-driven language learning • Proficiency Level Descriptors—a continuum of language development
Section 3: Grade-Level Cluster Materials	• Representations of the WIDA ELD Standards Framework in sets of grade-level cluster materials • Annotated Language Samples illustrate the WIDA ELD Standards Framework in authentic grade-level texts
Section 4: Resources	• Key Language Uses: A Closer Look—extended definitions and examples for each Key Language Use • Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations • Glossary
Appendices	A. Meeting ESSA Requirements B. Correspondence Tables for Content and Language Standards C. A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations D. A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes E. High Level Comparison of WIDA ELD Standards Editions F. Theoretical Foundations G. References H. Acknowledgements

WIDA Mission, Vision, and Values

WIDA draws its strength from its mission, vision, and values—the Can Do Philosophy, innovation, service, collaboration, and social justice. This belief system underscores the cultural, social, emotional, and experiential assets of multilingual learners, their families, and educators. It acts as a unifying force that gives the consortium its strength of conviction and action throughout the PreK-12 education community.

Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.



From English Language Learners to Multilingual Learners

Multilingual learners refers to all children and youth who are, or have been, consistently exposed to multiple languages.

As part of its asset-based belief system, WIDA uses the term "multilingual learners" to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis. They include students who are commonly referred to as English language learners (ELLs), dual language learners (DLLs), newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELs), English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language (EAL), and students who speak varieties of English or indigenous languages.

Throughout the field of K-12 education, you will encounter various terms to describe multilingual learners. For example, ESSA (2015) uses the term "English learners" (ELs). For policy purposes, the five original WIDA ELD Standards Statements (2004) maintain the term "English language learners." However, in an effort to encourage the field to use terminology that is asset-based and inclusive, WIDA began to use the term "multilingual learners." You will see this term used throughout this document, starting with the Guiding Principles of Language Development on the next page.

WIDA Guiding Principles of Language Development (2019)

The updated Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.
10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.



Audiences and Potential Uses of the WIDA ELD Standards Framework, 2020 Edition

The 2020 Edition of the WIDA ELD Standards Framework is designed for U.S. and international audiences. Table 1-3 outlines an array of uses for the document. While you will notice some overlap, we have placed emphasis on the distinct nature and responsibilities of each group and its contribution to the education of multilingual learners.

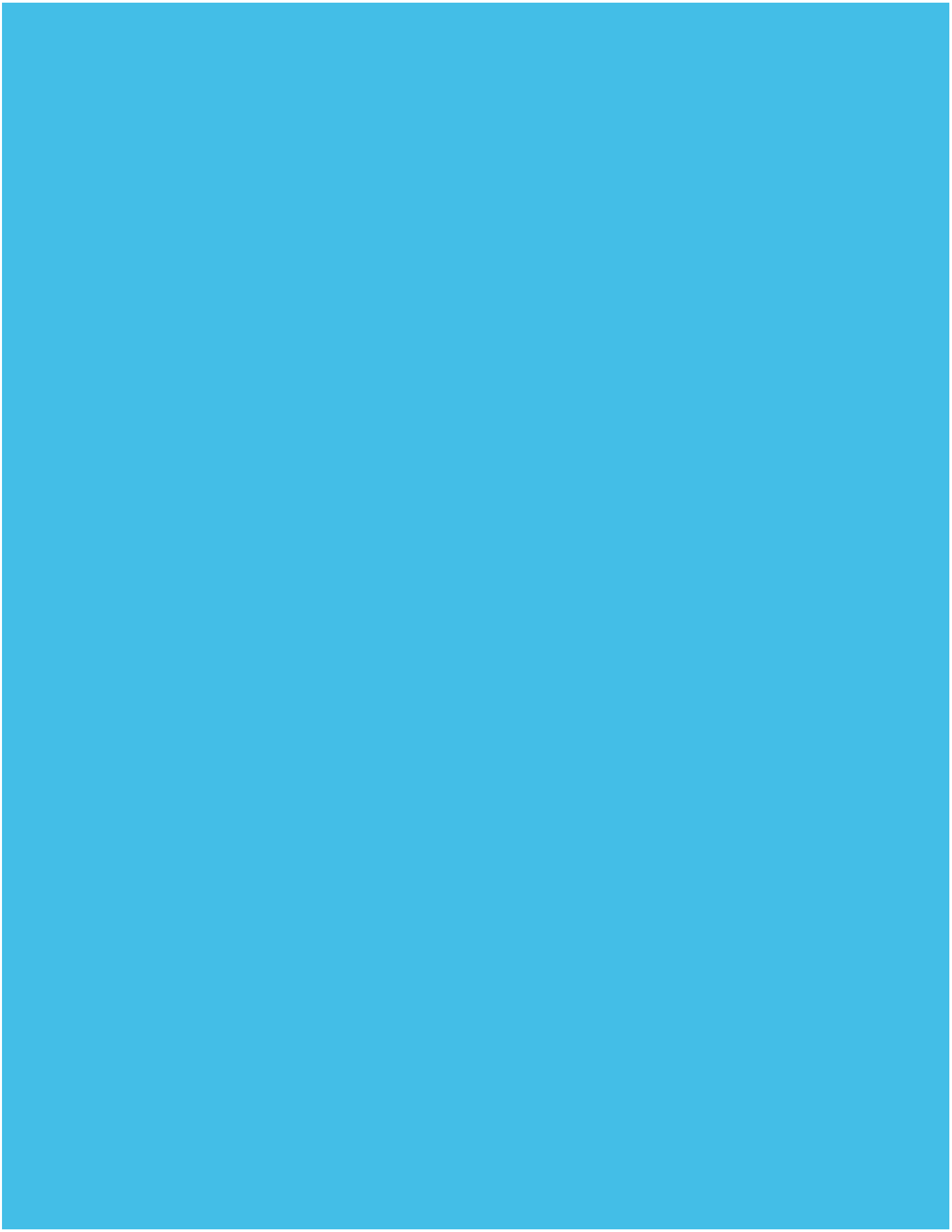
Table 1-3: Audience and Potential Uses of the WIDA ELD Standards Framework, 2020 Edition

Audience	Potential Uses of the WIDA ELD Standards Framework, 2020 Edition
State, Territory, and Federal Education Agencies, known as SEAs	• Comply with federal policy, including peer review requirements, and other state mandates • Ensure alignment with ACCESS for ELLs, the WIDA annual English language proficiency assessment • Guide state policy, informational documents, and resources inclusive of equity for multilingual learners and their families • Organize professional learning opportunities for educators of multilingual learners
District and School Leaders	• Guide local policy, informational documents, and resources • Guide professional learning • Work with teachers, other school leaders, and families to provide guidance on language development • Support teachers in designing and enacting linguistically and culturally sustainable curriculum, instruction, and assessment • Promote collaboration among district and school leadership, content and language teachers, specialists, support staff, students, and families • Prompt coordination of services for multilingual learners and outreach to families • Forge partnerships with multilingual communities
Teachers	• Collaborate with colleagues around integration of content and language • Partner to coordinate learning for multilingual learners • Model products, projects, and performances to illustrate evidence of meeting learning expectations • Monitor multilingual learners' language growth • Provide standards-referenced feedback to students and families

Audience	Potential Uses of the WIDA ELD Standards Framework, 2020 Edition
Teacher Educators and Professional Learning Providers	• Integrate into courses for pre-service teachers, in-service teachers, and administrators • Guide professional learning around asset-driven education for districts and schools • Model the process for integrating content and language in instruction and assessment • Partner in conducting classroom, school, and district research
Assessment Leaders and Test Developers	• Apply to large-scale annual and interim ELP assessment development • Use as a source for alignment and standards-setting studies • Guide in interpreting score reports and in updating interpretive and scoring rubrics • Expand framing of test specifications around Key Language Uses and Language Expectations
International Schools and Educators	• Craft a school-wide language policy • Embed language development into curriculum, instruction, and classroom assessment • Collaborate with colleagues to coordinate language services • Share with grade-level teams to create seamless learning experiences for multilingual learners
Students, Families, and Communities	• Benefit from clear learning goals that promote equity for all • Benefit from a coherent educational experience based on a standards-aligned system • Benefit from having clarity on what teachers should be teaching and what students should be learning • Understand the language development process and how the WIDA ELD Standards Framework represent the joining of grade-level academic content and language



Section 1: Big Ideas





Big Ideas of the WIDA ELD Standards Framework, 2020 Edition: Kindergarten–Grade 12

This 2020 Edition of the WIDA ELD Standards Framework is anchored by four **Big Ideas** that are interwoven throughout the document. Like the Can Do Philosophy, they support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs.

Figure 1-1: Big Ideas in the 2020 Edition



Equity of Opportunity and Access

WIDA's philosophy is rooted in equity and a commitment to supporting high-quality education for multilingual learners. This support for educational excellence is evident in WIDA's vision, mission, and values—innovation, service, the Can Do Philosophy, collaboration, and social justice. As a WIDA value, social justice includes creating positive change, challenging discriminatory actions (i.e., in terms of language, culture, and race), and promoting equity to improve the education of multilingual children, youth, and families.

Multilingual learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. Increasing avenues of access, agency, and equity for all multilingual learners—including newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELs), students with disabilities, and gifted and talented English learners—requires educators to be knowledgeable, skillful, imaginative, and compassionate.

The 2020 Edition of the WIDA ELD Standards Framework is here to guide educators to

- Set high expectations for all students
- Provide access for multilingual learners to rich, standards-based, grade-level content, including by scaffolding up (see the WIDA website for resources about scaffolding)
- Enact linguistically and culturally sustainable pedagogies
- Create opportunities for multilingual learners to
    - engage actively with each other in deep learning
    - access and use multiple languages, including through translanguaging

When designing and delivering standards-based curriculum, instruction, and assessment, educators should consider multilingual learners'

- Previous personal and educational experiences
- Recency of arrival in the United States, if applicable
- Diverse cognitive and behavioral strengths, needs, and abilities
- Home and community
- Languages and cultures

Drawing on students' linguistic and cultural resources is essential to helping them navigate life in a diverse world, in addition to supporting them in meeting demands of academic content areas as they advance through school.

The 2020 Edition of the WIDA ELD Standards Framework upholds the goal of increasing equity for multilingual learners by providing common and visible language expectations in relation to grade-level academic content. These expectations also serve to increase coherence of policy and practice around the education of multilingual learners at federal, state, and local levels.

Integration of Content and Language

Earlier versions of the WIDA ELD Standards (2004, 2007, 2012) have historically represented the integration of content and language. The 2020 Edition makes the content-language connection more explicit and specific.

By content–language integration, we mean that multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content.

The 2020 Edition introduces several new ways of looking at the integration of content and language, for example, through Key Language Uses, Language Expectations, and Correspondence Tables for Content and Language Standards (Appendix B); all these (and more) are introduced later in this document.

Multimodality, the use of multiple means of communication, is an essential way for all students to access and engage in the content areas. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means.

In positioning the 2020 Edition to spotlight the variety of ways in which language is used in content area learning, WIDA is drawing educators' attention to multimodality, the use of multiple means of communication. Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. All students are able to both interpret and express ideas with greater flexibility when using multimodal resources, including multiple languages. Multimodality allows all students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. For example, as students read, they also might refer to illustrations or diagrams, and as students write, they might also represent their ideas numerically or graphically.

The integration of content and language for multilingual learners promotes

- Understanding the connections between content and language
- Making meaning within and across content areas (disciplines)
- Interaction of students with each other in challenging content activities
- Coordination of design and delivery of curriculum, instruction, and assessment

Collaboration among Stakeholders

Districts and schools are complex educational systems with collaboration extending across stakeholders from classrooms, to schools, districts, and the families and communities of students. Stakeholders have different areas of expertise and are often responsible for different aspects of educational planning and delivery; however, collectively they are responsible for the success of multilingual learners.

Collaboration among stakeholders (e.g., district and school leaders, content and language teachers, specialists, support personnel, students, families) is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive.

It is crucial for the academic success of multilingual learners that both language and content teachers and administrators see themselves as responsible for fostering the language development of multilingual learners, and for systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development.

Although different classrooms may have different instructional foci, all classrooms with multilingual learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for multilingual learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of multilingual learners.

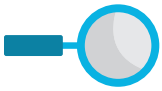
Content and language teachers can work together to

- Plan and deliver grade-level standards-based instruction
- Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas
- Support one another
- Share unique fields of expertise

In this way, multilingual learners and their families benefit from a coherent and shared understanding of expectations and common goals for learning.

Functional Approach to Language Development

What does WIDA mean by a functional approach to language development? One metaphor for language is a toolbox, containing different tools that are used to communicate, to develop relationships, and to act upon the world. Like any good toolbox, the language toolbox contains various tools that function for different needs. Particular linguistic tools achieve certain purposes. For example, we make choices with language to reflect the topic at hand, the social roles and identities of those involved (am I talking to a college admissions interviewer or to my best friend?), and the needs of our listeners and readers. We make choices with language to organize our ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help multilingual learners expand what they can do with language, thereby growing their language toolbox. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts.

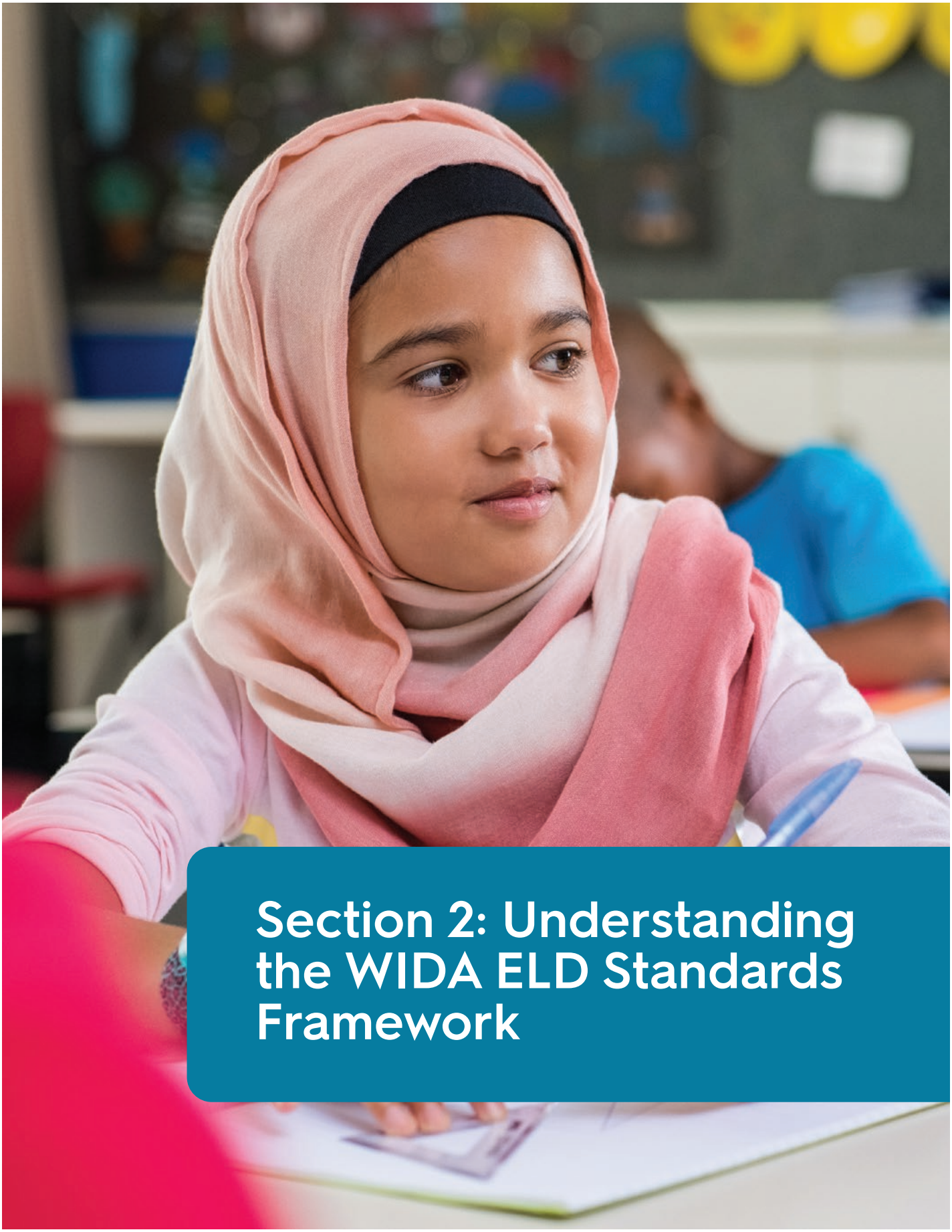


To read more about all these Big Ideas, see the WIDA website.

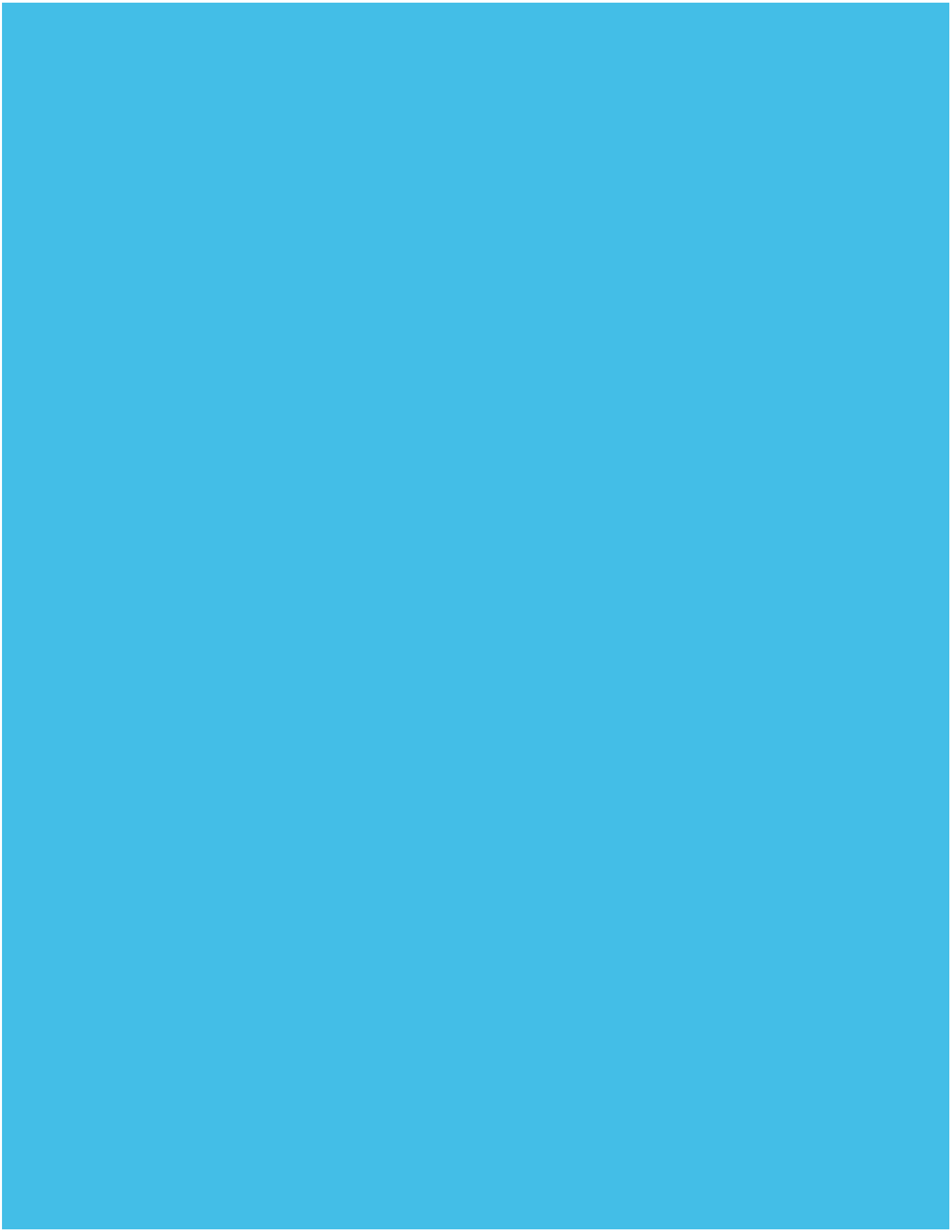
Language: a dynamic system used by particular communities for communicating with others. The choices we make with language enable us to accomplish many purposes (e.g., to represent experiences, share ideas, to enact roles and relationships, and act upon the world).

Language development: an interactive social process that occurs over time to expand what we *can do* with language.

Sociocultural context: the association of language with the culture and community in which it is used. In schools, it refers to the interaction among students and the classroom environment, along with the influences that shape the environment (e.g., purpose, topic, situation, participant's identities and social roles, audience).



Section 2: Understanding the WIDA ELD Standards Framework



Understanding the WIDA ELD Standards Framework

Underpinned by the four Big Ideas introduced in Section 1, the WIDA ELD Standards Framework is a language development standards framework for K-12 academic settings.

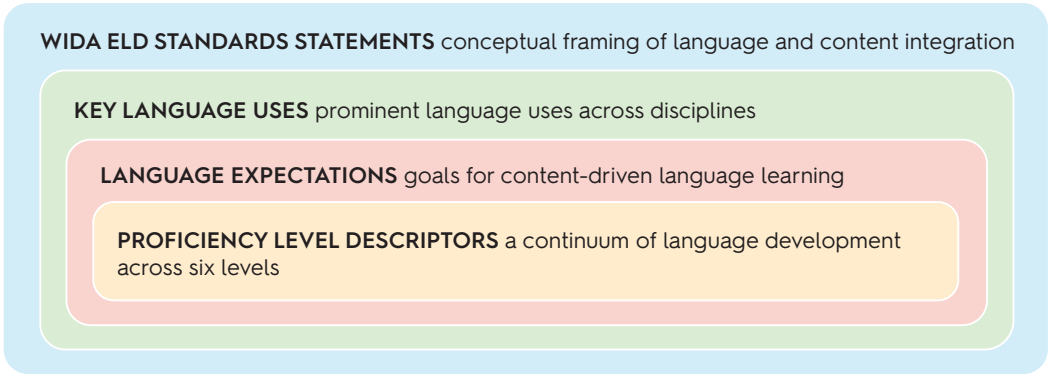
Sometimes people describe a standards framework as being like a map. In the same way that a map points out common, visible landmarks, a standards framework points out common, visible expectations for all students and helps to bring coherence across educational systems. The WIDA ELD Standards Framework is like a map in that it offers language expectations as destination points, as well as road signs to set goals for curriculum, instruction, and assessment for multilingual learners.

The WIDA ELD Standards Framework consists of four components, each explored in the following pages. These four components are like building blocks of language development, and range from broad to narrow in scope. They work together to make a comprehensive picture of language development:

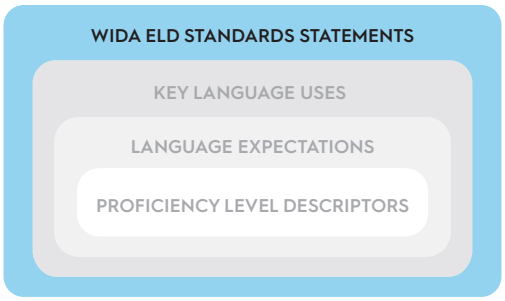
- **Five WIDA ELD Standards Statements** provide the broadest conceptual framing and illustrate the integration of content and language. The standards statements show language use in the service of learning—in other words, language for thinking and doing. They address the language of schooling.
- **Key Language Uses** describe prominent ways that language is used in school, across all disciplines. When educators make choices about how to integrate content and language, the Key Language Uses can help provide focus and coherence.
- **Language Expectations** set goals for content-driven language learning. They add specificity to the ELD Standards Statements and Key Language Uses and make visible the language associated with the content areas. Language Expectations are the statements most similar to what educators generally find in academic content standards.
- **Proficiency Level Descriptors** (PLDs) describe a continuum of language development for activities that target Language Expectations. They provide a detailed articulation of how students might develop language across the six levels of English language proficiency.

Figure 2-1 shows the four components of the framework conceptualized as nested building blocks of language development within sociocultural contexts.

Figure 2-1: The Components of the WIDA ELD Standards Framework



The WIDA ELD Standards Statements



The five standards statements, introduced in Section 1, Table 1-1, represent the language of schooling and provide the broadest conceptual framing of content and language integration.

Each standard is shown in an abbreviated form in Table 2-1, below. Hence *ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts* is abbreviated as *Language for Language Arts* and its reference code is *ELD-LA*.

Table 2-1: Abbreviated forms of the Five English Language Development Standards Statements

Abbreviated forms of the Five English Language Development Standards Statements
ELD Standard 1: Language **for** Social and Instructional Purposes (ELD-SI)
ELD Standard 2: Language **for** Language Arts (ELD-LA)
ELD Standard 3: Language **for** Mathematics (ELD-MA)
ELD Standard 4: Language **for** Science (ELD-SC)
ELD Standard 5: Language **for** Social Studies (ELD-SS)

These abbreviated forms point to WIDA's functional approach to language development, drawing attention to

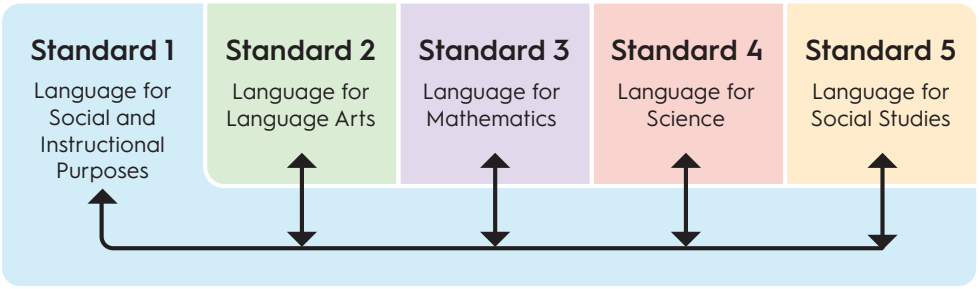
- The dynamic nature of language
- Communicative purposes of the discipline or content area
- The use of language to communicate and make meaning
- Language use in the service of learning—in other words, language for thinking and doing

Standard 1

ELD Standard 1, Language for Social and Instructional Purposes, is broader in scope and applicability than the other four ELD Standards Statements that are associated with discipline-specific learning. ELD Standard 1 applies across a range of educational settings, and works both independently from and in conjunction with ELD Standards 2-5. Students communicate to learn but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

ELD Standard 1 encompasses the experiential, linguistic, and cultural backgrounds and identities of multilingual learners in relation to the other ELD Standards. It draws attention to multilingual learners' positioning in the world that informs their meaning-making in the content areas. It reminds educators of strength-based approaches that meet students where they are in their own contexts, and to bridge the personal, social, and emotional to the academic.

Figure 2-2: Relationship among the WIDA ELD Standards



Standard 1 encompasses multilingual learners' use of language in the following situations:

- **As they expand their linguistic repertoire from English language proficiency level 1 to level 6.** ELD Standard 1 is not just for newcomers and young children, and it is not a precursor to learning disciplinary language. Rather, it encompasses opportunities for multilingual learners to develop language for social and instructional purposes at all language proficiency levels, all grade levels, and in all content areas.
- **Across all disciplines and school settings**. Language for social and instructional purposes is foundational for engagement and learning in every discipline—from core disciplines like language arts and mathematics—to visual and performing arts; health and physical education; cross-disciplinary endeavors like use of technology, and library/media center time; and school-wide activities and events. Language is a part of the entire school day and all educators share responsibility for engaging multilingual learners in rich opportunities to simultaneously learn content and language.
- **Across numerous topics, tasks, and situations.** ELD Standard 1 presents Language Expectations that apply to a range of activities and interactions. Some examples include setting classroom norms; establishing routines; following procedures; asking for clarification; discussing with peers; relating personal ideas, feelings, and views; and exploring languages, cultures, and perspectives.
- **While interacting with others.** Language is, after all, a social practice that is dependent on an awareness of one's own and others' identities, as well as the unique roles and purposes that participants have in communicating with different members of a learning community—including peers, teachers, administrators, counselors, paraprofessionals, interpreters, family and community liaisons, other support staff, and visitors to the school. Interactive learning increases opportunities for multilingual learners to engage fully in content learning and leverage their assets as support for their academic achievements.

Key Language Uses

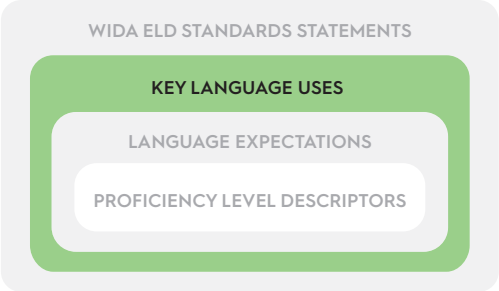
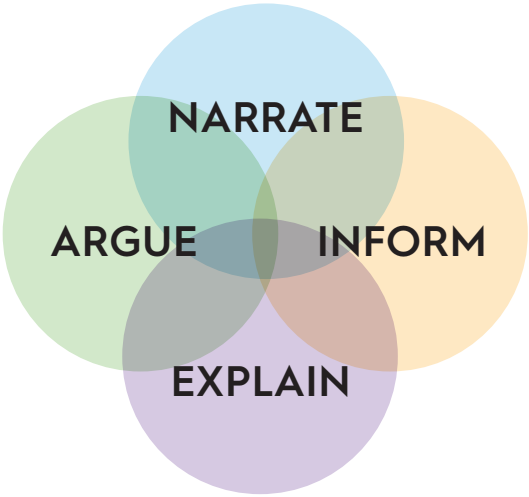


Figure 2-3: Four Key Language Uses

As part of developing the WIDA ELD Standards Framework, 2020 Edition, WIDA researchers analyzed academic content standards, research literature, and disciplinary practices. They also incorporated an understanding of genre families—categories of texts that share specific characteristics, such as purpose, organization, or other similar patterns of language use. From this research, WIDA has identified four Key Language Uses—Narrate, Inform, Explain, and Argue—that can be used to prioritize and organize the integration of content and language.[1]



Key Language Uses exemplify the Big Idea: Functional Approach to Language Development. They emphasize language use for particular purposes, with particular audiences, and in particular sociocultural contexts. They

- Bring focus and coherence to the language of schooling
- Help educators make choices to prioritize and coordinate content and language integration
- Serve as an organizing principle for the Language Expectations

WIDA recognizes that Key Language Uses are one of many different configurations for connecting content to language through standards. The increased emphasis on genre-centered pedagogy (teaching that highlights genres as a way of organizing language use) provides a natural point for collaboration between content and language educators, with Key Language Uses serving as a focus for that partnership.

Key Language Uses share some common aspects across disciplines, and yet each discipline also has unique ways of applying each. Below are brief definitions for each Key Language Use.

- **Narrate** highlights language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support argumentation.
- **Inform** highlights language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.

---

1 WIDA Key Language Uses have been updated: their definition is refined in the 2020 Edition to mean genre families. "Recount" has been separated into "Narrate" and "Inform." "Discuss" is not a genre family, but it is threaded throughout all Key Language Uses and applies across all five ELD standards.

- **Explain** highlights language to give an account for how things work or why things happen. As students explain, they substantiate the inner workings of natural, man-made, and social phenomena.
- **Argue** highlights language to justify claims using evidence and reasoning. Argue can be used to advance or defend an idea or solution, change the audience's point of view, bring about action, or accept a position or evaluation of an issue.

Key Language Uses can overlap and inform each other. Key Language Uses should not be considered strict categorical divisions. As genre families, Key Language Uses can intersect, blend, and build on each other. For example, as students develop complex explanations, they may inform (by naming, defining, describing, or comparing and contrasting something), and even narrate (e.g., by including an anecdote) as they work to help their audiences accurately understand the how or why of a concept (Explain). Narratives can be embedded within other expository structures, such as those in the families of Argue and Explain. Argue can incorporate elements of many Key Language Uses, as it seeks to show an audience the validity of a position or claim.

All Key Language Uses are present across all grade levels and disciplines, and yet at each grade-level cluster and discipline, some are more prominent than others. The emphasis placed on these four Key Language Uses is not intended to restrict curriculum and instruction; rather, it accentuates the most prominent genre families as an organizing principle for the ELD Standards. **The *most prominent* Key Language Uses are the basis for its Language Expectations.**

Genres are multimodal types of texts (oral, written, visual) that recur frequently for specific purposes, with specific discourse organization and language features (e.g., biographies).

Genres with similar characteristics (e.g., biographies, autobiographies, short stories) can be grouped together into **genre families** (e.g., narrate).

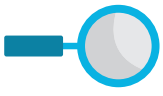
Key Language Uses reflect the most high-leverage genre families across academic content standards. They are **Narrate, Inform, Explain,** and **Argue.**

Key Language Uses can overlap and inform each other.

As genre families, Key Language Uses can intersect, blend, and build on each other.

All Key Language Uses are present across all grade levels and disciplines.

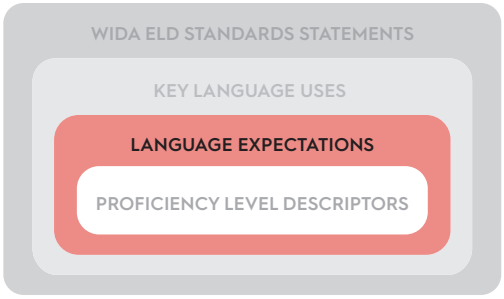
The emphasis placed on these four Key Language Uses is not intended to restrict curriculum and instruction; rather it accentuates the most prominent genre families as an organizing principle for the ELD Standards.



For a deeper dive into the features of each Key Language Use across grades and disciplines, visit Section 4: Resources—Key Language Uses: A Closer Look. Appendix C shows K-12 distribution tables of the most prominent Key Language Uses by grade-level cluster and WIDA ELD Standard.

Language Expectations

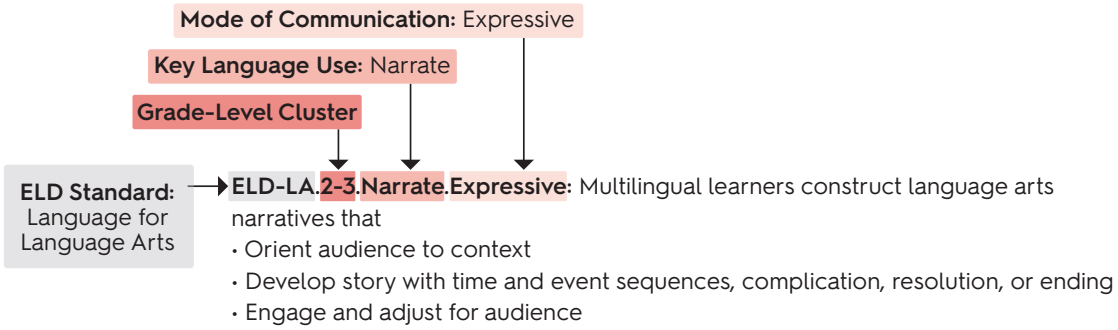
Language Expectations are goals for content-driven language instruction, adding specificity to the ELD Standards Statements and Key Language Uses. They are the statements most similar to what educators generally find in academic content standards. We'd like to call your attention to three aspects of Language Expectations: their reference codes, communication modes, Language Functions, and example Language Features.



Language Expectations: Reference Code

As illustrated in Figure 2-4, each Language Expectation has a reference code that includes the WIDA ELD Standard Statement (incorporating an academic content area), grade-level cluster, Key Language Use, and communication mode.

Figure 2-4: Example Reference Code for a Language Expectation

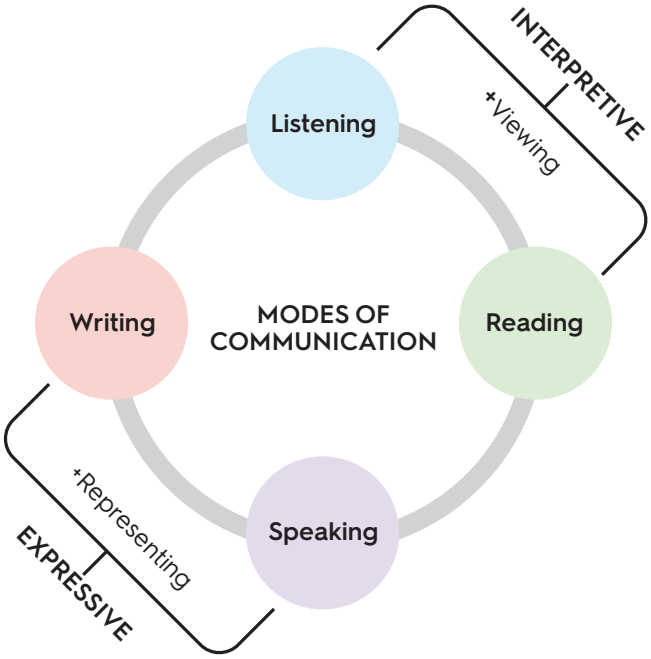


Language Expectations: Communication Modes

In the Language Expectations, the four individual language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication: **interpretive** and **expressive.**

- The **interpretive communication mode** encompasses listening, reading, and viewing
- The **expressive communication mode** encompasses speaking, writing, and representing

Figure 2-5: Modes of Communication



These two broader modes of communication (interpretive and expressive) increase accessibility options for students and emphasize multimodal forms of communication (namely, by adding viewing in conjunction with listening and reading as well as representing in conjunction with speaking and writing).

Language Expectations: Language Functions and Features

Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of **Language Functions.** Language Functions are common patterns of language use that showcase particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation.

Reminder: the most *prominent* Key Language Uses are the basis for its Language Expectations.

Table 2-2 presents the Language Expectation for ELD-LA.2-3.Narrate.Expressive. It contains three Language Functions that highlight common patterns of language use associated with Language Arts narratives in grades 2-3:

- Orient audience to context
- Develop story with time and event sequences, complication, and resolution
- Engage and adjust for audience

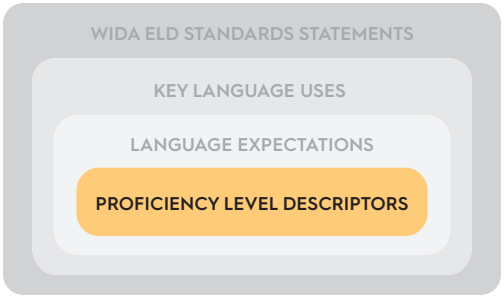
In order to carry out particular Language Functions, language users rely on various language resources, including **Language Features** (e.g., types of sentences, clauses, phrases, and words). Together, the Language Functions and Features form a dynamic and illustrative set that shows some of the ways language works in service of content learning. Table 2-2 shows the Language Features that accompany the second Language Function from the Language Expectation ELD-LA.2-3.Narrate.Expressive.

Table 2-2: The Anatomy of a Language Expectation

Language Expectation ELD-LA.2-3.Narrate.Expressive		
Stem *Indicates interpretive or expressive mode*	**Language Function** Common patterns of language use associated with Key Language Uses (e.g., stages of the genre)	**Example Language Features** Sample language resources that carry out specific Language Functions (e.g., different types of sentences, clauses, phrases, and words)
Construct language arts narratives that…	Develop story with time and event sequences, complication, resolution, or ending through…	• Saying verbs *(yelled, said, whispered)* to add details about characters in dialogs • Verbs to describe what characters do, think, and feel • Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text *(Miguel=my little brother=he; that night=the worst night)* • Connectors to sequence time *(first, next, and then),* and events *(before, after, later)*, and to combine and link event details *(and, but, so)*

This close integration of content and language invites collaboration between content and language educators as they collectively share responsibility for teaching multilingual learners. Language development is its own field of expertise, just as each discipline is. As content and language teachers dive deeper into standards-based planning and delivery of instruction, language specialists can help content teachers learn more about Language Functions and Features. Similarly, content teachers can help language specialists connect to content learning.

Proficiency Level Descriptors



Proficiency Level Descriptors (PLDs) are a detailed articulation of multilingual learners' growth in interpretive and expressive language across levels of English language proficiency.

PLDs describe how multilingual learners use language toward the end of each language proficiency level (PL) until they reach PL6. PL6 is open ended: it indicates that for all of us, language development continues throughout life. Each end-of-level descriptor includes and builds on previous proficiency levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). Educators should scaffold learning and resources across all levels of language proficiency.

For the purposes of representation and understanding, PLDs describe proficiency in a linear way. However, language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors, including multilingual learners' familiarity with the topic, audience, and situation. Therefore, multilingual learners may take various paths to develop and reach Language Expectations.

At any given point along their continua of language development, multilingual learners may demonstrate a range of abilities within and across each proficiency level. For example, they may speak at a higher proficiency level while write at an earlier proficiency level. A proficiency level does not categorize a multilingual learner (e.g., 'a PL1 student'), but, rather, identifies snapshots of what a multilingual learner knows and can do at a particular stage of language development (e.g., 'a student at PL1' or 'a student whose listening performance is at PL1').

PLDs maintain consistency with the K-12 Performance Definitions of the 2012 edition of the WIDA ELD Standards. As such, the PLDs continue to be written according to the three dimensions of language use: discourse, sentence, and word/phrase.

The relationship between Language Expectations and Proficiency Level Descriptors

Language Expectations offer goals for how all students might use language to meet academic content standards.

Proficiency Level Descriptors describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations.

The Dimensions of Language Use

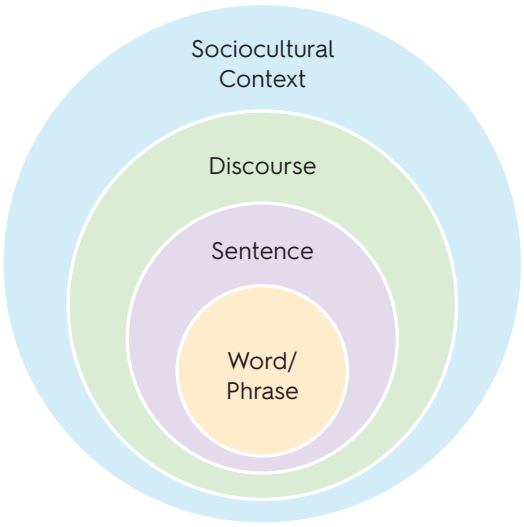
The dimensions of language use are one way to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions of language that contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).

The **discourse dimension** imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions. To consider how a language user constructs a meaningful message, begin by looking at the discourse dimension and the overarching message to see how language is organized to communicate particular ideas, how language holds ideas together in a text (its cohesion), and how loosely or tightly language is packed (its density).

The **sentence dimension** contributes to the grammatical complexity of a text. Language users make choices in how they express ideas and their interrelationships through clauses in various sentences types. These also help shape how a text is sequenced and connected.

The **word/phrase dimension** adds precision to communication. For example, language users strategically select everyday, cross-disciplinary, or technical language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.

Figure 2-6: Dimensions of Language within a Sociocultural Context



Everyday language: language for representing ideas in nontechnical ways (e.g., dogs instead of canines)

Cross-disciplinary language: common academic language used across content area contexts (e.g., analyze, evaluate, summarize)

Technical language: specialized language associated with a content area such as science and history (e.g., mitosis, imperialism)

Table 2-3 updates the Features of Academic Language table (WIDA, 2014). It delineates five criteria across the three dimensions of language, framed within a sociocultural context. In addition to the dimensions and their criteria, the column to the far right presents sample features found in the PLDs.

Table 2-3: Dimensions of Language in the Proficiency Level Descriptors: Criteria Foci and Sample Language Features

The three language dimensions operate within sociocultural contexts for language use.

Dimension	Criteria	Focus on . . .	Sample Language Features
Discourse	Organization of language	How ideas are coherently organized to meet a purpose through organizational patterns characteristic of the genre	Whole text organizational patterns, such as introduction, body, conclusion; claim, evidence, reasoning
	Cohesion of language	How language connects ideas within and across sentences and discourse using a range of cohesive devices	Cohesive devices, such as repeated words, synonyms, pronoun substitution, connectors
	Density of language	How information in noun groups is expanded or consolidated	Noun groups expanded with resources, such as adjectives or other modifiers added before nouns, prepositional phrases following nouns, nominalization
Sentence	Grammatical complexity of language	How relationships are expressed with clauses through simple, compound, and complex sentences	Simple, compound, complex sentences; coordinating, subordinating conjunctions; dependent and independent clauses
Word/Phrase	Precision of language	How everyday, cross-disciplinary, and technical language more effectively conveys precise meaning	A variety of words and phrases, such as adverbials of time, manner, and place; verb types; abstract nouns

Applicable Uses of the WIDA Proficiency Level Descriptors

Below are some non-exhaustive examples of ways the PLDs may be used.

The PLDs might be used during

- Collaboration between language development and content area educators
- Professional learning activities about language development
- School team discussions about the language growth of multilingual learners
- Conversations with families in their preferred language

The PLDs might be used to

- Help design and scaffold classroom instruction and assessment tasks—as one tool among others
- Support teacher and student discussions around language performance in relation to learning goals
- Monitor progress of multilingual learners as they show language growth over time
- Evaluate evidence from student work (portfolio of speaking and writing samples) as part of the eligibility process for special services

Inapplicable Uses of the WIDA Proficiency Level Descriptors

The PLDs should not be used as restrictive examples or as a finite list of student abilities. Nor should they be used to limit access to complex texts and grade-level materials, participation in rigorous learning, or engagement in meaningful classroom discussions. Finally, the grade-level cluster PLDs should not be used to lower expectations or slow student growth.

The Proficiency Level Descriptors should not be used as a sole source to define or categorize a multilingual learner or teacher.

PLDs should not be used as the single document or as the only evidence in high-stakes situations such as

- Identification for special education services; for example in trying to obtain cognitive support services solely based on a student's English language proficiency level
- Description of cognitive ability
- Identification of student readiness abilities
- Tracking for remediation or enrichment
- Grading in report cards
- Consideration for grade placement or retention
- Evaluation of teachers

The WIDA ELD Standards Framework: What It is and What It is Not

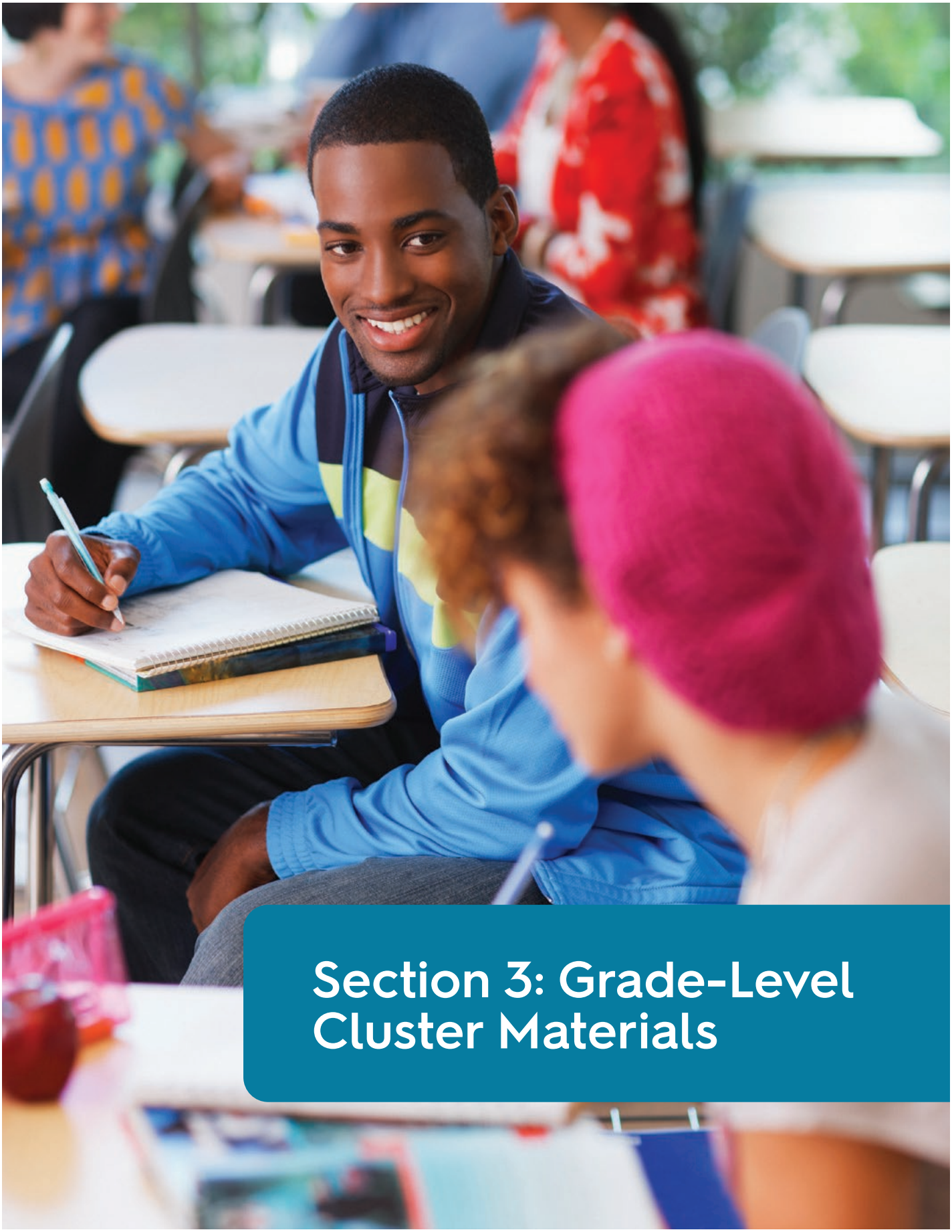
The WIDA ELD Standards Framework, together with cross-disciplinary academic content standards and disciplinary practices, defines the language multilingual learners need as they move toward college, career, and civic readiness.

The WIDA ELD Standards Framework does not—indeed, cannot—enumerate all or even most of the language of school. Use of the Standards Framework must therefore be complemented by a well-developed, content-rich curriculum and effective pedagogical approaches within an equitable educational program for multilingual learners (See Section 4: Resources—Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations).

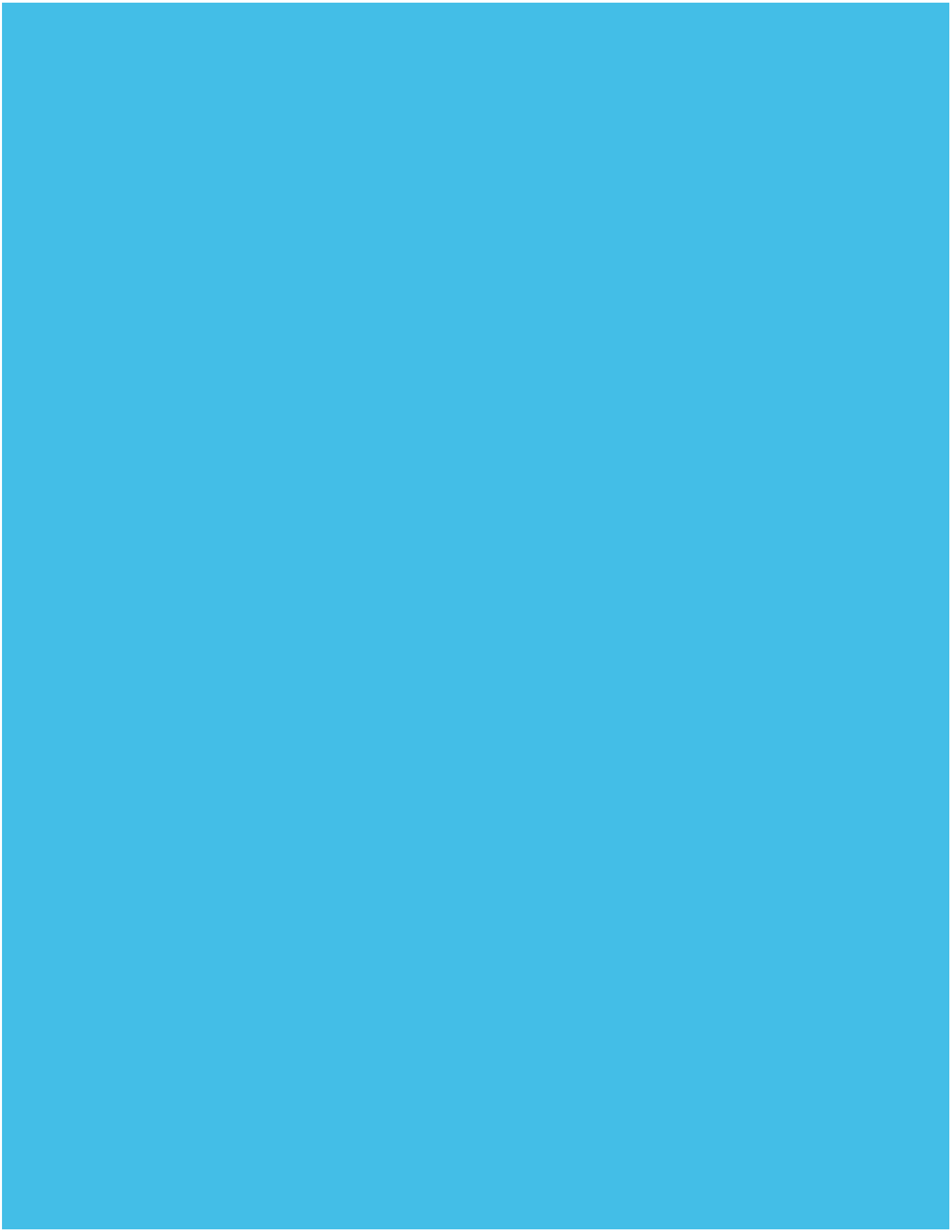
Table 2-4: What the WIDA ELD Standards Framework is and What It Is Not

The WIDA ELD Standards Framework is	The WIDA ELD Standards Framework is NOT intended to be

• A description of clear and measurable goals for language learning represented by
  • Language Expectations for interpretive and expressive modes of communication
  • Grade-level cluster PLDs of what multilingual learners can do at consecutive language proficiency levels
• A resource for state, district, and school accountability
• A guide for informing the design of linguistically and culturally sustaining curriculum, instruction, and assessment
• A central component of the comprehensive WIDA research-based system of language standards, assessment, and professional learning
	• Statements of grade-level knowledge and skills
	• A prescriptive document to be enacted without consideration for the local setting
	• A de facto curriculum or course of study
	• Specific lessons associated with units of learning with a series of language objectives
	• A step-by-step process for teaching and learning
	• An endorsement for any particular language pedagogy
	• A form of evaluation or a basis for grading
	• A compendium of academic content standards and disciplinary practices
	• Used in isolation, independent of grade-level content



Section 3: Grade-Level Cluster Materials



Grade-Level Cluster Materials

WIDA recognizes that English language development occurs over multiple years, is variable, and depends on many factors, such as multilingual learners' ages, maturation, classroom experiences, motivation, attitudes, and types of educational programming.

With this in mind, we have developed sets of materials that are appropriate for students in different grade-level clusters (K, 1, 2-3, 4-5, 6-8, and 9-12). Within each grade-level cluster section, the materials are organized according to the components of the WIDA ELD Standards Framework, and include some additional resources. The grade-level cluster materials help educators enact the WIDA ELD Standards Framework.

Grade-level cluster materials rely on a deep understanding of how language works in the service of content learning. Whereas we recognize that collaboration is not possible in every situation, partnerships between language and content teachers are critically important for planning and enacting curriculum, instruction, and assessment for multilingual learners.

Please be sure you have read the information in the previous two sections of this publication:

- Section 1 introduces the Big Ideas that are threaded throughout this document.
- Section 2 introduces the components of the WIDA ELD Standards Framework.

The table on the next page shows the components of the WIDA ELD Standards Framework on the left, and the corresponding grade-level cluster materials on the right.



Table 3-1: Representations of the Components of the WIDA ELD Standards Framework in Grade-Level Cluster Materials

Section 2: Components of the WIDA ELD Standards Framework	Section 3: Representation of the Framework in Each Grade-Level Cluster Section
WIDA ELD Standards Statements – Language for Social and Instructional Purposes, Language for Language Arts, Language for Mathematics, Language for Science, and Language for Social Studies – the broadest conceptual framing of language and content integration	**WIDA ELD Standards Statements** – Remain the same from kindergarten through grade 12
Key Language Uses – Narrate, Inform, Explain, Argue – select genre families summarizing the most prominent language uses across academic content standards	**Key Language Use Distribution Table** – Most prominent Key Language Uses for a particular grade-level cluster and ELD standard
Language Expectations – Interpretive and expressive goals for content-driven language learning	**Language Expectations,** along with embedded **Language Functions** and example **Language Features**
Proficiency Level Descriptors – Continua of language development across six language proficiency levels and six grade-level clusters	**Proficiency Level Descriptors** – A continuum of language development across six language proficiency levels for a particular grade-level cluster

An additional resource in Section 3, **Annotated Language Samples,** illustrates WIDA ELD Standards Statements, Key Language Uses, and Language Expectations, Functions, and Features in authentic grade-level texts. These samples are drawn from teachers and multilingual students from across the WIDA Consortium. Together, the grade-level cluster materials enhance visibility of language to help educators enact the WIDA ELD Standards Framework, planning for the simultaneous development of content and language in systematic, sustained, and explicit ways.

K

KINDERGARTEN

Kindergarten

Entering kindergarten is a big milestone for many children and their families. Children develop in different ways and at different rates, but in general, kindergartners tend to be quite active—playing, running, enjoying being silly, and making friends. Around this time, young children learn many new skills, from hopping on one foot, to holding a pencil, cutting with scissors, and recognizing colors, shapes, numbers, and letters. As kindergartners develop in social-emotional ways, they are also beginning to learn academic concepts through language and other multimodal means of communication.

The physical, hands-on world of kindergartners fosters their language development. Make-believe, singing, dancing, and playing games create natural connections between school and home, where, bolstered by their families, multilingual learners interact in multiple languages and draw on their cultures and experiences to express feelings, tell stories, and enter the world of print.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for kindergarten:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic kindergarten texts
- **Proficiency Level Descriptors**

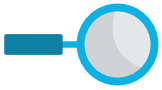
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-2 offers snapshots of some ways students engage in each Key Language Use throughout kindergarten.

Table 3-2: Snapshots of Key Language Uses in Kindergarten

Snapshots of Key Language Uses in Kindergarten	
Narrate	• Reflect on their lived experiences • Retell personal experiences • Create imaginative new stories through multimodal text, combining drawings and spelling approximations
Inform	• Describe observations about the world around them • Share observations about experiences and topics they know well • Compare and contrast information about individual entities • Categorize objects
Explain	• Wonder and ask questions about natural observable phenomena, such how caterpillars become butterflies • Construct pictorial representations of their emerging understandings of phenomena • Ask and answer how things work or why things are the way they are
Argue	• Express likes and dislikes on familiar topics, such as food and games • Express emotions stemming from personal experiences • Share opinions about issues from their own lives



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The most prominent Key Language Uses in kindergarten are the basis for its Language Expectations. They are marked with a filled-in circle (●) in the boxes of Table 3-3. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-3: Distribution of Key Language Uses in Kindergarten

Distribution of Key Language Uses in Kindergarten				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	◐

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-1, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive Language Expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

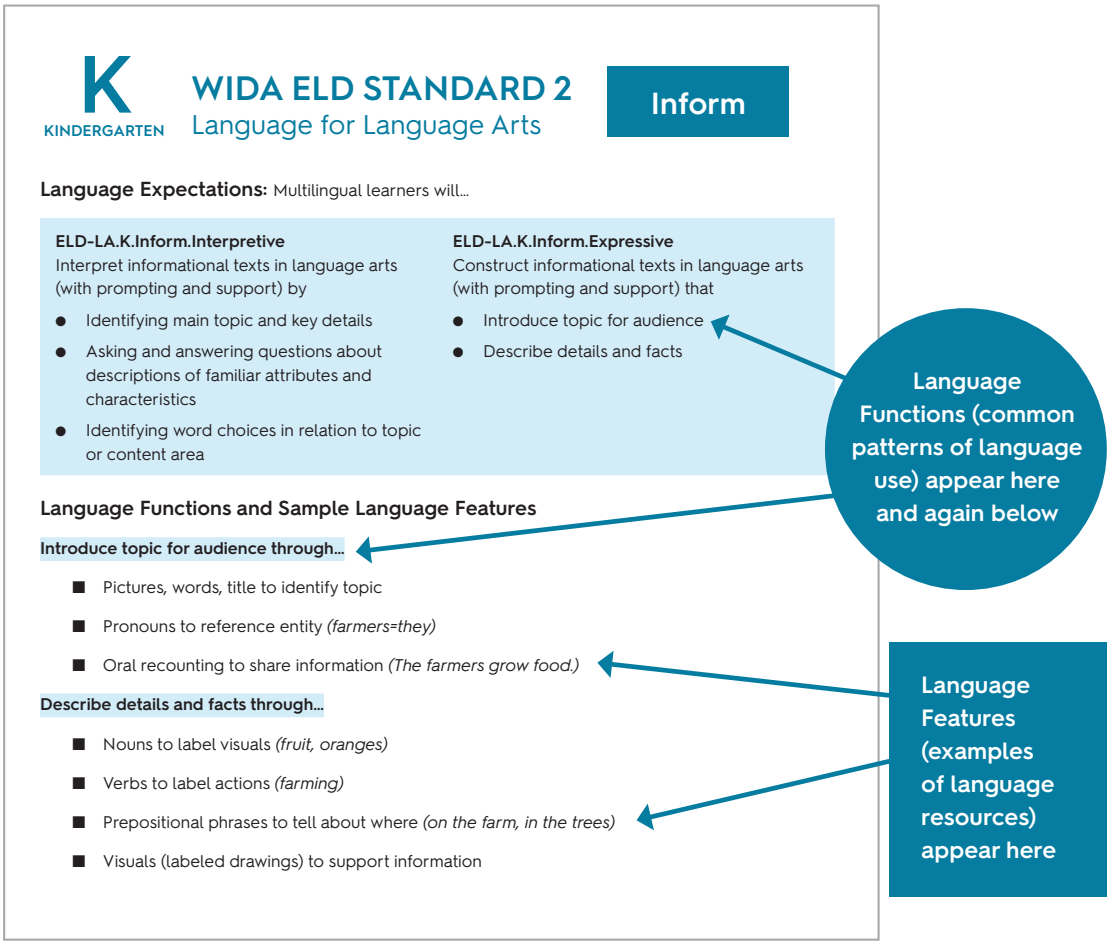
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-1, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-1 on the next page shows how the Language Functions and Language Features appear.

Figure 3-1: Kindergarten Language Functions and Language Features



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WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

K
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WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

K
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WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.K.Narrate.Interpretive
Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K.Narrate.Expressive
Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Language Functions and Sample Language Features

Orient audience to story through...

- Pictures, words, title, simple statements, or common story expressions to introduce context
- Noun groups to state who or what the story is about *(tall man, baby bear)*
- Prepositional phrases to specify location and time *(at Grandma's house, by the river; in the winter, at night)*

Describe story events through...

- Verbs to describe character actions *(jumped),* feelings *(was sad),* behaviors *(eating)*
- Connectors to establish sequence *(then, after, and)*
- Pronouns and renaming to reference a character across the text *(the girl=she=Nancy)*

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.K.Inform.Interpretive
Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive
Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts

Language Functions and Sample Language Features

Introduce topic for audience through...

- Pictures, words, title to identify topic
- Pronouns to reference entity *(farmers=they)*
- Oral recounting to share information *(The farmers grow food.)*

Describe details and facts through...

- Nouns to label visuals *(fruit, oranges)*
- Verbs to label actions *(farming)*
- Prepositional phrases to tell about where *(on the farm, in the trees)*
- Visuals (labeled drawings) to support information

K
KINDERGARTEN

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.K.Inform.Interpretive
Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive
Construct mathematical informational texts (with prompting and support) that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through...

- Single nouns to represent class of things *(colors, shapes, patterns)*
- Relating verbs *(be, have)* to define, describe, or classify *(The pattern is red, blue, red, blue.)*

Describe a concept or entity through...

- Expanded noun groups to add specificity *(The red star has five points.)*
- Sequential signals *(first, second, then, last)* to describe patterns *(First is a green bear, then two blue bears.)*
- Prepositional phrases *(behind, on top of, under, next to, below, above)* to specify location *(The blue star is next to the green triangle.)*

Compare/contrast concepts or entities through...

- Comparison/contrast language *(both, same, different)* and pointing to differentiate between entities *(This pattern is different than that one.)*
- Causal language *(because, so)* and demonstration to provide reasoning *(I can make a triangle because I have three sticks.)*

K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.K.Inform.Interpretive	ELD-SC.K.Inform.Expressive
Interpret scientific informational texts by	Construct scientific informational texts that
● Determining what text is about	● Introduce others to a topic or entity
● Defining or classifying a concept or entity	● Provide details about an entity

Language Functions and Sample Language Features

Introduce others to a topic or entity through...

- Pictures, words, drawings to introduce others to the topic
- Generalized nouns to identify class of things *(pollinators, insects)*
- Pronouns *(it, they)* to reference entity or idea *(insects=they)* (demonstratives identify that this is a plant)
- Oral recounting to share information *(The butterflies fly for a really long time.)*

Provide details about an entity through...

- Prepositional phrases to tell about where *(in the trees, on the flowers, next to, above, below)*
- Verbs to label actions *(fly, grow, eat)*
- Relating verbs *(be, have)* to define entity *(Butterflies are pollinators. Butterflies have antennae.)*
- Adjectives to add details *(red and black wings)*
- Pictures, labeled drawings, words to categorize, compare, and contrast information *(moths=night, butterflies=day)*

K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will…

ELD-SC.K.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain.Expressive
Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Language Functions and Sample Language Features

Describe information from observations about a phenomenon through…

- Single words to identify context *(floating, sinking)*
- Relating verbs *(have, be)* to state relationships or attributes
- Pictures, diagrams, to add information or illustrate phenomenon

Relate how a series of events causes something to happen through…

- Nouns to represent concepts *(investigation)*
- Simple sentences to describe the phenomenon *(A feather floats.)*
- Cohesion to reference ideas, people across text, including pronouns, articles, demonstratives *(it, a, the, this, that)*
- Causal connectors to combine ideas into logical relationships *(so, because, when/then)*
- Connectors to link or compare observations *(Paper floats but rocks sink.)*

Compare multiple solutions to a problem through…

- Simple statements to represent conclusions *(Heavy things float.)*

K
KINDERGARTEN

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.K.Inform.Interpretive
Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

ELD-SS.K.Inform.Expressive
Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

Language Functions and Sample Language Features

Introduce topic associated with a compelling or supporting questions through...

- Pictures, words, title to identify topic or concept *(My Neighborhood, Activities)*
- Visuals (labeled drawings, diagrams) to share information about topic attributes

Provide a detail about relevant information through...

- Nouns to label visuals or cultural items *(family members, weather words, food, events)*
- Verbs to label actions and activities *(dancing, cooking)*
- Prepositional phrases to tell about location *(on the block, in the house, next to the store, at Grandma's house, on the bus)*
- Adjectives to add description to labeled nouns and simple sentences *(It is a sunny day.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a blue background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Annotated Language Sample

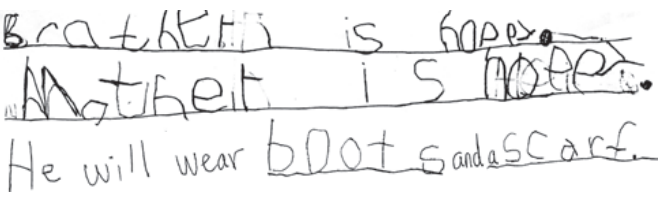
Context: This text was written by a multilingual kindergartner. At this time, students were writing every day about their lives or about books they were reading. This is the first of two texts presented here, written by the same kindergartner on two consecutive days. Both are modeled after a book the learner was reading.

Prompt: It's story writing time!

Language Expectation: ELD-LA.K.Narrate.Expressive
Multilingual learners use language to construct language arts narratives (with prompting and support) that
- Orient audience to story
- Describe story events

Functions & Features		Functions & Features
Orient audience to story through… Simple statements • Brather … hopey Noun groups to introduce context • Brather [brother] • Mother	Brather [Brother] is hopey [hoping]. Mother is hoee [home]. He will wear boots and a scarf.	**Describe story events through…** Verbs (and verb groups) • is hopey [hoping] • will wear Pronoun to reference characters • Brather … he

Example of Student Writing



K KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Inform

Annotated Language Sample

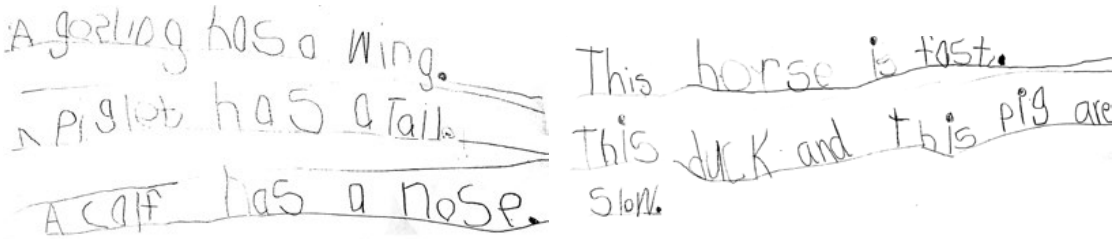
Context: This is the second text written by the same multilingual kindergartner (the first is on the previous page). The student had been reading informational books about animals.

Prompt: "Ok friends, it's writing time! Get out your notebooks and pencils. Remember you can write about books you are reading."

Language Expectation: ELD-SC.K.Inform.Expressive
Multilingual learners use language to construct scientific informational texts that
- Introduce others to a topic or entity
- Provide details about an entity

Functions & Features		Functions & Features
Introduce others to the topic through… Generalized nouns • a gosling • a piglet • a calf • a wing • a tail • a nose	A gosling has a wing. A piglet has a tail. A calf has a nose. … This horse is *fast*. This duck and this pig are *slow*.	**Provide details about an entity through…** Relational verbs • has, is, are Adjectives to add details • *fast* • *slow* Noun groups to add details • a wing • a tail

Example of Student Writing



Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around topics *(my family)* with words, pictures, phrases, or chunks of language	around topics *(all about me)* with repetition, rhyming, and common language patterns	around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences	to meet a purpose *(to inform, narrate, entertain)* through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	patterned language with repetitive words	patterned language with repetitive words and phrases *(This is a duck. The duck says quack, quack. This is a goat.)*	repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)*	some frequently used cohesive devices (demonstratives: *this, these, that, those*)	a few different types of cohesive devices *(repetition, pronoun referencing, etc.)*	multiple types of cohesive devices *(synonyms, antonyms, repetition)*
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	labels with single nouns *(ball, car)*	frequently used single noun groups *(my toys, my car, your ball?)*	frequently used multi-word noun groups *(my favorite book)*	multi-word noun groups with connectors *(a shiny truck and a red ball)*	expanded noun groups with classifiers *(the red fire truck)*	expanded noun groups with prepositional phrases *(the red fire truck in the station)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	words, pictures, and phrases *(Anna's chair)*	words, pictures, phrases, and chunks of language *(ran to her room)*	chunks of language *(sat in her chair, jumps on her bed)*	simple sentences *(She picked it up.)*	related simple sentences *(She picked it up. She carried it to her room.)*	multiple related simple sentences *(She picked it up. She carried it to her room. She opened it up.)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	a few words and phrases in familiar contexts and topics *(map, desk, hello)*	repeated words and phrases in familiar contexts and topics *(sound it out, think first)*	frequently used words and phrases in familiar contexts *(time to clean up)*	situation-specific words and phrases *(What sounds do we hear?)*	an increasing number of words and phrases *(We need four different colors to make a pattern.)*	a growing number of words and phrases in a variety of contexts *(special visitor, school assembly)*

Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose *(and, then)*	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: *The parrot eats nuts and seeds.*)	text that conveys an intended purpose with emerging organizational patterns *(first, and then, also, next)*
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	single words and phrases related to topic *(water, leaf)*	an emerging use of cohesive devices (repetition: *water, water, the water*)	a few frequently used cohesive devices (repetition: *this leaf is red, this leaf is yellow*)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *the or these clouds*)
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	words, pictures, and phrases *(cats and dogs)*	words, pictures, phrases and chunks of language *(cats meow and dogs bark)*	sentence fragments *(cats and dogs)*	sentence fragments and emerging use of simple sentences *(Dogs sleep, Dogs bark.)*	simple sentences *(Cats like to climb. Dogs like to run.)*	sentences with emerging use of clauses *(My cat sleeps all day. My dog runs all the time. They are my pets.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	frequently reoccurring words and phrases *(Good Morning, let's play)*	emerging use of words and phrases with attempted precision *(Today is Friday, September 15.)*	few frequently used words and phrases with emerging precision *(lunch time, morning meeting)*	some frequently used words and phrases with some precision *(my pattern is red, blue, red, blue)*	a small repertoire of words and phrases with developing precision *(beautiful butterfly, repeating pattern)*	a growing repertoire of words and phrases with growing precision *(green and yellow stripes)*

GRADE 1

Grade 1

Moving from kindergarten to first grade can mean big changes for children in the way they think about and interact with peers and their surroundings. In general, these young learners tend to ask and answer questions about the world, themselves, and texts in multimodal ways (for example, oral, visual, or written). Social and thinking skills develop rapidly as first graders actively explore their environment and look for answers in increasingly logical ways. Working with partners or in small groups, students feel proud to share their discoveries with others. They start to combine spoken language with some reading and writing, and make connections among ideas, illustrations, and words.

In first grade, educators and families may easily connect school to home by encouraging multilingual learners to share observations about the world in multiple languages. For example, academic learning can readily be reinforced at home simply by walking around the neighborhood to describe plant life or notice environmental print. Activities like dancing, playing games, and doing chores are also great opportunities to strengthen the home–school connection in culturally and linguistically sustaining ways. Likewise, in school, multicultural books allow students to practice academic concepts in ways that reflect the experiences of multilingual learners and their families.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grade 1:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

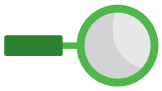
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-4 offers snapshots of some ways students engage in each Key Language Use throughout grade 1.

Table 3-4: Snapshots of Key Language Uses in Grade 1

Snapshots of Key Language Uses in Grade 1	
Narrate	• Imagine and create new stories • Begin to develop a sense of story structures • Interpret narratives read aloud with predictable structures and language patterns
Inform	• Describe and define familiar concepts or topics • Categorize and classify information • Interpret and construct brief descriptions or reports on familiar, concrete entities, such as animals, objects, places, or people
Explain	• Describe their observations in relation to concrete phenomena in their immediate environment • Ask and answer questions about how things work or why things are the way they are • Interpret and construct multimodal representations of their emerging understandings of observed relationships
Argue	• Formulate opinions • Give reasons for their opinions • Interpret persuasive texts



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grade 1 are the **basis for its Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-5. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-5: Distribution of Key Language Uses in Grade 1

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Function

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-2, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

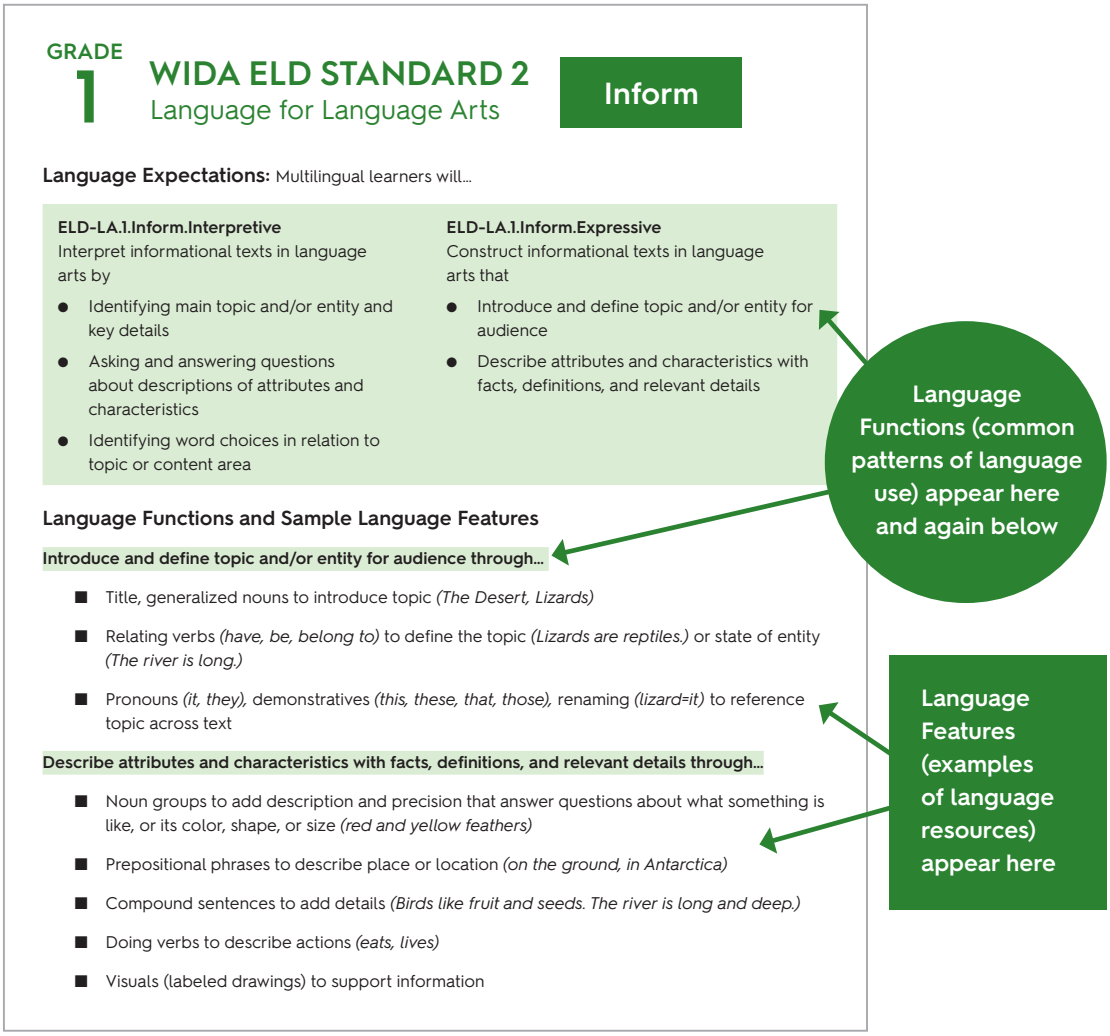
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-2, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-2 on the next page shows how the Language Functions and Language Features appear.

Figure 3-2: Grade 1 Language Functions and Language Features



GRADE 1

WIDA ELD STANDARD 1

Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

GRADE 1

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADE 1

WIDA ELD STANDARD 2

Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.1.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive
Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to story through...

- Pictures, words, title, statements or common story expressions *(Once upon a time)* to introduce context
- Noun groups to state who or what the story is about *(the white swans, Joey's big family)*
- Simple statements to introduce the problem *(They got lost.)*
- Prepositional phrases to specify location and time *(by the river, in the barn, during the summer, last year, every night)*

Develop story events through...

- Verbs to describe what characters do, think, feel, and say
- Connectors to sequence time *(first, next, and then),* and events *(before, after, later),* and to combine and link event details *(and, but, so)*
- Pronouns, renaming, and synonyms to reference a character or idea across the text *(my neighbor=Bob, the tree fort=my special place)*
- Simple statement to provide closure *(The End, And then we went home.)*

Engage and adjust for audience through...

- Pictures and other graphics to complement the storyline
- Word choices to convey attitudes, develop suspense, share excitement *(my best friend, really scary, wonderful!)*
- Literary and familiar expressions *(big, ugly monster; run, run as fast as you can!),* sensory language *(yucky)* onomatopoeia *(BOOM! CRASH!)* to add interest; tone of voice and gesturing to tell a story

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.1.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Title, generalized nouns to introduce topic *(The Desert, Lizards)*
- Relating verbs *(have, be, belong to)* to define the topic *(Lizards are reptiles.)* or state of entity *(The river is long.)*
- Pronouns *(it, they),* demonstratives *(this, these, that, those),* renaming *(lizard=it)* to reference topic across text

Describe attributes and characteristics with facts, definitions, and relevant details through...

- Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size *(red and yellow feathers)*
- Prepositional phrases to describe place or location *(on the ground, in Antarctica)*
- Compound sentences to add details *(Birds like fruit and seeds. The river is long and deep.)*
- Doing verbs to describe actions *(eats, lives)*
- Visuals (labeled drawings) to support information

GRADE 1

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.1.Inform.Interpretive
Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

ELD-MA.1.Inform.Expressive
Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through...

- Generalized nouns to identify class of things *(shapes, patterns, properties)*
- Relating verbs *(be, have)* to define, describe, or classify *(Rectangles have four sides. This is a closed shape.)*

Describe a concept or entity through...

- Expanded noun groups to add specificity *(this has three equal sides)*
- Technical word choices to add precision and detail *(flat or solid shapes)*
- Common phrasal verbs *(part of, put together)* to describe concepts *(These two halves are part of the whole triangle.)*
- Conditional clauses *(if/then)* to demonstrate relationships *(If I put these shapes together then I can make a rectangle.)*

Compare/contrast concepts or entities through...

- Compare/contrast signals *(both, same, different, but)* to differentiate attributes of objects *(They are both solids but this one is a triangle and this one is a cube.)*
- Causal connectors *(because, so)* to link ideas and provide reasoning *(These two shapes are the same kind because they both have four sides.)*

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.1.Inform.Interpretive
Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive
Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

Language Functions and Sample Language Features

Introduce others to the topic or entity through...

- Generalized nouns to introduce topic or idea *(Whales, Sound, Patterns)*
- Openers to address audience *(Have you ever wondered about? Did you know?)*
- Relating verbs *(belong to, have, be)* to define or present state of entity *(Whales are mammals.)*
- Pronouns *(it, they)* and demonstratives *(this, that, these, those)* to reference entity or concept across text *(Paper vibrates. It makes a sound.)*

Define, describe, and classify concept, topic, or entity through...

- Noun groups to add details that answer questions about what something is like, its qualities, and descriptions *(floating objects, long, brown fur)*
- Visuals (labeled drawings, graphs, tables) to support information
- Timeless present verbs to indicate generalizable nature of action *(floats, sinks, eats, swims, turns)*
- Qualifiers *(some, all, many)* to describe observation or fact *(some things float, all sound is vibration, many dolphins hunt together)*
- Sequence words *(first, and, then, next, last)* to clarify order or sequence of events *(First whales swim to cold water, then...)*

Summarize observations or factual information through...

- Compare/contrast signals *(-er, -est, bigger than, more, both, but, different)* to differentiate or summarize attributes, details or behaviors *(Feathers float better than paper.)*
- Declarative statements to present conclusions *(Some objects float and some sink.)*
- Speculation to hypothesize to additional contexts *(I think, I wonder if...)*

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.1.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Language Functions and Sample Language Features

Describe observations and/or data about a phenomenon through...

- Openers to engage audience *(Did you know how frogs change?)*
- Abstract and technical terms to add precision *(tadpole, adapt, life cycle)*
- Pictures, diagrams, graphs to add information or illustrate content
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives such as *this, that*)

Relate how a series of events causes something to happen through...

- Timeless verbs to state on-going facts about phenomenon *(Tadpoles change into frogs)*
- Prepositional phrases to provide details *(where, when, how; Tadpoles live in the water.)*
- Relating verbs *(have, be, belong to)* and conjunctions to state relationships or compare attributes *(Tadpoles have gills but frogs have lungs.)*
- Connectors to express sequences in time *(first, next, last)*

Compare multiple solutions to a problem through...

- Visual data displays (charts, graphs) to support explanations
- Declarative statements to present conclusions *(Living things grow and change.)*
- Speculation to hypothesize to additional contexts *(I think, I wonder if...)*

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.1.Inform.Interpretive
Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive
Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Language Functions and Sample Language Features

Introduce topic associated with compelling or supporting questions through...

- Generalized nouns to introduce topic *(weather, maps, environment)*
- Pronouns *(it, they),* demonstratives *(this, these, that, those),* to reference topic or ideas across text
- Relating verbs *(have, be, belong)* to define topic or type of information *(There are seven continents.)*
- Verbs *(are going to, will,)* to link compelling questions with topic *(We're going to learn about what people do in different places.)*

Provide details about disciplinary ideas through...

- Noun groups to describe and add precision to answer questions about what something is like, its quantity, qualities *(hot places, many countries, lots of rain)*
- Prepositional phrases to describe place or location *(below the Equator, on the corner, underground, in the desert)*
- Adverbials to specify periods of time, duration, specific points in time *(last year, long ago, August 12, in the future, everyday)*
- Visuals, labeled drawings to support ideas and information
- Compound sentences to add details *(Rice grows in hot and wet places.)*

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.1.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

Language Functions and Sample Language Features

Introduce topic through...

- Title, generalized nouns to introduce topic *(Fresh fruit for lunch)*
- Declarative statements to identify position *(School lunch should have fresh fruit.)* and/or provide background information *(Fruit is good for children to eat.)*
- Pronouns *(it, they, we, our),* demonstratives *(these, this, that, those),* and renaming subject *(food=it; students=we=children)* to reference topic across text

Select relevant information to support claim with evidence through...

- Relating verbs *(have, be)* to identify topic *(Fruit is part of the food pyramid. Children need fruit every day.)*
- Prepositional phrases to identify time and place (every day, at lunch, in school)
- Visuals (labeled drawings) to support purpose
- Expanded noun phrases to add details *(fresh fruit, healthy food)*

Show relationship between claim and evidence, and reasoning through...

- Connectors (because, so, and) to link claims with evidence and reasoning *(We should eat fruit every day because it has vitamins to help us grow.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a green background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Explain

Annotated Language Sample

Context: This text was written by a first-grader as part of a lesson on how to write procedural texts. This student chose to write about making an edible spider out of Rice Krispie treats (cereal with marshmallows). The teacher guided the students to sequence the steps in the procedure using connectors (e.g., first, next, then, lastly).

Prompt: Write a paragraph that tells someone how to make something.

Language Expectation: ELD-LA.1.Inform.Expressive
Multilingual learners use language to construct informational texts in language arts that
- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Functions & Features	How to Make a Spider Treat	Functions & Features
Introduce and define topic and/or entity for audience through... Title **Describe attributes and characteristics with facts, definitions and relevant details through...** Doing verbs to describe actions • sceesd [squeezed] • to mack [make] • use • pushd [pushed] • put	First, I sceesd [squeezed] a Rice krispy treat to mack [make] the body. Next, I use 8 pretzels for the legs and 2 for the fangs. Then, I pushd [pushed] 2 penusts [peanuts] in thet back as the spinnert [spinneret] lastly, I put 3 raisins for the eyes.	**Describe attributes and characteristics with facts, definitions and relevant details through...** Noun groups to add description and precision • Rice krispy treat • 8 pretzels • 2 penusts [peanuts] • the spinnert [spinneret] • 3 raisins Prepositional phrases • for the fangs • in thet back • for the eyes

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Explain

Annotated Language Sample

Context: This text was written by first grade teacher modeling the writing of sequential explanations about observed phenomena. Together, the class deconstructed the text, examined its language and stages, and then jointly constructed a similar text about the life cycle of a butterfly.

Language Expectation ELD-SC.1.Explain.Expressive
Multilingual learners use language to construct scientific explanations that
- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Functions & Features	The Life Cycle of a Frog	Functions & Features
Describe observations and/or data about a phenomenon through… Cohesion to reference ideas across a text • a tadpole … it (pronoun referencing) • the tadpole … it (pronoun referencing) Abstract and technical terms • the life cycle of a frog • stages • tadpole • froglet • adult frogs • the life cycle	The life cycle of a frog has several stages. **First,** a tadpole hatches out of an egg. It looks like a little fish. **Next,** the tadpole grows two back legs and its tail gets smaller. It is now called a "froglet." **Then,** it grows two front legs and the tail gets even smaller. **Finally,** it is a full-grown adult frog with four legs and no tail. Adult frogs can lay more eggs and the life cycle starts again.	**Relate how a series of events causes something to happen through…** Relating verbs • has • is Timeless verbs • hatches • grows Prepositional phrases to provide details about where or when • out of an egg Connectors • **first** • **next** • **then** • **finally**

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Annotated Language Sample

Context: This text comes from a first grade interdisciplinary unit. It was jointly written by a first grader and his teacher, who scribed for him. The student dictated the words and the teacher wrote them down. The teacher had been reading aloud informational texts on animals. The teacher had pointed out that in the texts, the authors write about what animals eat, their habitat, and where they live. Then each student chose an animal and made their own information booklet.

Prompt: Write an information report on an animal: tell your reader what type of animal it is, what it eats, and describe its habitat.

Language Expectation: ELD-SS.1.Inform.Expressive
Multilingual learners use language to construct informational texts in social studies that
- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Functions & Features	Pandas	Functions & Features
Introduce topic associated with compelling or supporting questions through… Generalized nouns • pandas • habitat • a panda Relating verbs • are • should have	Pandas eat bamboo to stay alive. Pandas need a habitat to have food. Pandas are a type of animal. Pandas are a type of bear. A panda should have a type of habitat or a home. A panda lives in China. Pandas also have to drink fresh water.	**Provide details about disciplinary ideas through…** Noun groups to describe and add precision • a type of animal • a type of bear • a type of habitat or a home • fresh water Prepositional phrases to describe place or location • in China

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around topics *(all about pandas)* with repetition, rhyming, and common language patterns	around topics *(all about pandas)* with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text *(Brown bear, brown bear, what do you see?)*	some frequently used cohesive devices (demonstratives: *these, those, that, this*)	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, *(We are all alike. We are all different.)*	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: *animals like dogs, cats, tigers*)
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	frequently used single word noun groups *(dinosaurs)*	frequently used multi-word noun groups *(big tall dinosaurs)*	multi-word noun groups with connectors *(a big **and** hungry dinosaur)*	expanded noun groups with classifiers *(the biggest meat-eating dinosaurs)*	expanded noun groups with prepositional phrases *(the meat-eating dinosaurs in the jungle)*	expanded noun groups with embedded clauses *(the biggest meat-eating dinosaurs, who lived at that time)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	words, pictures, phrases, and chunks of language *(turtle eggs)*	chunks of language *(turtles swimming)*	simple sentences *(Turtles swim in the ocean.)*	related simple sentences *(Turtles are reptiles. They like warm water.)*	multiple related simple sentences *(There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.)*	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.*)
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	repeated words and phrases in familiar contexts and topics *(classroom helpers)*	frequently used words and phrases in familiar contexts and topics *(Would you like to share…?)*	situation-specific words and phrases *(Plant the seeds in this pot.)*	an increasing number of words and phrases *(Tell me about your picture on the left.)*	a growing number of words and phrases in a variety of contexts *(How many red triangles are there?)*	an expanding number of words and phrases, including idioms and collocations *(plus and minus)*

Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern *(one day, first, last, I think, etc.)*	short texts that convey an intended purpose using basic connectors *(first, and then, next)*	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	patterned language with repetitive phrases and sentences *(The big, hungry bear…)*	few frequently used cohesive devices (repetition: *The tiger… The tiger…*)	some frequently used cohesive devices (simple pronouns: *it, they, she, he*)	some formulaic cohesive devices (pronoun referencing: *my ball, her brother, they gave it to us, etc.*)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: *that one, so did I*)	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: *wild animals like lions, bears, tigers*)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *those big fluffy white clouds*)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	words, pictures, phrases, and chunks of language *(flowers and trees)*	sentence fragments *(grow taller)*	sentence fragments and emerging use of simple sentences *(had no water so died)*	simple sentences *(Plants need water. They need sun.)*	sentences with emerging use of clauses *(Plants need water but… They need sun. Those ones died.)*	simple and compound sentences (with some coordinating conjunctions: *Our plants died and those ones did too.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and disciplinary language with…**					
	emerging use of words and phrases with attempted precision *(over there, line up in a row)*	few frequently used words and phrases with emerging precision *(lunch time, clean up my desk)*	some frequently used words and phrases with some precision *(have a nice day, I'm finished)*	a small repertoire of words and phrases with developing precision *(best friend, the red ball)*	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision *(do homework, saving time)*

GRADES
2-3

Grades 2-3

Second- and third-graders continue to make leaps in the ways they use language and think about themselves, their peers, and the world. These students are becoming more coordinated physically, and their problem-solving skills continue to sprout. These young learners reason and use logic to make more in-depth connections, discover causes and effects of phenomena or events, do more complex math, and experiment with how they express themselves through speech, writing, and multimodal means of communication (for example, through gestures, facial expressions, drawings, charts, and technology).

As multilingual learners explore specific activities that interest them, they can benefit from using all of their cultural experiences and multilingual skills—be it to communicate through social interactions or to tackle academic challenges. Children this age tend to enjoy being part of groups and teams and are generally eager to fit in. By partnering with families, educators can create culturally and linguistically sustaining classrooms so that all children feel welcome, nurtured, and safe, thus supporting their social and emotional development. As students in this age group are developmentally ready to start understanding various perspectives, this is an opportune time to highlight various cultures and languages in the classroom.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 2-3:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

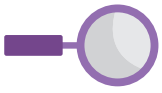
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-6 offers snapshots of some ways students engage in each Key Language Use throughout grades 2-3.

Table 3-6: Snapshots of Key Language Uses in Grades 2-3

Snapshots of Key Language Uses in Grades 2-3	
Narrate	• Develop a sense of narrative structure and the purposes for which people use narratives • Structure narratives to express experiences and ideas about familiar places and people • Add interactions and reactions to characters' actions to develop characters' inner and outer worlds
Inform	• Recognize the difference between imaginative stories and nonfiction informational texts • Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest • Develop emerging research skills to build knowledge for reports
Explain	• Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena • Report observations of phenomena to build understanding of the world around them • Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work
Argue	• State opinions or construct tentative claims and offer those in class discussions • Recognize the difference between claims with and without support • Offer observations to support opinions and claims • Develop emerging research skills to use in constructing claims • Begin to use data from observations as evidence for their claims



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 2-3 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-7. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-7: Distribution of Key Language Uses in Grades 2-3

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-3, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

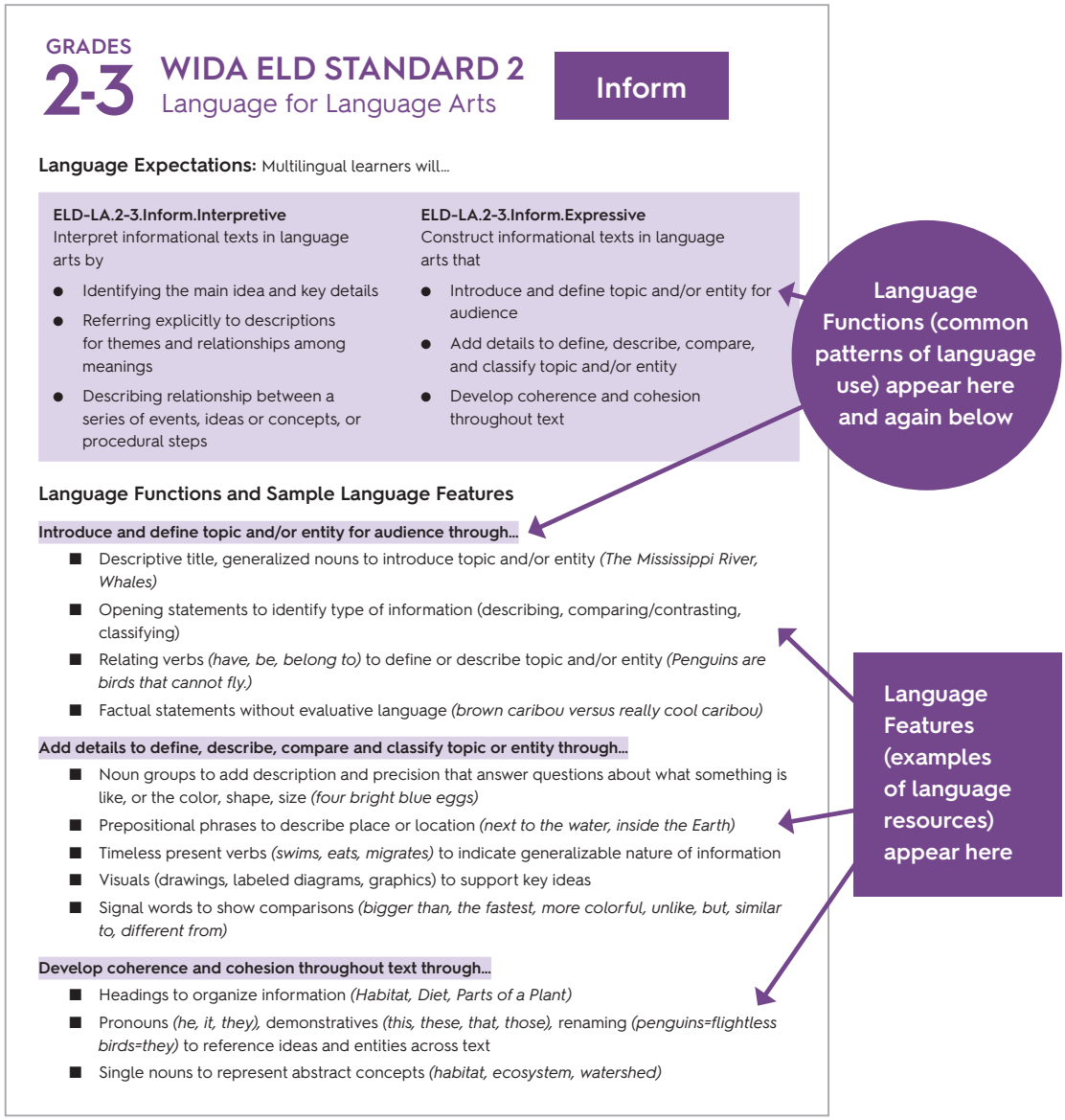
Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-3, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-3 on the next page shows how the Language Functions and Language Features appear.

Figure 3-3: Grades 2-3 Language Functions and Language Features



GRADES 2-3

WIDA ELD STANDARD 1

Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

GRADES 2-3

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADES 2-3

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.2-3.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context through...

- Pictures, descriptive title, opening statements *(It was a dark and stormy night; "What?!" exclaimed Mom)* to capture the reader's interest
- Expanded noun groups to introduce characters *(the old man on the block, the hungry little mouse)*
- Adverbials and prepositional phrases to establish time and location *(a hundred years ago, when I was six, on the playground, around the corner)*
- Statements to introduce problem or complication *(The boat began to leak. It all started when...)*

Develop story with time and event sequences, complication, resolution, or ending through...

- Saying verbs *(yelled, said, whispered)* to add details about characters in dialogs
- Verbs to describe what characters do, think, and feel
- Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text *(Miguel=my little brother=he; that night=the worst night)*
- Connectors to sequence time *(first, next, and then)* and events *(before, after, later),* and to combine and link event details *(and, but, so)*
- Verbs and adjectives to judge behavior and situation *(mended, destroyed, nasty, thoughtful)*
- Declarative statements to provide closure *(The End, It was over for good.)*

Engage and adjust for audience through...

- Language to address reader/listener and draw them in *(It was so exciting!)*
- Word choices to convey attitudes, develop suspense, share excitement *(my amazing adventure, super interesting, fantastic!)*
- Sensory and literary language *(yucky),* onomatopoeia *(BOOM! CRASH!)* to add interest
- Tone of voice, gesturing, acting behaviors to adjust for story audience
- Pictures and other graphics to complement storyline

GRADES 2-3

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.2-3.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive title, generalized nouns to introduce topic and/or entity *(The Mississippi River, Whales)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs *(have, be, belong to)* to define or describe topic and/or entity *(Penguins are birds that cannot fly.)*
- Factual statements without evaluative language *(brown caribou versus really cool caribou)*

Add details to define, describe, compare, and classify topic or entity through...

- Noun groups to add description and precision that answer questions about what something is like, or the color, shape, size *(four bright blue eggs)*
- Prepositional phrases to describe place or location *(next to the water, inside the Earth)*
- Timeless present verbs *(swims, eats, migrates)* to indicate generalizable nature of information
- Visuals (drawings, labeled diagrams, graphics) to support key ideas
- Signal words to show comparisons *(bigger than, the fastest, more colorful, unlike, but, similar to, different from)*

Develop coherence and cohesion throughout text through...

- Headings to organize information *(Habitat, Diet, Parts of a Plant)*
- Pronouns *(he, it, they),* demonstratives *(this, these, that, those),* renaming *(penguins=flightless birds=they)* to reference ideas and entities across text
- Single nouns to represent abstract concepts *(habitat, ecosystem, watershed)*

GRADES 2-3

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will…

ELD-MA.2-3.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce a concept or entity through…

- Generalized nouns to identify concept *(fractions, equations, plot graphs)*
- Relating verbs *(be, have)* to define or describe concept *(Fractions are pieces of a whole thing.)*
- Mathematical terms to describe concept, process, purpose, or action *(mean, quotient, divide, subtract, reduce)*

Describe solution and steps used to solve problem with others through…

- Abstract nouns to establish context *(process, answer, approach, solution)*
- Past tense doing *(added, grouped)* and thinking *(thought, remembered)* verbs to recount steps
- Visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps *(first, next, then)* and show causal relationships *(because, so, then)*
- Compare/contrast signal words to differentiate results, approaches, objects *(Our solution is… but your group has a different solution.)*

State reasoning used to generate solution through…

- If/then clause structures to show reasoning *(if a shape only has 3 sides, then it is a triangle)*
- Declarative statements to state conclusion with a neutral stance of authority *(This shows five 3rd-grade students jumped higher than the average of seven inches.)*
- Thinking verbs to reflect on process *(I wonder if we tried, if it would be different, I think we should have done…)*

GRADES 2-3

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Argue.Interpretive
Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive
Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

Language Functions and Sample Language Features

Create conjecture using definitions through...

- Relating verbs *(have, belong to, be)* to make claim *(A is bigger than B because it is taller.)*
- Adverbial phrases (qualities, quantities, frequency) to add precision related to conjecture *(All squares have 4 equal sides. Triangles always have 3 sides.)*

Generalize by finding commonalities across cases through...

- A variety of structures such as comparatives *(er, est; more, most);* demonstratives *(these, both, that)* to point out similarities *(Both squares and rhombuses have 4 equal sides, ½ is bigger than ¼)*
- Conditional structures *(if/then, when)* to draw conclusions *(If 34+68=102 then 102-68=34, When a number is even you can divide it into two equal parts.)*

Justify conclusion steps and strategies in simple patterns through...

- Technical nouns to add precision and details *(place value, communicative property, angles, measurement, fractions, even/odd)*
- Causal connectors *(because, so, that means)* to present case to others *(The taller rectangle isn't always bigger because you have to look at the area inside.)*
- Drawings, manipulatives, models, diagrams to support thinking

Identify and respond to others' arguments through...

- Questions *(how, what, why)* to ask for clarification or information *(How did you get your answer?)*
- Declarative statements to disagree/debate *(I disagree, I'm not sure, I got a different answer...)*
- Declarative statements to counter claim or reasoning *(5-3 is not the same as 3-5, Just because it has 4 sides that doesn't make it a square, the sides have to be equal)*

GRADES 2-3

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Language Functions and Sample Language Features

Describe observations and/or data about a phenomenon through...

- Abstract nouns and to introduce concepts *(habitat)*
- Declarative statements to present facts
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives: *this, that*)
- Relating verbs to state relationships or attributes *(have, be, belong to)*

Develop a logical sequence between data or evidence and claim through...

- Timeless verbs to state on-going facts about phenomenon *(Rain forests create oxygen.)*
- Connectors to sequence and order events across paragraphs *(first, second, begins, ends)*
- Causal connectors to link events *(because, so that, when)*
- Prepositional phrases to provide details *(where, when, how)*
- Clauses to express sequences in time *(after digestion, when the air cools)*
- Comparatives to show similarities and differences

Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution through...

- Technical terminology *(food chain, biome)* to add precision
- Comparatives to show similarities and differences
- Connectors to sequence and order events across paragraphs *(first, second, begins, ends)*
- Causal connectors to link events *(because, so that, when)*
- Prepositional phrases to provide details about where, when, how
- Clauses to express sequences in time *(after digestion, when the air cools)*

GRADES 2-3

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Argue.Interpretive
Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive
Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

Language Functions and Sample Language Features

Introduce topic/phenomenon for an issue related to the natural and designed world(s) through...

- Generalized nouns to interpret observations and evidence *(heating, cooling, temperatures, Heating butter makes it melt.)*
- Relating verbs *(have, belong to, be)* to define topic/phenomenon
- Nouns and adjectives to add precise technical descriptions *(solid, liquid)*

Make a claim supported by relevant evidence through...

- A variety of clause structures to connect and combine ideas *(If I add heat, I can melt butter. The butter melted because it got hot.)*
- Labeled pictures, diagrams to support claim
- Verb groups to add precision to the claim and/or evidence *(soften, harden, melt, cook, burn)*

Establish a neutral tone through...

- Declarative statements to state claim, observations, conclusion *(Temperature changes materials.)*
- Technical nouns to add precision and details *(materials, reversible/irreversible changes)*

Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim through...

- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text *(Ice melts when it gets heated. It becomes water. Water turns to ice when it gets cold.)*
- A variety of clause structures to explain phenomenon *(because, but, when, like, so, so that)*

GRADES 2-3

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Explain.Interpretive
Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive
Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Language to speak to the reader directly and draw them in *(Did you know?)*
- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs *(be, have)* to define phenomena or events *(Deserts are the driest places on earth)*
- Pronouns and renaming to reference ideas and people across the text *(explorers=Spaniards=they)*
- Single nouns to represent abstract concepts *(habitat, pollution)*

Describe components, order, causes, or cycles through...

- Connectors to establish relationships among ideas: sequence examples *(first, another);* time markers *(after an earthquake, millions of years later);* causality *(because, so that)*
- Prepositional phrases to add spatial and directional details *(The river flows down the mountain.)*
- Expanded noun groups that include adjectives to answer questions about how many, and what something is like (*seven continents, longest river)*
- Past tense verbs to describe events
- Adverbials to place event in time *(last year, a long time ago, everyday)*

Generalize possible reasons for a development or event through...

- Declarative statements to evaluate and interpret events *(The fish are dying because people throw trash in the ocean.)*
- Verbs and adjectives to judge behavior or moral character *(wasting, destroying, bad)*
- Verbs to highlight agents and recipients
- Evaluative language to summarize event *(best, important, dangerous, sad)*

GRADES 2-3

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

ELD-SS.2-3.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

Language Functions and Sample Language Features

Introduce topic through...

- Title, generalized nouns to introduce topic *(Important People, Nurses, Community Helpers)*
- Declarative statement to present position and/or provide background information *(Nurses are the most important people in our community.)*
- Pronouns *(they, we, us),* demonstratives *(these, this, that, those),* and renaming subject *(nurses=they=helpers)* to reference topic across text
- Text connectors to sequence ideas, support *(Three reasons why nurses are important. First..., Next..., Finally)*

Select relevant information to support claims with evidence from one or more sources through...

- Prepositional phrases to identify time, place, *(last year, in January, in our town, at school)*
- Past tense verbs to describe events *(helped, fixed, took care of)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(helped, nicely, best)*

Show relationships between claim, evidence, and reasoning through...

- Connectors *(because, so, and)* to link claims with evidence and reasoning *(Nurses are important because they help sick people feel better.)*
- Connectors show concession or comparison/contrast *(if, but; Some people don't like shots but nurses do other things to help people.)*
- Summary statements to reiterate position *(That's why nurses are important community helpers.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a purple background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES 2-3

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Annotated Language Sample

Context: This text was written by a multilingual student in grade 2. As part of the language arts program, the teacher asks students to write every day in a journal. This is a piece from that journal.

Prompt: It is journal writing time. You can write about whatever you would like. Maybe you want to write a story, or some of you might want to write about characters from movies you like.

Language Expectation: ELD-LA.2-3.Narrate.Expressive
Multilingual learners use language to construct language arts narratives that
- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

Functions & Features	Olaf	Functions & Features
Orient audience to context through… Pictures Noun groups to introduce characters • Olaf Prepositional phrases to establish time and location • in Summer **Engage and adjust for audience through…** Word choices to convey attitudes • *haveing fun*	This is Olaf he is playing in Summer with flowers and different animals he likes Summer he is *haveing* *fun* in Summer! *Example of Student Writing*  	**Develop story with time and event sequences, complication, resolution or ending through…** Verbs to describe what characters do • is playing • is haveing fun Verbs to describe what characters feel • likes Pronouns to reference characters • Olaf … he …. he … he

GRADES 2-3

WIDA ELD STANDARD 4
Language for Science

Explain

Annotated Language Sample

Context: This text was written by a multilingual third grader. As the teacher worked on supporting students to develop explanations, she showed them how critical information was concentrated in the noun groups. Together, the class learned how to expand the noun groups to include details such as fewer sticky toe pads, the green anoles, etc. Students jointly constructed noun groups, comparing and contrasting which ones included sufficient information needed to communicate hereditary traits. After that, students wrote independently.

Prompt: Which green anoles (a type of lizard) were most likely to be caught by the brown anoles? Why is that?

Language Expectation: ELD-SC.2-3.Explain.Expressive
Multilingual learners use language to construct scientific explanations that
- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Functions & Features	Green and Brown Anoles	Functions & Features
Describe observations and/or data about a phenomenon through… Declarative statements to state present facts • The green anoles that were born … good. Cohesion to reference ideas across text • a brown anole … the brown anoles (renaming subject) Relating verbs to state attributes • are	The green anoles that were born with *fewer* sticky toe scales are *most likely* to get caught by a brown anole **because** the brown anoles can't climb *that good*.	**Develop a logical sequence between data or evidence and claim through…** Causal connectors to link events • **because** Prepositional phrases to provide details • with fewer sticky toe scales • by a brown anole Comparatives to show similarities and differences • *fewer* • *most likely* • *that good*

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	repetitive chunks of meaning across text *(red crayon, yellow crayon, blue crayon)*	frequently used cohesive devices (demonstratives: *this, that, these, those*)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: *The **rectangle** is a big **one**.*) and ellipsis *(There isn't any. [milk])*
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	frequently used multi-word noun groups *(green frogs)*	multi-word noun groups with connectors *(green **and** slimy frogs)*	expanded noun groups with classifiers *(tree frogs and poison frogs)*	expanded noun groups with prepositional phrases *(three little green tree frogs on the log)*	expanded noun groups with embedded clauses *(three little green tree frogs that jumped into the water)*	expanded noun groups with a variety of embedded clauses *(three little green tree frogs with long legs that swam away and didn't come back)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	chunks of language *(stick to rocks and coral)*	simple sentences *(They stick to rocks and coral.)*	related simple sentences *(They look like plants. They stick to rocks and coral.)*	multiple related simple sentences *(They are called anemones. They look like plants. They stick to rocks and coral.)*	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *They are called anemones* **and** *they look like plants.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *Anemones look like plants* **but** *they are sea animals.*)
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	frequently used words and phrases in familiar contexts and topics *(time to clean up)*	situation-specific words and phrases *(How do we spell that word?)*	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins…)

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *Last week, When I was five, I think, etc.*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *the* or *these clouds*)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun *(those storm clouds that we saw yesterday)*
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	sentence fragments *(triangles and rectangles)*	sentence fragments and emerging use of simple sentences *(triangle has three sides)*	simple sentences *(A square has 4 right angles.)*	sentences with emerging use of clauses *(We put triangles, then rectangles)*	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *We put blue triangles, then we put red triangles.*)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: *We put blue triangles, then red triangles, but there was no pattern.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	few frequently used words and phrases with emerging precision *(Time to eat?)*	some frequently used words and phrases with some precision *(three groups of four equals…)*	a small repertoire of words and phrases with developing precision *(best friend, the red ball)*	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(hard as a rock)*	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(rounding off and finding the mean)*

GRADES
4-5

Grades 4-5

In the upper elementary grades, the classroom is bustling with activity as learners interact, interpret, and express themselves in multimodal ways. These students are beginning to think about more abstract ideas, and they are developing the ability to understand different points of view. They are improving their skills to plan and organize their thoughts and actions as they predict, process information, connect causes and effects, distinguish opinions from claims, and formulate claims substantiated with evidence. In the social-emotional realm, these students have a growing need to be independent, but also to be accepted and nurtured by family, adults in the school community, and peers.

Classrooms are windows for multilingual learners to make discoveries while expanding their language repertoire in content area learning. The oral and written language of fourth and fifth graders is becoming more sophisticated, and multilingual learners are increasing their range of numeracy, literacy, and other academic experiences through multiple languages and cultures. Authentic hands-on activities offer opportunities for multilingual learners to interact in pairs and small groups to enhance their learning. Collaborating in teams, multilingual learners rely on each other to problem-solve, dialogue, and build relationships with their peers as they share the world around them.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 4-5:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

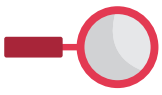
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-8 offers snapshots of some ways students engage in each Key Language Use throughout grades 4-5.

Table 3-8: Snapshots of Key Language Uses in Grades 4-5

Snapshots of Key Language Uses in Grades 4-5	
Narrate	• Add details about characters and settings • Use dialogue to provide insight into characters' motives and personalities • Create images in the reader's mind through descriptive language • Interpret and construct narratives in a variety of contexts and purposes, including fictional or historical narratives about significant individuals or events
Inform	• Provide objective general descriptions of entities and concepts of observable and unobservable phenomena • Share factual knowledge by moving from concrete and familiar topics to unfamiliar topics • Construct generalizations of concepts beyond experiences (e.g., compare earthquakes and cyclones)
Explain	• Identify consequences of actions or events • Give account for the underlying causes of how something works or why something happens • Begin to show underlying causes of more abstract phenomena
Argue	• Substantiate claims with evidence and reasoning • Use evidence from texts or data to support claims • Consider and engage with other voices, possibilities, and perspectives • Argue about topics that go beyond students' immediate contexts to topics outside their realm of personal experience



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 4-5 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-9. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-9: Distribution of Key Language Uses in Grades 4-5

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-4, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

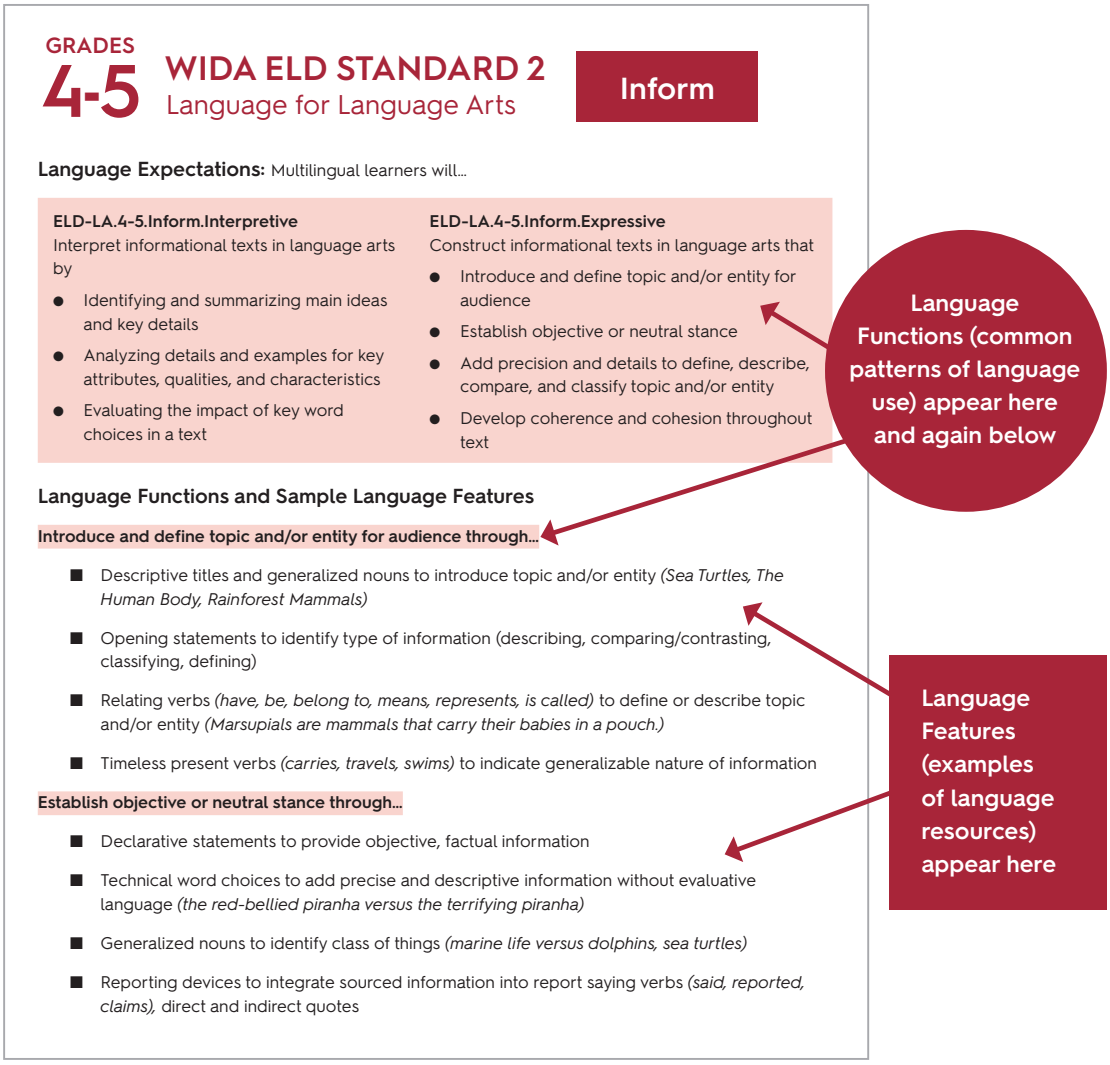
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-4, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-4 on the next page shows how the Language Functions and Language Features appear.

Figure 3-4: Grades 4-5 Language Functions and Language Features



GRADES
4-5 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES 4-5

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES 4-5

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to establish the context e.g., questions, statements, dialog *("We must think only of the things that we must do," the old lady said.)*
- Adverbial and prepositional phrases to establish time and location *(During the last century, Last Tuesday, On Saturn's second outer ring, High above the city)*
- Statements and questions to foreshadow or state complication *(Would her dream ever come true? She knew not to give up.)*

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors *(raced, explored),* thoughts *(wondered, believed),* feelings *(hoped, longed for),* speech *(mumbled, screamed, questioned)*
- Expanded noun groups to add description and detail *(seven powerful kings, curly-haired baby girl)*
- Expanded verb groups to show relationship between characters *(Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.)*
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships
- Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text *(he, his; these, this; Zeus=Greek God=King of Mt. Olympus)*

Develop story with complication and resolution, time and event sequences through…

- Dependent clauses to add details *(the race, which only happened every four years)*
- A variety of verb tenses to locate events in time, including dialog *("Where are you going?" I asked.)*
- Connectors to sequence time *(later that night),* and events *(While the game was on, we slipped out.)*
- Statements to provide closure, evaluate experience, or summarize narrative *(finally, it was over, the experience was enlightening, there are some things that can't be seen but only felt.)*

Engage and adjust for audience through…

- Evaluative word choices to describe author's attitudes *(awesome, scared, mean, enjoyed the time, most people)*
- Literary devices to enrich the narrative, including simile *(as cool as a cucumber),* personification, alliteration *(lounging lizard),* sensory words/phrases *(tingling),* onomatopoeia *(ZAP!)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(Listen while I tell you the most amazing story.)*

GRADES 4-5

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will…

ELD-LA.4-5.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through…

- Descriptive titles and generalized nouns to introduce topic and/or entity *(Sea Turtles, The Human Body, Rainforest Mammals)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs *(have, be, belong to, means, represents, is called)* to define or describe topic and/or entity *(Marsupials are mammals that carry their babies in a pouch.)*
- Timeless present verbs *(carries, travels, swims)* to indicate generalizable nature of information

Establish objective or neutral stance through…

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language *(the red-bellied piranha versus the terrifying piranha)*
- Generalized nouns to identify class of things *(marine life versus dolphins, sea turtles)*
- Reporting devices to integrate sourced information into saying verbs *(said, reported, claims),* direct and indirect quotes

Add precision and details to define, describe, compare, and classify topic and/or entity through…

- Adverbial and prepositional phrases to specify times and location *(every year, during the 17th century, in the North Atlantic, throughout Australia)*
- Comparing/contrasting connectors to differentiate between entities or components *(unlike/like, fewer/more than, however, likewise)*
- Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events
- Expanded noun groups and adjectives to add details to the concept or entity *(spherical ball of rocks or gas),* and to classify or qualify information *(environmental threats, greenhouse gasses)*
- Visuals (graphs, labeled diagrams, photos) to support key details

Develop coherence and cohesion throughout text through…

- Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text *(his, he; these, this; tornado=natural disaster; Orca=ocean mammal=killer whale)*
- Ellipsis to reduce repetition and redundancy *(Scientists asked legislators to make changes to protect turtles and they did [make the changes])*
- Topic nouns to begin sentences or paragraphs across text
- Nominalizations to represent abstract concepts *(Leatherbacks are declining=this decline in population)*

GRADES 4-5

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Argue.Interpretive
Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive
Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language Functions and Sample Language Features

Introduce and develop a topic clearly; state an opinion through...

- Declarative statements to frame topic, provide background information, and state opinion *(The Proudest Blue provides a great example of being proud of your heritage.)*
- Noun groups *(adjectives, embedded clauses)* to add description and/or introduce topic *(Lance, a first-generation immigrant; Dinner, which was always wonderful)*
- Pronouns, synonyms, renaming subjects to maintain cohesion *(they=the new arrivals=immigrants=the foreigners)*
- First person *(I think, In my opinion)* or third person *(this book provides, the author believes)* to state an opinion

Support opinions with reasons and information through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples, detailed descriptions)
- Expanded noun and verb groups to add detail *(Faizah arrived for her first day of school with a new backpack and light-up shoes.)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, a way to think about this)*
- Connectors to link claim/opinion with evidence and reasoning *(because, as a result, when, if, although, but)*
- Modality to express obligation or certainty *(might, could, must, need to, have to)*

Use a formal style through…

- First person (personal) or third person (neutral) to present point of view *(The book tells us that even through difficult times, we can still stick to our culture.)*
- Authoritative declarative sentences to evaluate and interpret events *(The Proudest Blue teaches us to be proud of our culture.)*
- Evaluative adjectives and adverbs to add writer's perspective *(beautiful, amazing, unfortunately)*
- Emotive or objective language to appeal to logic or feelings *(love flowed from everything she made versus she cooked dinner)*

Logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through…

- That-clauses to link claim with evidence *(This shows that the theme is)*
- Connectors to sequence points in the argument *(first, furthermore, as evidenced by)*
- Summary statement to reiterate opinion or encourage a response *(I recommend this book, a book to help us remember)*

GRADES 4-5

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(the angles within a circle can be measured with a protractor like this)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion *(conversion, measurement, volume)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, we)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*

Describe data and/or steps to solve problem through…

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions *(operation, associative property, area formula, function)*
- Past tense doing verbs *(measured, converted)* and thinking verbs *(remembered, thought, figured out)* to recount steps
- Visuals (charts, graphs, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps *(first, next, then)* and indicate causal relationships *(because, so, that means, as a result)*

State reasoning used to generate solution through…

- Declarative statements to state conclusion with a neutral stance of authority *(These two fractions are equivalent because…)*
- Causal connectors to express reasoning *(We multiplied the two numbers together because…)*
- Conjunctions *(if/then, when/then, because, as, since, so that)* to establish result/condition relationships *(if the field has a length that is twice its width, then the area is…)*

GRADES 4-5

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will…

ELD-MA.4-5.Argue.Interpretive
Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA.4-5.Argue.Expressive
Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

Language Functions and Sample Language Features

Create conjecture using definitions, patterns, and rules through…

- Relating verbs *(have, belong to, be)* to make a claim *(9/15 is equivalent to 3/5 and 6/10 is an equivalent fraction too because they are all multiples)*
- Adverbial phrases *(for qualities, quantities, frequency)* to add precision related to conjecture *(The interior angles of a triangle will always add up to 180°)*

Generalize commonalities and differences across cases through…

- Conditional clauses *(when, if)* to extend conjecture *(If you remember the inverse operations, you can figure out the missing quantity by…)*
- Declarative statements to present generalizable processes *(The divisibility rules can help you find all the factor pairs of a product.)*

Justify conclusion with patterns or rules through…

- Conditional structures *(if/then, when)* to demonstrate conclusions *(Adding 3 to an even number always gives you an odd number and if you add 3 to an odd number, you will get an even number.)*
- Technical nouns and noun groups to add precision and details *(exponents, decimals, inverse operations, intersecting lines)*
- Drawings, manipulatives, diagrams, graphs, models to demonstrate thinking

Evaluate others' arguments through…

- Questions *(how, what, why)* and requests *(could, would)* to ask for clarification or information *(How did you know how to start? Could you explain this part of your diagram?)*
- Declarative statements to disagree/debate *(I don't think that's right, I disagree, how did you, I did it differently, let's compare our process)*

GRADES 4-5

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will…

ELD-SC.4-5.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

Language Functions and Sample Language Features

Describe observations and/or evidence about a phenomenon through…

- Abstract nouns to introduce concepts, ideas, and technical terms *(cycles, states of matter, condensation)*
- Cohesion to reference ideas, people across text *(pronouns, renaming subject, synonyms)*
- Relating verbs to state relationships or attributes *(have, be, belong to)*
- Timeless verbs to state on-going facts about the phenomenon *(ocean water evaporates)*

Establish neutral or objective stance in communicating results through…

- Passive voice and declarative statements *(evaporation is caused by, ice and snow evaporate)*
- Word choices to moderate stance, e.g., hedging *(could/might, sometimes, usually)*
- Objective language to adjust precision and/or invite shared interest

Develop reasoning to show relationships between evidence and claims through…

- Nominalizations to represent abstract concepts *(condensation)*
- Connectors to link clauses and combine ideas into logical relationships *(so, because, and then),* or express causality (*when, although, in order to)*
- A variety of ways to describe phenomena (relative clauses, declarative statements)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution through…

- Labeling/describing diagrams, graphs and tables to add information about the phenomenon
- Ask and answer questions to clarify or hypothesize about phenomenon
- Conditional clauses *(if/then)* to generalize phenomenon to additional contexts

GRADES 4-5

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Argue.Interpretive
Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

ELD-SC.4-5.Argue.Expressive
Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

Language Functions and Sample Language Features

Introduce topic/phenomenon related to the natural and designed world(s) through...

- Generalized nouns to define phenomenon *(weathering, erosion, eruptions, mapping)*
- Relating verbs *(have, belong to, be)* to define topic/phenomenon *(The Earth is shaped by many forces like wind and water.)*
- Expanded noun phrases to add clarity, classify, or add descriptions *(underground pressure, marine shell fossils)*

Make and define claim based on evidence, data, and/or model through...

- Expanded noun groups to add precision and details *(Earth's cycles of heating and cooling)*
- Connectors to link ideas *(as a result, therefore, over time)*
- Maps, diagrams, graphics, data to support claim/evidence

Establish a neutral tone or an objective stance through…

- Passive voice to keep focus on topic *(The Earth was shaped by many forces.)*
- Active verb groups to describe phenomenon *(Water erodes rock over time.)*
- Declarative third person statements to record claim, observations, conclusion *(Wind causes erosion in three ways.)*

Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim through…

- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how)*
- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text
- Modal verbs to describe possible impacts of phenomenon on various situations, including human *(Natural forces like tsunamis and volcanic eruptions can impact the Earth's surface and people's safety.)*

GRADES 4-5

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Explain.Interpretive
Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive
Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs *(have, be)* to define phenomena or events
- Nouns to represent abstract concepts *(factors, effects, economics)*
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Describe components, order, causes and effects, or cycles using relevant examples and details through...

- Connectors to order, sequence, show relationships among ideas *(the first factor, after the bill passed, that caused)*
- Noun groups to provide details answering who, what, when, where *(They made maple syrup in the spring outside the winter camp.)*
- Verbs groups to add accuracy *(traveled quickly and quietly)*

Generalize probable causes and effects of developments or events through...

- Word choices to evaluate, judge, or appreciate significance of event or phenomenon
- Nominalizations to summarize events and name abstract phenomenon *(city expansion)*
- Declarative statements to evaluate or interpret events

GRADES 4-5

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Language Functions and Sample Language Features

Introduce topic through...

- Generalized nouns and descriptive title to introduce topic *(Native Peoples of Wisconsin)*
- Declarative statements to present position and/or provide background information
- Expanded noun groups to provide detail about the topic with relative clauses *(The Ho-Chunk, an Indigenous Nation in Wisconsin)*
- Pronouns, synonyms, renaming subject to create cohesion
- Connectors to structure paragraphs *(first, In the beginning, meanwhile, as a result, In conclusion)*

Select relevant information to support claims with evidence gathered from multiple sources through...

- Variety of clauses (adverbial, embedded) to add details, examples, quotes, data *(in the book, according to, the author tells us)*
- Adverbial and prepositional phrases to specify time (duration, specific date, or range), location, how or why something happened *(During the 1800s, many native peoples were forced to move west because of settlers from the east.)*
- Doing verbs *(fled, hunted)* to identify agent

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*the people were forced off their land).* Alternately, use active voice to keep emphasis on who or what is doing the action.
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(forced, lonely, worst)*
- Objective or emotive language to appeal to logic or feelings *(relocated versus forcibly driven from their home)*

Show relationships between claims with reasons and multiple sources of evidence through…

- Connectors to link claims with evidence and reasoning *(because, so, and)*
- Connectors to signal alternate points of view *(one way, another way, on the other hand)*
- Connectors to show comparison/contrast *(if, unless, however)*
- Modality in summary statements to reiterate position, or create a call to action *(should, must, necessary to, might, could)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a red background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES 4-5

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Annotated Language Sample

Context: This is a mentor text developed by a teacher to apprentice her fourth-grade class to write arguments. The teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured, as well as the way certain language features are employed to meet the purpose of the argument. Then, the teacher and students jointly constructed another argument text making use of similar structures and language features.

Language Expectation: ELD-LA.4-5.Argue.Expressive
Multilingual learners use language to construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Functions & Features	School over Summer?	Functions & Features
Introduce and develop a topic clearly; state an opinion through… Declarative statement to frame the topic • Although there are … school over the summer. First person to state an opinion • I • my position Noun groups to introduce topic • many great things about vacations • students and teachers	Although there are many great things about vacations, students and teachers should go to school over the summer. I will share several reasons to support my position on this issue. **First**, if students went to school over the summer, they would forget less of what they learned during the school year and be better prepared for the next grade. **Also**, some students do not go on trips or go to camp, and going to school over the summer means they would not get bored.	**Support opinions with reasons and information through…** Noun groups and verb groups to add detail • several reasons • school year • would forget • do not go • would not get bored **Logically connect opinions to appropriate evidence through…** Connectors to sequence points in the argument • **first** • **also**

Functions & Features	School over Summer? *Continued*	Functions & Features
Introduce and develop a topic clearly; state an opinion through... Pronouns and renaming subject to maintain cohesion • teachers .... their own ... their time **Use a formal style through...** Third person to present point of view • teachers • students	**Additionally**, teachers work on their own during the summer anyway, and it *would be* a better use of their time to work with students. **As stated above**, it is my position that going to school over the summer would benefit students and teachers.	**Logically connect opinions to appropriate evidence through...** Connectors to sequence points in the argument • **additionally** • **as stated above** **Support opinions with reasons and information through...** Modality to express certainty • *would be ...* Summary statement to reiterate opinion • As stated above, it is my position that... teachers.

GRADES 4-5

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Annotated Language Sample

Context: This mentor text was developed by a researcher who modeled for fourth graders how to write an explanation for a social studies unit focusing on the indigenous people of Wisconsin. Students learned about who the groups of people are (and were) and studied the causes and effects of phenomena, such as removing people from their land, sending children to boarding schools, and treaties. For their writing assignment, students produced a factorial explanation where they identified and described the factors that led to a particular outcome, such as loss of identity, loss of language, and loss of culture.

Language Expectation: ELD-SS.4-5.Explain.Expressive
Multilingual learners use language to construct social studies explanations that
- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Functions & Features	Loss of Identity and the Menominee	Functions & Features
Introduce phenomena or events through… Prepositional phrases of time, place to contextualize phenomenon or event • from the forest • before Europeans arrived • in western Wisconsin • along the … Green Bay • on the Wolf River Relating verbs to define phenomenon or event • is, is, is Cohesion to reference people across text • the Menominee Nation, the Menominee, Menominee people (renaming)	Identity is who you are. So, to say that you lost your identity is to say you lost who you are. This is what happened to the Menominee Nation of Wisconsin. The Menominee Nation is a group of people native to Wisconsin. Their traditions and identity come from the forest. Before the Europeans arrived the Menominee lived in western Wisconsin along the shores of Lake Michigan and Green Bay. They hunted for animals and fished for sturgeon on the Wolf River. The forest was very important to them. The forest is their identity. Menominee people say, "we are the forest".	**Describe components, order, causes and effects, or cycles using relevant examples and details through…** Noun groups to provide details answering who, what, when, where • the Menominee Nation of Wisconsin • a group of people native to Wisconsin • their tradition and identity • the forest • Menominee people Verbs groups to add accuracy • lived • hunted • fished

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features
Introduce phenomena or events through… Nouns to represent abstract concepts • identity • factors • homelands Cohesion to reference ideas, people across text • the first factor … this … it (pronouns) • they, they, they (repetition) • had to give up, had to give up (repetition) **Generalize probable causes and effects of events or developments through…** Nominalizations to summarize event and name abstract phenomenon • taking their land away • cutting down their forest • assimilation	When the Europeans arrived in the 1600s, everything changed for the worse. The Menominee people lost their identity, almost forever. **There are three factors** which caused the Menominee to lose their identity. The first is taking their land away, the second is cutting down their forest, the third is assimilation. **The first factor** that caused the Menominee people to lose their identity was that the US government forced them to give up their land. This happened first in the 1820s. Native peoples from New York were pushed out of their homelands and were trying to find a new place to live. The US government told the Menominee they had to give up 500,000 acres of their land to the Oneida and the Mochican. It happened again in 1848, when Wisconsin became a state. They had to give up the rest of their land. Without their forests, they couldn't be themselves. They lost their identity. *Fortunately*, some of the Menominee leaders fought back. In 1854, they got back 276,000 of forest along the Wolf River.	**Describe components, order, causes and effects, or cycles using relevant examples and details through…** Connectors to order, sequence, show relationships among ideas • **there are three factors** • **the first factor** Noun groups to provide details answering who or what • the US government • native peoples from New York • the Oneida and the Mochican • 500,000 acres of their land • some of the Menominee leaders • 276,000 of forest along the Wolf River Verbs groups to add accuracy • caused to lose • forced … to give up • happened • were pushed out • were trying to find • had to give up • couldn't be … • lost

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features
Introduce phenomena or events through… Nouns to represent abstract concepts • tradition • assimilation Relating verbs to define phenomenon • is **Generalize probable causes and effects of events or developments through…** Word choices to evaluate, judge, or appreciate significance of event • *unfortunately* • *destroyed* • *fortunately* • *alive* • *almost lost forever* • *never do that again* Declarative statements to evaluate or interpret events • Unfortunately, the US … forest. • Fortunately, … assimilation. • We should … group of people.	**The second factor** that caused the Menominee to lose their identity was logging. The Menominee tradition was to only cut down mature trees. This is a way to protect the forest. *Unfortunately,* the US forest service put a big sawmill on their land and used it to clear-cut big sections of the forest. Clear-cut is when you cut down everything at once. The forest service also left behind lots of brush which caught fire and *destroyed* more of the forest. The Menominee believe that they are the forest. When you cut down the forest, you cut down the people. **The third factor** that led to the Menominee to lose their identity was assimilation. …. *Fortunately*, there were enough Menominee people who fought the US government against taking their land, logging, and assimilation. **One time** the Menominee elders lay down on the highway to prevent the land from being sold. In 1969, a law was passed that gave them back their Reservation. **Today** there are many Menominee people who still remember their identity and teach their ways to the children. So the Menonimee identity is still *alive*. But because of the bad things the US government did, it was *almost lost forever*. We should remember what happened and *never do that again* to a group of people.	**Describe components, order, causes and effects, or cycles using relevant examples and details through…** Connectors to order, sequence, show relationships among ideas • **the second factor** • **the third factor** • **one time** • **today** Noun groups to provide details about who or what • the second factor that caused the Menominee to lose their identity • the Menominee tradition • the US forest service • big sections of the forest • the Menominee elders • the Menonimee identity • a group of people Verb groups to add accuracy • fought • lay down…to prevent • was passed • teach • should remember

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward their independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around specific topics *(clean water)* with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	multi-word noun groups with connectors *(mean and nasty bullies)*	expanded noun groups with classifiers *(mean and nasty fourth grade bullies)*	expanded noun groups with prepositional phrases *(my favorite character in this book)*	expanded noun groups with embedded clauses *(my favorite character who stood up to the bullies)*	expanded noun groups with a variety of embedded clauses *(my favorite character who stood up to the bullies and hardship)*	expanded noun groups with a wide variety embedded clauses and compacted noun groups (nominalization: *she stood up to bullies = her courage*)
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	simple sentences *(Strong winds blow through the forest.)*	related simple sentences *(Winds blow through the forest. The trees sway and shake.)*	multiple related simple sentences *(Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.)*	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *The trees sway **and** shake, **and** dead branches fall off to the ground.*)	compound sentences with frequently used ways of combining clauses *(Strong winds blow through the forests, **but** the mighty oaks stand tall and proud.)*	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(**When** strong winds blow through the forests, the trees sway and shake.)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	situation-specific words and phrases *(between those two black wires)*	an increasing number of words and phrases *(Over there on the board?)*	a growing number of words and phrases in a variety of contexts *(lightbulb went off, the electric circuit)*	an expanding number of words and phrases including idioms and collocations *(push and pull, quit pulling my leg)*	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns *(the invisible force between two magnets)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas *(electric shock versus I'm shocked)*

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *first, and then, then*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence is…)*
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	a few types of elaboration (adding familiar adjectives to describe nouns: *maple syrup*)	some types of elaboration (adding newly learned or multiple adjectives to nouns *(thick, sweet, sticky maple syrup)*	a growing number of types of elaboration (adding articles or demonstratives to nouns: *the dark syrup*)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: *the long, slow process…*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *the sap which boiled for six hours…*)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: *a sweet sap that turned into a delicious syrup after hours of boiling* and condensing through nominalization: *this tedious process*)

CONTINUED

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	sentence fragments and emerging use of simple sentences *(the blue one, the red one)*	simple sentences *(The red side pushed away. The blue side stayed.)*	sentences with emerging use of clauses *(The red side blocked the paperclip. The blue side picked it up. They are opposites.)*	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: *The red side repelled the paperclip, but also it….*)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: *Neither the red one nor the blue one…*)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: *The magnetic force caused the paperclip to lift off the table because the paperclip is metal.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	some frequently used words and phrases with some precision *(social studies, government)*	a small repertoire of words and phrases with developing precision *(branches of government, executive power)*	a growing repertoire of words and phrases with growing precision *(the founders, "two if by land…")*	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision *(the lights are on but nobody's home…)*	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision *(as a result of the war, forming a new nation)*	a variety of words and phrases, including evaluation, obligation, idioms, and collocations *(necessary sacrifices, outdated law, fit for a king)*

GRADES
6-8

Grades 6-8

Middle schoolers are developing a stronger sense of independence, becoming more sophisticated thinkers and problem solvers. As they develop, they can more strategically self-regulate and plan how to use resources (including multiple languages and cultures), make decisions, and take steps to address academic challenges. They can use their thinking more flexibly, separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias.

The home–school connection continues to be an important facet of education for middle-schoolers. Their interest in inquiry presents opportunities to explore various cultural points of view. In school and at home, students, families, and educators can discuss world events and issues while capitalizing on the community's collective linguistic and cultural knowledge.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 6-8:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

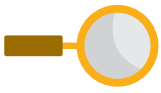
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-10 offers snapshots of some ways students engage in each Key Language Use throughout grades 6-8.

Table 3-10: Snapshots of Key Language Uses in Grades 6-8

Snapshots of Key Language Uses in Grades 6-8	
Narrate	• Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices • Manipulate pace to bring attention to key points in the narrative • Underscore the significance of events • Create tension and suspense • Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Interpret multiple sources of information to develop knowledge before reporting on topics • Construct research reports that require multiple sources of factual information
Explain	• Identify, analyze, and give account for causal, consequential, or systems relationships • Apply scientific reasoning to show how or why something works • Construct explanations using models or representations • Use evidence in the construction of scientific explanations
Argue	• Interpret multiple sources of information to develop claims and counterclaims • Construct claims and offer them for debate • Respond to counterclaims • Contextualize and evaluate primary and secondary sources • Analyze literary techniques, such as the development of theme and characterization in works of fiction



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 6-8 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-11. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-11: Distribution of Key Language Uses in Grades 6-8

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-5, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

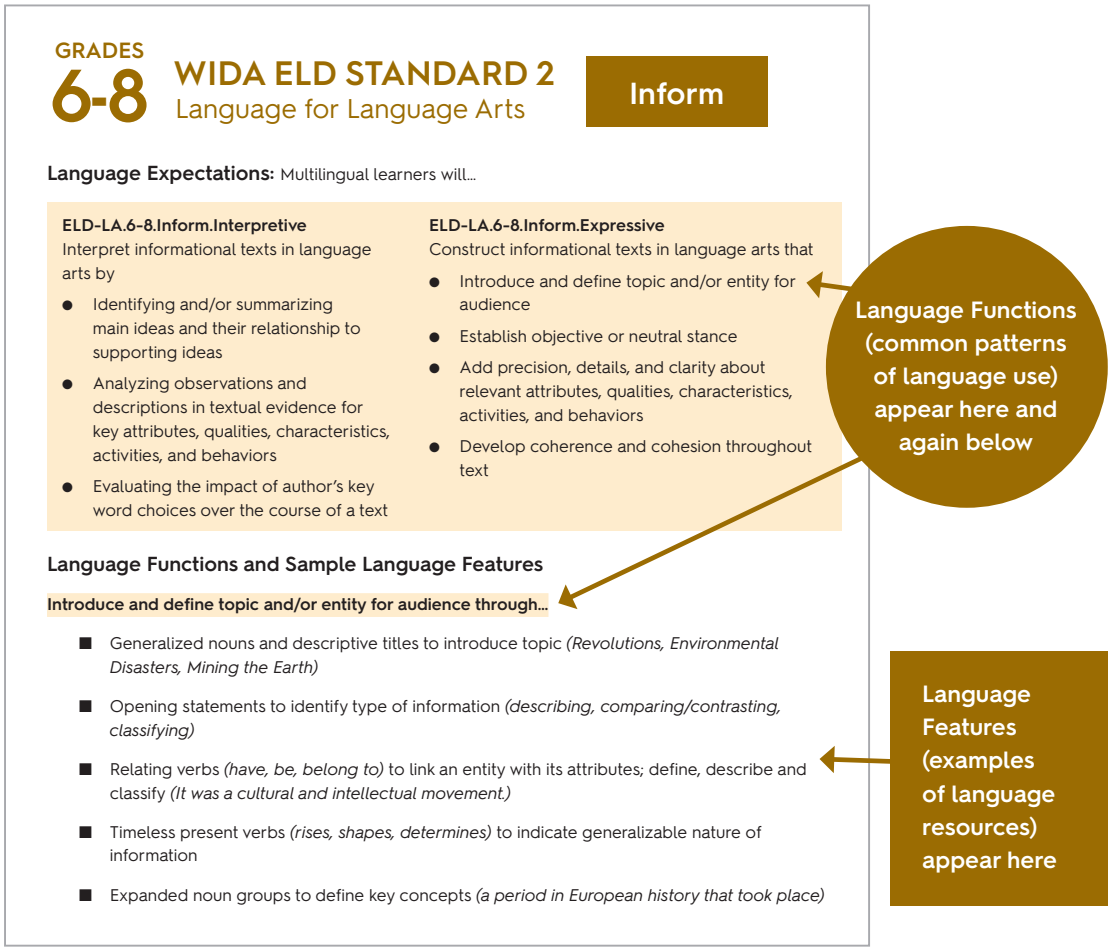
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-5, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-5 on the next page shows how the Language Functions and Language Features appear.

Figure 3-5: Grades 6-8 Language Functions and Language Features



GRADES 6-8

WIDA ELD STANDARD 1

Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES 6-8

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and point of view through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog *(Are we ever truly happy? It was confusing time, nothing seemed normal.)*
- Adverbial and prepositional phrases to establish time and location *(They stood together silently on the hill as the sun rose.)*
- Statements and questions to foreshadow or state complication *(As she walked home, she felt watched.)*

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors *(turned instinctively),* thoughts *(concerned),* feelings *(pleased),* speech *(asked weakly)*
- Expanded verb groups to show relationship between characters
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships *("Danny," the old man said, "I was angry. Forgive me.")*
- Expanded noun groups to add description and detail *(He was short, but strong, with light, closely cut hair and a determined face.)*
- Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

Develop story, including themes with complication and resolution, time, and event sequences through…

- Dependent clauses to add details *(the race, which only happened every four years)*
- A variety of verb tenses to pace narrative and locate events in time, including dialog *("Where are you going?," I asked.)*
- Connectors to develop and link sections of text to sequence time *(meanwhile, later),* ideas *(in the first place, at this point),* and add information *(what's more, likewise, in addition)*
- Statements to provide closure, evaluate experience, or summarize narrative *(Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.)*

Engage and adjust for audience through…

- Evaluative word choices to describe author's attitudes *(with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching)*
- Literary devices (similes and metaphors) to enrich the narrative *(fly like an eagle, life is a highway),* alliteration *(babbling brook),* sensory words/phrases, and onomatopoeia *(tick-tock)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(She scuffled away across the snowy field like a small hunched animal.)*

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will…

ELD-LA.6-8.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

ELD-LA.6-8.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through…

- Generalized nouns and descriptive titles to introduce topic *(Revolutions, Environmental Disasters, Mining the Earth)*
- Opening statements to identify type of information *(describing, comparing/contrasting, classifying)*
- Relating verbs *(have, be, belong to)* to link an entity with its attributes; define, describe, and classify *(It was a cultural and intellectual movement.)*
- Timeless present verbs *(rises, shapes, determines)* to indicate generalizable nature of information
- Expanded noun groups to define key concepts *(a period in European history that took place)*

Establish objective or neutral stance through…

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language *(the effects versus devastating effects)*
- Generalized nouns to maintain neutrality *(millennials, stringed instruments, marsupials)*
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices (saying verbs) to integrate sourced information into report *(said, reported, claims),* direct and indirect quotes

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through…

- Adverbial and prepositional phrases to specify time and location *(in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core)*
- Expanded noun groups to add precision *(strummed or plucked vibration of the strings)*
- Adjectives and adverbs to answer questions about quantity, size, shape, manner *(microscopic, right-angled, voraciously, precisely)*
- Contrasting connectors to differentiate between entities or components *(unlike, as opposed to, however)*
- Visuals (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through…

- Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text
- Topic or headings to serve as openers for sentences or paragraphs
- Nominalization to condense clauses *(it rained year after year=annual floods)* or summarize key ideas

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will…

ELD-LA.6-8.Argue.Interpretive
Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6-8.Argue.Expressive
Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

Language Functions and Sample Language Features

Introduce and develop claim(s) and acknowledge counterclaim(s) through…

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim *(Graphic novels provide a unique way to read that appeals to many teenagers.)*
- Noun groups to provide details *(Maus, a graphic novel written and illustrated by Art Spiegelman…)*
- Connectors to introduce alternative points of view *(although, on the other hand, unlike, contrary to common belief)*
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion *(graphic novels=these unique texts=young adult comic books)*

Support claims with reasons and evidence that are clear, relevant, and credible through…

- A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples or other sources and data) *(according to X, the author's claim)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, leading one to believe, a way to think about this)*
- Connectors to link claim(s) with evidence and reasoning *(because, as a result, when, if, although, but)*
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty *(might, could, must, need to)* or to open up to other possibilities *(possibly, apparently, perhaps, definitely, absolutely)*

Establish and maintain formal style through…

- First, second, third person use to connect with reader, build alliance, or maintain neutrality *(unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations)*
- Authoritative declarative sentences to evaluate and interpret events *(Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format.)*
- Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message *(somewhat powerful versus incredibly powerful; ugly versus grotesque)*

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through…

- Connectors to support inferential conclusions *(Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.)*
- Comparing/contrasting connectors to differentiate between claims and counterclaims *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- Verb structures to present information in a variety of ways *(past, timeless present, passive voice)*
- Connectors to sequence points in the argument and maintain logical progression *(one way, another point, as mentioned previously, in addition)*
- Summary statement to reiterate claim(s), call to action, or encourage a response *(While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.)*

GRADES 6-8

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

ELD-MA.6-8.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(this probability model, randomized sampling will provide more valid results)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion *(distributions, probability, frequencies)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, We)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement *(It's a possibility, We have to do it this way, Maybe we could look at)*

Describe data and/or problem-solving strategy through…

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions *(randomized variation, proportional relationships, constituents)*
- Visual data displays (tables, tree diagrams, simulations, data charts, manipulatives) to clarify approach and/or solution
- Connectors to link sentences and longer stretches of text signaling details of time *(next, at the same time),* causality *(therefore, consequently, as a result),* clarification *(for example, as seen in the model)*
- Passive voice verbs to explain or analyze *(The variable is given a value of six.)*
- Timeless present verbs to present generalizable truths *(The hypotenuse is opposite the right angle.)*

State reasoning used to generate solution through…

- Causal connectors to express reasoning *(We took these steps to solve problems with the ratios because…)*
- Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships *(if/will, if we follow the order of operations, we will show that…)*

GRADES 6-8

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Argue.Interpretive
Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

ELD-MA.6-8.Argue.Expressive
Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

Language Functions and Sample Language Features

Create conjecture, using definitions and previously established results through...

- Conditional conjunctions *(if or when)* to make and justify conjecture *(If I add 4/5 and 3/4, the result will be less than 2 because each fraction is less than a whole number.)*
- Relating verbs *(have, belong to, be)* to define principles, operational theorems, and properties *(for right angled triangles the Pythagorean formula is $a^2 + b^2 = c^2$)*
- Adverbial phrases (qualities, quantities, frequencies) to add precision related to conjecture *(For all integers, For every vote candidate A received, candidate B received three votes which means...)*

Generalize logic across cases through...

- Declarative statements to present generalizable processes *(The expression 4n-1 can be used to find any value in the pattern.)*
- Verbs to apply mathematical principles (commands) *(use, do, apply, divide)* across cases *(Use the distributive property when there is no common factor.)*

Justify conclusions with evidence and mathematical facts through…

- Conditional structures *(if/then, when)* to demonstrate conclusions *(If it's a proportional relationship then the ratio between the 2 variables is always going to be the same thing.)*
- Technical nouns and noun groups to add precision and details *(coordinate plane, one-variable equations, two- and three-dimensional shapes)*
- Models, drawings, graphs to demonstrate principles

Evaluate and critique others' arguments through…

- Questions *(what, how, why, do),* requests *(could, would)* to request information, clarification, procedure *(Could you show me how you got that answer? Why did you do…instead of…?)*
- Causal connectors *(so, because, therefore)* to identify misconceptions *(The pattern is multiplying by a factor of 2, so it can't be a linear function.)*
- Negation *(don't, doesn't, can't)* and obligation model verbs *(have to, must, should, could, might)* to engage with others *(I don't think you can apply that theorem, I think you have to use this….)*

GRADES 6-8

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC.6-8.Explain.Expressive
Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

Language Functions and Sample Language Features

Describe valid and reliable evidence from sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms *(effects, predator-prey relationships, magnetic forces)*
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes *(have, be, belong to)*
- A variety of ways to define phenomenon (relative clauses, declarative statements)

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements *(Indonesia was formed by, tectonic plates have shifted for billions of years)*
- Word choices to moderate stance (hedging) *(could/might, a possibility, usually)*
- Objective and evaluative language to adjust precision and establish shared interest

Develop reasoning to show relationships among independent and dependent variables in models and simple systems through…

- Connectors to link clauses and combine ideas into logical relationships *(as a result, therefore)* or order events
- Variety of clause types to express causality *(If magma is thick, gas bubbles cannot easily escape, building pressure as the magma rises.)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize patterns in evidence, making trade-offs, revising, and retesting through…

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses *(if/then)* to generalize a phenomenon to additional contexts

GRADES 6-8

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Argue.Interpretive
Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.6-8.Argue.Expressive
Construct scientific arguments that

- Introduce and contextualize topic/ phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s) through...

- A variety of ways to define phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms *(molecules, atoms, reactions, energy, regrouping)*
- A variety of verb groups (past, timeless present, future, conditional) to describe events known or anticipated

Support or refute a claim based on data and evidence through...

- Expanded noun groups to classify and/or add details *(energy releasing reactions, reconfigured molecular bonds)*
- Connectors to link clauses and establish logical relationships *(as a result, therefore, to be more precise, instead, however, on the other hand)*
- Variety of clause types to express causality *(If the total number in each type of atom is conserved, there is no change in the atom's mass.)*
- Diagrams, models, data, graphics to add support to claim or evidence

Establish and maintain a neutral or objective stance through…

- Passive voice and declarative statement to establish a factual stance *(Some chemical reactions release energy, others store it.)*
- Word choices to moderate stance (hedging) *(could/might, a possibility, usually, often)*

Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim through…

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text (pronouns, substitutions, renaming subjects, collocations, synonyms)
- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how…)*

GRADES 6-8

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will…

ELD-SS.6-8.Explain.Interpretive
Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

ELD-SS.6-8.Explain.Expressive
Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

Language Functions and Sample Language Features

Introduce and contextualize phenomena or events through…

- Prepositional phrases of time, place to contextualize phenomena or events *(a place where tourists already come)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating outcomes, consequences, or documentation through…

- Passive voice to emphasize main topic *(British trade was disrupted by…)*
- Active verbs to highlight agents and recipients *(The colonists disrupted British trade.)*
- Declarative statements to evaluate and interpret events *(Feudalism was the ultimate system of control for medieval society.)*
- Verbs and adjectives to judge behavior or moral character *(rallied, conquered, cruel, compassionate)*

Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses through...

- Nominalizations to name abstract concepts, ideas, ideologies *(colonization, feudalism)*
- Dependent clauses to express details as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound, or sequential relationships
- Expanded noun groups to add details *(living standards of 18th century people)*
- Connectors to maintain chronological, causal or logical relationships *(as a result, meanwhile, later, in order to)*

Generalize multiple causes and effects of events and developments through...

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize events and name abstract phenomena

GRADES 6-8

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive
Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and a descriptive title to introduce topic *(empire, excavation, The Cradle of Modern Civilization)*
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details *(Mesopotamia, often referred to as the Cradle of Life, was located between the Tigris and Euphrates Rivers.)*
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Connectors to structure paragraphs *(first, in the beginning, meanwhile, as a result, in conclusion)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support claims with evidence gathered from multiple sources through…

- A variety of clauses to frame details, examples, quotes, data *(according to, historians dis/agree, several sources suggest, these data suggest)*
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened *(during the late Neolithic period, the area between…)*
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions *(I contradicted him, we support, they challenged)*

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action *(Soldiers were housed in primitive tents.)* or to keep emphasis on who or what is doing the action
- Objective or emotive language to appeal to logic or feelings *(credited with inventing the wheel versus the greatest inventions of all times)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(dominated, absolutely, compelling)*

Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through…

- Connectors to link claims with evidence and reasoning *(because, but, as a result, when, if, although, therefore)*
- Connectors to signal alternate points of view *(on the other hand, contrary to common belief, according to),* show concession or comparison/contrast *(while, although, instead, despite this, however)*
- Modality in summary statements to reiterate position, or create a call to action *(could be argued, undoubtedly, ought to, may)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a gold background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Annotated Language Sample

Context: This is a mentor text developed by an ELA teacher to apprentice her seventh-grade students to write narratives with a climax and resolution. When she taught her personal narrative unit, the teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the narrative. For example, students learned to identify how writers use language to engage their audience and build tension. Students later were able to use this kind of language in their own writing.

Language Expectation: ELD-LA.6-8.Narrate.Expressive
Multilingual learners use language to construct language arts narratives that
- Orient the audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Functions & Features	Minerva	Functions & Features
Orient the reader to the point of view and context through… First person signaling this is a personal narrative • I • my Prepositional phrases to establish time and location • on the floor of my bedroom • for 12 hours • to a new house Statement foreshadowing complication • She was gone and it was all my fault.	I *collapsed* on the floor of my bedroom, *sobbing*. I had been trying not to cry for 12 hours, and I couldn't hold it in any longer. She was gone, and it was all my fault. I *never should have* moved to a new house. The day before, I moved from my apartment to a new house. The house was bigger than my apartment, with more space for my furniture, my piano, and most importantly of all, my two cats. But soon after I moved in, I thought I had made a terrible mistake by bringing my cats here.	**Engage and adjust for audience through…** Language to draw the reader in • *collapsed* • *sobbing* • *never should have* **Develop and describe characters and their relationships through…** Verbs describing thoughts • thought • had made

Functions & Features	Minerva Continued	Functions & Features
Develop the story with complication through… Dependent clauses to add details • *fixing the garage door* • *what to do out there* • *to take my search back outside* A variety of verb tenses • was • make • left…to unpack • walked • wouldn't know Dialog • "Please make sure you don't let the cats outside" • "Minerva! Minerva!" **Develop the story with time and event sequences through…** Connectors to sequence time • **a little while later** **Develop the story with complication through…** Prepositional phrases • around the house • under and behind anything	A contractor was at the house *fixing the garage door*. "Please make sure you don't let the cats outside," I told him. "Make sure you don't leave the door open." Then I left the room to unpack - that is where I went wrong. **A little while later** I walked into the kitchen and I noticed the garage door was wide open. My heart started *pounding*. My cats had never been outside alone before, and they wouldn't know *what to do out there*. I quickly checked outside but I didn't see either cat, so I started to search the house. I found one cat, but not the other. Minerva was *missing*. I continued to search, getting more and more frantic as I ran around the house looking inside and under and behind anything I could think of. She was *nowhere to be found*. I knew I had *to take my search back outside.* … "Minerva! Minerva!" I called, my voice shaking as I tried not to cry. With no luck finding her, I went back inside.	**Develop and describe characters and their relationships through…** Expanded verb groups • had never been • started to search • continued to search Saying, thinking, and feeling verbs • told • noticed • called • tried not to cry Cohesive devices • my cats … they … either cat … one cat … the other (pronoun referencing) • Minerva … she (pronoun referencing) Expanded noun groups to add description and detail • one cat, but not the other **Engage and adjust for audience through…** Descriptive emotive language builds tension • *pounding* • *missing* • *nowhere to be found*

Functions & Features	Minerva Continued	Functions & Features
Develop the story with complication through… Dependent clauses to add details • *to see if they had found any cats.* • *that I would probably never see her again.* **Develop the story with time and event sequences through…** Connectors to sequence time • **at that point** • **since 9 o'clock** Connectors to link ideas • **that's how** • **just then**	I called animal control *to see if they had found any cats*. They had not, and they told me to keep looking. They didn't sound optimistic. **At that point** it was almost 9 o'clock at night, and she had been missing **since 9 o'clock** that morning. 12 hours and no sign of Minerva. "How could I let this happen?" I thought to myself. "I can't believe I rescued her from a shelter and then I lost her. She would have been better off if I had never gotten her at all. I let it sink in *that I would probably never see her again*." **That's how** I *ended up on the floor, crying*. …. **Just then**, as I started to pack my bag for school, I heard a noise that sounded like a cat's meow. I whipped my head around. "Is that..?" I heard it again. It was so quiet that it had to be coming from outside. I went back out and searched again. I even looked up in the trees this time but she wasn't there. So I went back inside and listened very carefully. I heard the meow again but I still didn't see her.	**Develop and describe characters and their relationships through…** Verbs to describe behavior • called • had found • whipped • heard • searched Expanded noun groups to add description and detail • noise that sounded like a cat's meow **Engage and adjust for audience through…** Language to address reader/listener and draw them in • *probably never see her again* • *ended up on the floor, crying.*

Functions & Features	Minerva Continued	Functions & Features
Orient audience to context and point of view through… Prepositional phrases to establish location • behind the dryer • in the house • in a little hole in the wall • in one of her hiding spots • up in the ceiling of the garage • in my lap Prepositional phrases to establish time • for at least the fifth time • the whole time • all day **Develop story with complication and resolution, time and event sequences through…** Statements to provide closure, evaluate experience, or summarize narrative • Now I call her … to panic. • The whole ordeal was exhausting, … than ever that I adopted her. • And when she's curled up in my lap, I think she's grateful, too.	Then, as I looked behind the dryer for at least the fifth time, I heard a tiny meow and saw a little bit of fur poking out from a hole in the wall. It looked like a hole where a mouse in a cartoon might live. But it was no mouse - it was Minerva! I pulled her out of the hole in the wall and *hugged her tightly*. I *kissed* her on the head and told *her how happy I was to see her*. "I'll *never lose* you again!" I said to her through happy tears. But then I thought, "I never really lost her at all!" She was in the house the whole time, hiding in a little hole in the wall all day. I never knew a cat could do that! Now I call her my expert hider, and whenever I can't find her, I know not to panic. She's just in one of her hiding spots- most recently it was up in the ceiling of the garage! More often than not, however, she's in my lap snuggling and purring. The whole ordeal was exhausting, but when it was over, I felt more grateful than ever that I adopted her. And when she's curled up in my lap, I think she's grateful, too.	**Develop and describe characters and their relationships through…** Expanded noun groups to add description and detail • a tiny meow • a little bit of fur • my expert hider Saying, thinking, and feeling verbs to add nuance to characters' relationships • told • said • thought Cohesive devices to reference character across text (repetition) • her … her … her **Engage and adjust for audience through…** Evaluative word choices to describe author's attitudes • *hugged her tightly* • *kissed* • *how happy* • *never lose*

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Annotated Language Sample

Context: This text was written by a multilingual 8th grader. As part of the English language arts curriculum, the students had been studying the genre of biography. Students were paired and interviewed each other. Each wrote an "author biography" of a peer. (Kamaly Tineaval is a pseudonym).

Prompt: Imagine you are a biographer. Write a biography that tells the story of your subject.

Language Expectation: ELD-LA.6-8.Inform.Expressive
Multilingual learners use language to construct informational texts in language arts that
- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Functions & Features	Kamaly Tineaval	Functions & Features
Introduce and define topic and/or entity for audience through… Opening statements to identify type of information (describing) • Kamaly … Massachusetts Relating verbs to link an entity with its attributes • is Expanded noun groups • an author/poet …, Massachusetts	Kamaly Tineaval is an author/poet and student living in Leeds, Massachusetts. Kamaly Tineaval was born on January 8, 2005, in Holyoke, Massachusetts but then moved to PR for nursery school. Since his birth he has explored through, essays, chapter books, coloring books, and so on. And finally found his safe spot in poems.	**Establish an objective or neutral stance through…** Generalized nouns • essays • chapter books • coloring books **Add precision, details, and clarity about complex attributes through…** Prepositional and adverbial phrases to specify time and duration • on January 8, 2005 • in Holyoke, Massachusetts • since his birth
Develop coherence and cohesion throughout text through… • Kamaly Tineaval (repetition) • Kamaly Tineaval … his birth … his safe spot		

Functions & Features	Kamaly Tineaval Continued	Functions & Features
Develop coherence and cohesion throughout text through… Referential devices to link ideas across text • he … he … he (repetition) • Kamaly Tineaval… he's, his (pronoun referencing) • the teacher … his English teachers Topic or headings to serve as openers for sentences or paragraphs • **Kamaly Tineaval** • **he**	After moving back from PR to Holyoke and then from Holyoke to Northampton, he started new school at Leeds Elementary. When he was in elementary school, he taught by his teachers how to speak English. Soon, he learned to write stories about the worst day of his life and his favorite seasons. He also learned from texting his mom that he don't know how to work the machine and keeping up with his Insta followers how to write. After elementary school he moved on to JFK, where he learned new things and is a better writer now. **Kamaly Tineaval** writes all different kinds of poems to[sic], list poems, similes, utopia poems. Some poems that Kamaly Tineaval has written are called, "I had a Goldfish", "Seasons", and "Things I hear in the morning…." Kamaly Tineaval never won an award, but never say never! He's very determined to be the best author/poet he can be and make his *old/new* teachers, friends, and family proud. **He** *mostly* edits all of his pieces and makes sure they're *presentable* to the teacher. With the help of his English teachers he gets his work out there for others to see, admire and to gawk over. Right now Kamaly Tineaval is starting 8th grade and is also working on a new masterpiece called "Kamaly Tineaval's Author bio" (coming out soon).	**Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through…** Adverbials and prepositional phrases to specify time and location • after moving back from … Holyoke • from … Northampton • at Leeds Elementary • in elementary school • after elementary school • on to JFK • where he … things • out there for others to see Expanded noun groups to add precision • stories about the worst day of his life • his Insta followers • all different kinds … poems. • the best author/poet he can be • a new masterpiece called … bio Adjectives and adverbs to answer questions about size, shape, manner • *better* • *never, never* • *very determined* • *old/new* • *mostly* • *presentable*

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/ new)	various types of cohesive devices and strategies that connect ideas throughout text
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	expanded noun groups with classifiers *(crescent moon)*	expanded noun groups with prepositional phrases *(waxing crescent moon in the second half of the month)*	expanded noun groups with embedded clauses *(waxing crescent moon that was growing each day)*	expanded noun groups with a variety of embedded clauses *(predictable and observable moon phases in your particular time zone)*	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas *(the relative positions of the sun, earth, and moon cause these changes)*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	related simple sentences *(African savannas are full of wildlife.)*	multiple related simple sentences *(African savannas are full of life. Explore Tanzania.)*	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: *African savannas are unique **and** they have amazing wildlife.*)	compound sentences with frequently used ways of combining clauses *(A variety of wildlife live in the savanna **such as…**)*	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(**Since** it's an ecosystem, it has a variety of…)*	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area *(The Black Rhino is at risk of extinction, **unless…**)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	an increasing number of words and phrases *(don't be late for class)*	a growing number of words and phrases in a variety of contexts *(inside the membrane)*	an expanding number of words and phrases including idioms and collocations *(gravity is bringing me down)*	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns *(at the speed of light)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas *(trembling in the corner, pounding rain, the whisper of dragonfly wings)*

Grades 6-8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: *First…Finally, In 1842, This is how volcanos form*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence…)*	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: *cumulus and cumulonimbus clouds*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *those storm clouds that we saw yesterday*)	a flexible range of types of elaboration and some ways to condense ideas *(scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system)*	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	simple sentences *(The main character is Harry. He is a wizard.)*	sentences with emerging use of clauses (no conjunctions: *The main character is Harry. His friends are… They go to Hogwarts.*)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *He goes to Hogwarts School **and** his friends are…*)	compound sentences with frequently used ways of combining clauses *(They fight the forces of evil, **yet** they can't overcome them.)*	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: *Harry has a lightning bolt scar **because** he was attacked **when…**)*	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area *(When Harry is close to Voldemort, his scar throbs.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	a small repertoire of words and phrases with developing precision *(order of operations, on page 12)*	a growing repertoire of words and phrases with growing precision *(kinetic energy, law of motion)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(love-hate relationship)*	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(fill the beaker to the top line)*	a variety of words and phrases, including evaluation and obligation, with precision *(stupid test, we should figure this out)*	a wide variety of words and phrases with precision *(weighing 4.4 pounds on Earth, wrong answer)* according to the genre, purpose and discipline

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Multilingual learners bring knowledge of the world, along with multiple languages and cultural insights, to high school classrooms. Their values, experiences, and socioemotional development are foundations for formulating perspectives in the exploration of complex new ideas. Incorporating students' backgrounds and identities into meaningful topics can promote their engagement in disciplinary practices. High schoolers are critical thinkers who develop deep understandings, evaluate information and attitudes, make choices, and effect change.

Multilingual learners must have access to meaningful rigorous coursework and programs that maximize language development within and across disciplines. The course of studies that multilingual learners choose in high school plays a critical role in their successful transition to college or entrance into satisfying careers. Such coursework, including advanced classes, should be delivered through an asset-based, culturally and linguistically sustaining approach.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statement**s are the same from kindergarten through grade 12. Then, you will find the following materials for grades 9 12.

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

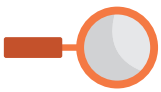
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-12 offers snapshots of some ways students engage in each Key Language Use throughout grades 9-12.

Table 3-12: Snapshots of Key Language Uses in Grades 9-12

Snapshots of Key Language Uses in Grades 9 12	
Narrate	• Interpret and construct narratives with complex plots, themes, and developments • Identify perspectives in historical narratives and discern authors' intent in presenting history in a particular light • Develop characters in their own stories and connect themes to issues in past and present
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Use available new information to construct and revise research reports that incorporate multiple sources of information
Explain	• Analyze and evaluate data in explanations • Identify multilayered causal or consequential relationships in social or scientific phenomena • Apply reasoning or theory to link evidence to the claims in explanations • Construct and revise explanations based on evidence from multiple sources
Argue	• Construct claims that offer objective stance using less polarized language so that claims appear more "balanced" • Anticipate what evidence audiences will need and adjust evidence and reasoning accordingly • Adjust arguments based on new data from experiments • Discern what types of arguments are needed, when they are needed, and what purposes they meet in different content areas



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 9-12 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-13. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-13: Distribution of Key Language Uses in Grades 9-12

Distribution of Key Language Uses in Grades 9 12				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-6, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

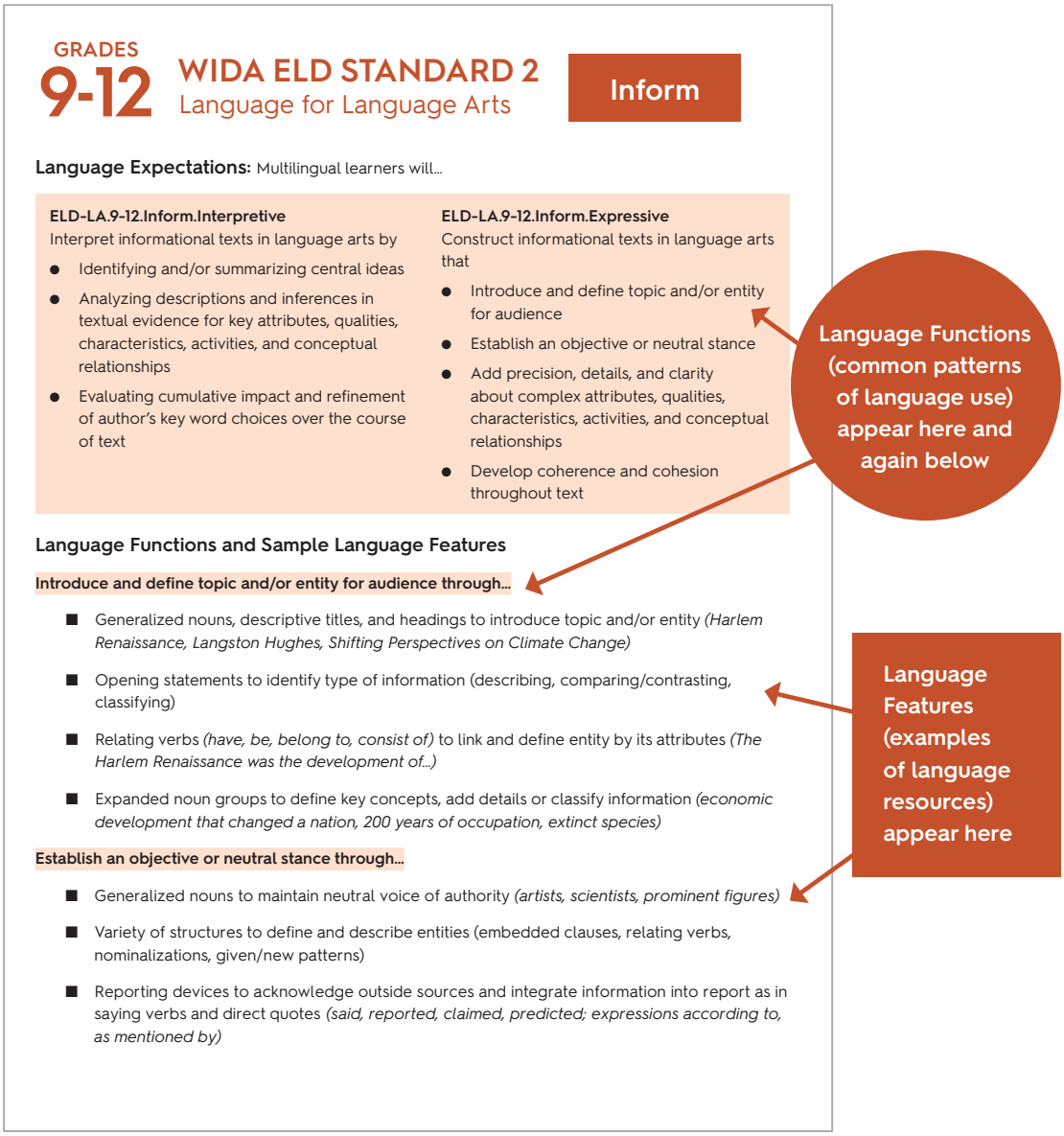
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-6, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-6 on the next page shows how the Language Functions and Language Features appear.

Figure 3-6: Grades 9-12 Language Functions and Language Features



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WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES 9-12

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES 9-12

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Narrate.Interpretive
Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA.9-12.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and one or multiple point(s) of view through...

- Title, heading, opening statements to capture readers' interest *(March. Two people, a man and a woman, are walking along the corridor.)*
- Expanded noun groups to introduce the setting *(the sands stretch into the distance, bands of yellow, and grey and gold)*
- A variety of sentence types to introduce the context (rhetorical and other questions, statements, points of view) *(One good deed to set against other, darker, actions. What did it matter?)*
- Statements and questions to foreshadow or introduce complications *(Where the road led, he didn't know, but he was determined to leave David behind before the morning came.)*

Develop and describe characters and their relationships over a progression of experiences or events through…

- Action verbs to describe character behaviors *(Joe leaps into action, grabs his phone and dives for the door, yelling for Julie to follow him.)*
- Complex sentences to establish context and characters *(He stayed with the job because the merchant, although he was an old grouch, treated him fairly.)*
- Attitudinal word choices to express character's feelings, *(very upset),* appreciation *(lovely, fascinating),* or judgment/evaluation *(intricate, grossly incompetent)*
- Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) *(They told us to sit, and we did.)* to reference characters or ideas across the text

Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through…

- A variety of verb tenses to pace the narrative and locate events in time, including dialog *(The wind told me you would be coming and that you would need help.)*
- Dependent clauses to add details *(Village children scampered out the door, which left the room strangely quiet.)*
- A variety of short and complex sentence structures to pace the narrative *(The door flung open. The snow spat at him, sleet slashed his face, winds whistled down the hall.)*
- Connectors to develop and link sections of text as in time, sequence, clarifying *(for instance),* adding information *(likewise, furthermore),* contrast *(on the other hand, even so, at least)*
- Statements to provide closure, evaluate experience, or summarize narrative

Engage and adjust for audience through…

- Word choices to advance mood (surprise, tension, humor, reflection) and to describe author's purpose *(contemptuous eyes, his voice softened)*
- Literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms *(butterflies in her stomach),* figurative and sensory words/phrases, collocation, multilingual words/phrases *(he ate like a burro, focused and intentional)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(Instantly, the tension in the room lessened.)*

GRADES 9-12

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity *(Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs *(have, be, belong to, consist of)* to link and define entity by its attributes *(The Harlem Renaissance was the development of...)*
- Expanded noun groups to define key concepts, add details or classify information *(economic development that changed a nation, 200 years of occupation, extinct species)*

Establish an objective or neutral stance through...

- Generalized nouns to maintain neutral voice of authority *(artists, scientists, prominent figures)*
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes *(said, reported, claimed, predicted; expressions according to, as mentioned by)*

Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through…

- Adverbial and prepositional phrases to specify point in time or duration *(on Sept 12, from 1910 to 1920, during World War II),* location *(in a NYC neighborhood),* and manner *(in a calculated movement)*
- Technical word choices to define and classify entity *(Jazz, characterized by polyrhythms and improvisation was…)*
- Verb structures to present information in a variety of ways: timeless present indicates generalizable nature *(It chases and scavenges for food);* passive voice focuses attention on action *(when the food is prepared)*
- Adjectives and adverbs to answer questions about quantity, size, shape, manner *(abundant, colossal, amorphous, rightfully)*
- Comparing/contrasting connectors to entities or components *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- Visual representations (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through…

- Referential devices (pronoun reference, synonyms, renaming) *(the subsequent social and artistic explosion=the Harlem Renaissance)* to link ideas across sections of text
- Topic and/or entity, headings to serve as openers for sentences and paragraphs
- Single technical nouns and collocations *(improvisation, blues, piano, double bass)* to define class/subclass *(jazz/New Orleans, West African),* general/specific *(musician/Louis Armstrong),* whole/part relationships *(historical influences on jazz)*

GRADES 9-12

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive
Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Language Functions and Sample Language Features

Introduce and develop precise claims and address counterclaims through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim *(In "Tongue Tied" Maxine Hong Kingston captures her experience of growing up as a Chinese American woman.)*
- Noun groups to provide details *(The Harlem Renaissance's intellectual, social, and artistic explosion)*
- Connectors to introduce alternative points of view *(although, on the other hand, unlike, contrary to common belief)*
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion *(someone=character=s/he=teenager)*

Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through…

- A variety of clauses (adverbial, embedded) to support claim (quotes, references, detailed descriptions, examples or other sources and data) and provide detail about issue/ literary technique *(In "Letter from Birmingham Jail," King's extended allusions to multiple philosophers…)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, leading one to believe, a way to think about this)*
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty *(might, could, must, need to),* to open up to other possibilities *(possibly, apparently, perhaps, definitely, absolutely),* or to temper space for negotiation *(most would agree, could be a consideration)*

Establish and maintain a formal style and objective tone through…

- First, second, or third person to connect with reader, build alliance, or maintain neutrality *(as teenagers, we…)*
- Authoritative declarative sentences to evaluate and interpret events *(Anzaldúa's interweaving of literary genres, languages, cultures, and identities in "Borderlands" is highly innovative.)*
- Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence *(a toxic perspective, contradictory information, impressive presentation, successful outcome)*

Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through…

- A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning (embedded clauses, active and passive voice, nominalizations, given/new patterns)
- Comparing/contrasting connectors to differentiate between claims and counterclaims *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- If/then clauses to support inferential conclusions *(If these studies are accurate, then it is reasonable to expect)*
- Cohesive devices (deletions, substitutions, ellipsis) to reduce repetition, redundancy *(Teens were told to stop and they did. Teens use social media as a substitute for in-person socializing…if they do that…)*
- Connectors to sequence points in the argument and maintain logical progression *(one way, another point, as mentioned previously, in addition, it is clear then)*
- Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.9-12 Explain Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA 9-12 Explain Expressive
Construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(the sum of the angles of a triangle is 180°)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solutions with others through...

- Generalized nouns to add precision to discussion *(congruence, theorems, bisector)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, We)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement *(it's a possibility, that's definitely wrong, we need to)*

Describe data and/or approach to solve a problem through…

- Abstract, generalized, or multi-meaning noun groups to provide precision to mathematical descriptions *(theorems, transformations, plane, translation, reflection)*
- Imperative verbs *(factor, solve, invert, simplify, apply)* to establish a process or approach
- Visual data displays (drawings, software, demonstrations, reflective devices, tables, charts) to clarify approach(es) and solution(s)
- Connectors to link sentences and longer stretches of text signaling details of time *(next, at the same time),* causality *(therefore, consequently, as a result),* clarification *(for example, as seen in the model).*
- Reference devices (personal and demonstrative pronouns, articles, text reference) to create cohesion

State reasoning used to generate own or alternate solutions through…

- Causal connectors to establish or refute relationship, solution, validity *(the relationship is not a function because a function is…)*
- Conditional conjunctions to propose future options *(if/so, if/then)* and generalized relationships *(if/will; if a transversal crosses parallel lines, then the alternate interior angles are congruent)*

GRADES 9-12

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will…

ELD-MA.9-12.Argue.Interpretive
Interpret concepts in arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA.9-12.Argue.Expressive
Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

Language Functions and Sample Language Features

Create precise conjecture, using definitions, previously established results, and stated assumptions through…

- Verb groups and sequential connectors *(first, then)* to recount and explain steps in solving problems assumed to be solvable
- Conditional *(if, when)* to make and justify conjecture *(If a population doubles each week, then it will always be 16 times the original population after 4 weeks.)*
- Adverbial phrases *(qualities, quantities, frequencies)* to add precision related to conjecture *(Lines with equivalent slopes will never intersect.)*
- Relating verbs *(have, belong to, be)* to define principles, operational theorems and properties *(an inscribed angle is the angle formed when… A rhombus is a parallelogram with perpendicular diagonals.)*

Generalize logical relationships across cases through…

- Declarative statements to present generalizable processes *(We don't have outliers in our data. We can use a dot plot or histogram.)*
- Verbs to apply mathematical principles, as in commands *(use, do, apply)* across cases *(We need to rewrite the equation to see if we can use factors to solve it.)*

Justify (and refute) conclusions with evidence and mathematical principles through…

- Conditional structures *(if/then, when, given)* to demonstrate conclusions *(Given all the sides of a cube are the same, take the length and raise it to the third power to find the volume.)*
- Technical nouns and noun groups to add precision and details *(inscribed and circumscribed circles, quadratic equations, recursive definition)*
- Models, drawings, graphs to demonstrate principles

Evaluate and extend other's arguments through…

- Questions *(what, how, why, do),* requests *(could, would)* to ask for information, clarification, procedure *(Could you show me how you got that answer? Why did you do…instead of…?)*
- Causal connectors *(so, because, therefore)* to identify misconceptions *(These two figures have to have the same volume because they have the same height and area even when you change the shape; it's Cavalieri's principle.)*
- Negation *(don't, doesn't, can't)* and obligation modal verbs *(have to, must, should, could, might)* to engage with others *(I don't think you can apply that theorem, I think you have to use this, I found a counterexample.)*

GRADES 9-12

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will…

ELD-SC.9-12.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC.9-12.Explain.Expressive
Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

Language Functions and Sample Language Features

Describe reliable and valid evidence from multiple sources about a phenomenon through…

- Abstract nouns to introduce concepts, ideas, and technical terms *(effects, impairment, perception, antioxidants)*
- Cohesion to reference ideas, information across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes *(have, be, belong to)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define a phenomenon

Establish neutral or objective stance in how results are communicated through…

- Passive voice and declarative statements *(The heat within the earth is transmitted. Disease spreads through human contact.)*
- Word choices to moderate stance, such as hedging *(could/might, a possibility, usually)*
- Objective and evaluative language to adjust precision, soften tone, acknowledge others

Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system through…

- Nominalizations to represent abstract concepts
- Connectors to link clauses and combine ideas into logical relationships *(as a result, therefore)*
- Variety of clause types to express causality *(Unable to grow or repair themselves, the corals eventually die.)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through…

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses *(if/then)* to generalize a phenomenon to additional contexts

GRADES 9-12

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Argue.Interpretive
Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive
Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science through...

- A variety of ways to define a phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms *(atmosphere, organisms, carbon dioxide, noble gases)*
- A variety of verb groups (past, timeless present, future, conditional) to describe and/or extrapolate events known or anticipated

Defend or refute claim based on data and evidence through...

- Expanded noun groups to classify and/or add details *(greenhouse gasses, gradual atmospheric changes, irrevocable damage)*
- Connectors to link clauses and establish logical relationships *(as a result, therefore, to be more precise, instead, however, on the other hand)*
- Clauses to link claim with evidence and reasoning *(based on these data, the scientific principle here is...)*
- Diagrams, models, projections, data, graphics to add support to claim or evidence

Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) through…

- Passive voice and declarative statements to establish a factual stance *(Elliptical paths around the sun are formed by orbiting objects. The sun's radiation varies due to sudden solar flares.)*
- Word choice to moderate stance, i.e., hedging *(undoubtedly, is likely, probable, a possibility, usually, arguably)*

Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal through…

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text, using pronouns, substitutions, renaming subjects, collocations, synonym *(fusion-radiation-energy)*
- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how…)*

GRADES 9-12

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Explain.Interpretive
Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive
Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

Language Functions and Sample Language Features

Introduce and contextualize multiple phenomena or events through...

- Prepositional phrases to establish conditions, time, place *(during the Industrial Revolution)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through…

- Passive voice to keep emphasis on main topic *(Farm policies were enforced by regulatory agents.)*
- Verbs to highlight agents and recipients *(Migrant workers challenged farm policies.)*
- Declarative statements to evaluate and interpret events *(Impressionist artists showcased a new way to observe and depict the world.)*
- Evaluative verbs and adjectives to judge behavior or moral character *(dominated, succumbed to; ineffective, powerful)*

Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through…

- Nominalizations to name abstract concepts, ideas, ideologies *(racism, reunification, criminalization)*
- Dependent clauses to express details that occur as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound or sequential relationships
- Expanded noun groups to add details *(One young girl lives in the urban streets of Chicago.)*
- Connectors to maintain chronological, causal or logical relationships *(as a result, meanwhile, therefore)*

Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through…

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize event and name abstract phenomena

GRADES 9-12

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS.9-12.Argue.Expressive
Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and descriptive title to introduce topic *(occupation, reunification, The Allied and Axis forces)*
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details *(Germany's growing domination, which expanded into...)*
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through…

- A variety of clauses to frame details, examples, quotes, data *(according to, historians dis/agree, several sources suggest, these data suggest)*
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions *(they decreed, she conspired, children were playing when)*

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action *(Those who resisted were rounded up and sent to work camps.)* or to use active voice to keep emphasis on who or what is doing the action.
- Objective or emotive language to appeal to logic or feelings *(forces, versus brave, focused fighters)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(tormented, bravely, substantial)*

Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through…

- Connectors to link claims with evidence and reasoning *(because, but, as a result, when, if, although, therefore)*
- Connectors to signal alternate points of view *(on the other hand, contrary to common belief, according to);* show concession or comparison/contrast *(while, although)*
- Modality in summary statements to reiterate position or create a call to action *(could be argued, undoubtedly, ought to, may)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on an orange background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES 9-12

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Annotated Language Sample

Context: This essay *draft* was written by an 11th grader from Vietnam. Students had been defending their textual interpretations and the validity of their analyses of authors' uses of rhetorical strategies and their effects. This assignment was completed after the class and the teacher had jointly deconstructed and analyzed similar rhetorical strategies, both from published authors and from other students.

Prompt: Carefully read the first five paragraphs from Alice Walker's "Everyday Use." In the beginning of the story, the narrator describes the idealistic world of television in juxtaposition to her "real life." Consider Walker's rhetorical strategy in the context of this juxtaposition, and describe the effects.

Language Expectation: ELD-LA.9-12.Argue.Expressive
Multilingual learners use language to construct language arts arguments that
- Introduce and develop precise claim(s) and address counterclaim(s)
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Functions & Features	"Everyday Use"	Functions & Features
Introduce and develop precise claims through... Declarative statements to frame topic, provide background information, state claim • In "Everyday Use" ... invisible conflict. Noun groups to provide details • unique organization • an almost invisible conflict. • the opposing views in content of adjacent paragraphs • the continuing subject of division.	In "Everyday Use" Alice Walker intertwines context, unique organization and juxtaposition to subtely shine a light on an almost invisible conflict. Juxtaposition is the opposing views in content of adjacent paragraphs is used to show the continuing subject of division. The introduction of Dee is begun with *what Mama wanted with a T.V. show providing the dream setting* and *what Dee actually is in real life.*	**Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through...** A variety of clauses to support claim • *what Mama wanted with a T.V. show providing the dream setting* • *what Dee actually is in real life.*

Functions & Features	"Everyday Use" Continued	Functions & Features
Introduce and develop precise claims through… Noun groups to provide details • slight negative tension to her arrival • the meek resentment the reader initially has • the idea of sentimenal value • the memory of the quilt. Pronouns and renaming subjects to maintain cohesion • the contrast … the conflict … the issue … the true conflict (renaming) • this (pronoun)	The contrast Dee shows to Mama's hopes and dreams build slight negative tension to her arrival. The meek resentment the reader initially has is superficial as the standard Mama set was fantasy but, *the prescence of the emotion set the stage for the conflict.* The issue expands with comparisons between Maggie and Dee *to show the many differences between the two*. **Later in the story** Maggie and Dee end up arguing over a quilt. The literal argument itself is unremarkable and one-sided as Mama has to defend Maggie; the true conflict was in the idea of sentimental value. Dee puts value in the quilt and not in the memory of the quilt. She sees the quilt or any heirloom *as something to be collected or chosen.* Maggie and Mama cherish memories and knowledge in their entirety; it cannot be denied or rejected. This mirrors the context and contributes to the message of different ways *people remember not only the past but also their bloodline.*	**Support claims with valid reasoning and relevant and sufficient evidence through…** A variety of clauses (adverbial, embedded) to support claim • *the prescence of the emotion set the stage for the conflict* • *to show the many differences between the two* • *as something to be collected or chosen* • *people remember not only the past but also their bloodline* Connectors to elaborate on an idea/interpretation • **later in the story**

Functions & Features	"Everyday Use" Continued	Functions & Features
Establish and maintain a formal style and objective tone through… Third person to maintain neutrality • the "Everyday Use" • Maggie • Dee Authoritative declarative sentences to evaluate and interpret events • Such a massive … population. • Mama and Maggie's…which they are rising up against. Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence • *took the nation by storm* • *Such a massive and sudden surge* • *the loud and proud* • *the new outspoken group* • *did little to recognize* • *a form of ignorance* • *mean little* • *has no significance*	*The "Everyday Use" is set in an era where* a new wave African-Americans *took the nation by storm. Such a massive and sudden surge* of cultural created a schism within the population. Maggie represents the old generation, characterized by her shy and nervous persona. While Dee is the new breed of *the loud and proud*. The new outspoken group Dee symbolises created the back to Africa movement and revived African pride yet *did little to recognize* the history of slavery and subsequent liberation. Mama and Maggie's generation consider that to be a form of ignorance and that they are no better than the people which they are rising up against. The quilt, names, arguments *mean little* without the context as the family would have no background *with which to draw the real issues from*. The differences between Maggie and Dee would be comparable to a sitcom *as neither person represent anything*. The fight over the quilt *has no significance* without the backdrop of the civil rights movement.	**Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through…** A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning • the "Everyday Use" is set in an era where (passive voice) • the old generation, characterized by her shy and nervous persona (expanded noun group) • the back to Africa movement (noun group and nominalization) • *with which to draw the real issues from* (subordinate clause) • *as neither person represent anything* (causal) • the fight over the quilt (nominalization) • represents, • characterized, • created, • symbolizes (verbs)

Functions & Features	"Everyday Use" Continued	Functions & Features
Establish and maintain a formal style and objective tone through… Authoritative declarative sentences to evaluate and interpret events • Had Dee and Maggie … less pronounce. • Today … not just in race. Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence • *pervades* • *identity crises* • *has many confused*	**In the same vein** the meaning of the essay would be difficult to convey without the constant separation in character personalities. Had Dee and Maggie been more similar the representations of generations would have been less pronounce. Context and juxtaposition work in unison to focus on the issue of personal identity. **The 70's** had half the African-American population declaring their nationality and half wondering about what their ancestors would say. **Today** the same issue still persists but not just in race. It also *pervades* the culture of our people and what it means to be anything, from gender roles to sexual orientation, *identity crises has many confused*. "Everyday Use" does not offer a solution or point to what is right, instead it sends the message that there are many ways to belong to the same group and yet, at the same time be very different.	Cohesive devices • personalities …. had Dee and Maggie been more similar (whole/part) • context … the 70's (renaming) • juxtaposition … declaring their nationality …. say (renaming) • has many [people] confused (omission) Connectors to sequence points in the argument and maintain logical progression • **In the same vein** • **The 70's** • **Today** Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps • "Everyday Use" does not offer a … different

GRADES 9-12

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Annotated Language Sample

Context: This mentor explanation text was developed by a teacher to illustrate the language required for students to answer this type of Algebra 1 problem they might encounter on a final exam or standardized test. The teacher read, deconstructed, and analyzed the mentor text with students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the explanation.

Prompt: Give the domain and range of the relationship. Then tell whether the relation is a function. Explain your answer. $Y = X^2-5$

Language Expectation: ELD-MA.9-12.Explain.Expressive
Multilingual learners use language to construct mathematical explanations that
- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Functions & Features	Grade 10 Algebra	Functions & Features
Introduce a concept through... Relating verbs to define or describe concept • is, is, is, . Mathematical terms and phrases to describe concept, process • the equation's domain and range • the vertical line test • X • Y	I explain that this equation is a function by providing a definition of the equation's domain and range and graphing what it looks like. This helps me see if the equation passes the vertical line test. The domain is the set of all numbers that can be substituted for X in the equation. X can be any real number, so the domain is all real numbers. The range is all the possible numbers that can be Y.	**Share solutions with others through..** Generalized nouns to add precision • equation • function • domain • range First person to describe approach • I • me Third person to describe approach with neutral stance of authority • the domain • the range

Functions & Features	Grade 10 Algebra Continued	Functions & Features

Describe data and/or approach to solve a problem through…

Connectors to link sentences and longer stretches of text signaling
- **one way** (clarification)
- **as shown below** (clarification)

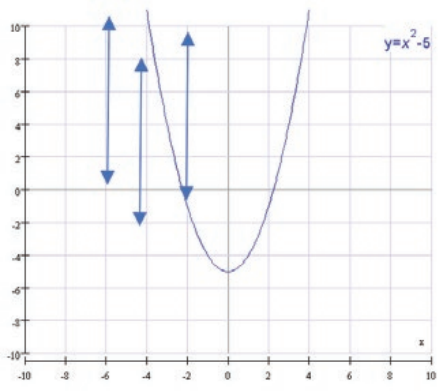
Verbs to establish a process or approach
- to graph
- intersect

Multi-meaning noun groups to provide precision to mathematical descriptions
- positive
- the range
- function
- every possible value

Reference devices to create cohesion
- the equation … the equation (repetition)
- this … this (repetition)
- X^2-5 … X^2-5 (repetition)
- Y ≥ -5 … Y (renaming)

Visual data displays to clarify approach (es) and solution(s)

Because X^2 is positive or at a minimum 0, (X^2-5) could be -5 or greater. (This) means that the range is (Y ≥ -5). **Therefore**, (the equation, Y = (X^2-5,) is a function **because** for every possible value for X, there is only one value of (Y.) **One way** to show that (this) is true, is to graph (the equation) and use the vertical line test. If vertical lines intersect the graph at a single point, **then** the equation is a function, **as shown below**.



State reasoning used to generate own or alternate solutions through…

Causal connectors to establish or refute relationship, solution, validity
- **because**
- **therefore**
- **because**

Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will)
- **if … then**

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	expanded noun groups with prepositional phrases *(the chemical element with the symbol H)*	expanded noun groups with embedded clauses *(chemical element that has these physical properties)*	expanded noun groups with a variety of embedded clauses *(chemical element with the symbol Na and an atomic number 11 that …)*	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers *(the chemical element with the symbol H and atomic number 1)*	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	multiple related simple sentences *(All people have needs and wants. This is called demand.)*	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *All people have needs **and** wants and it's called demand.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *All people have needs and wants **but** there are only limited…*)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(**Whenever** there is an increased demand, the prices go up.)*	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area *(**Despite** the obvious problems with equity, some people…)*	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area *(Interest rates are controlled by the Federal Reserve Bank, although some would argue…)* with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	a growing number of words and phrases in a variety of contexts *(sit tight for the announcements, in this novel)*	an expanding number of words and phrases including idioms and collocations *(to make a long story short)*	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns *(within seconds)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas *(division of power versus long division)*	strategic use of various words, phrases, and expressions with shades of meaning across content areas *(tumultuous and catastrophic events)*	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas *(stares, hesitates, agonizes and finally…)*

Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

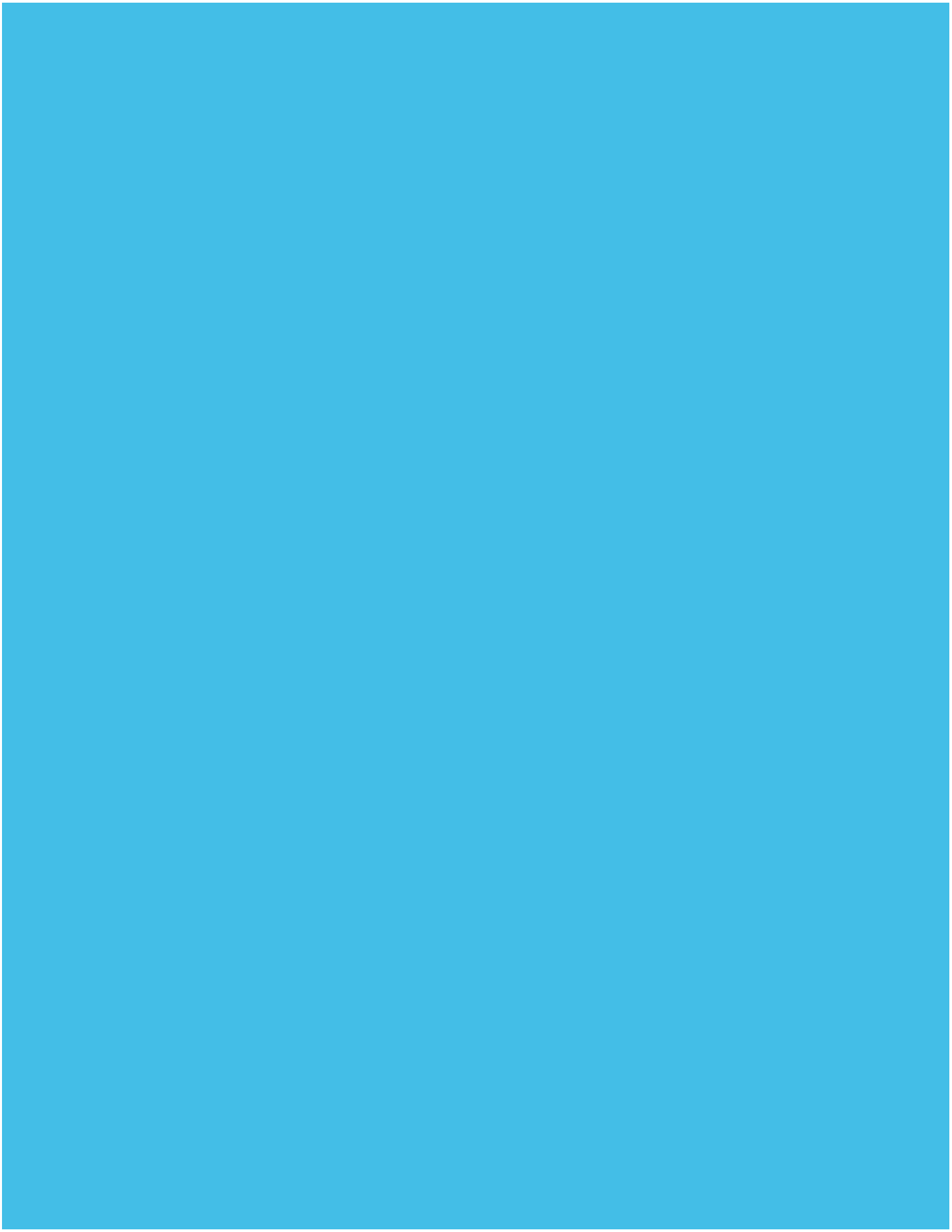
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

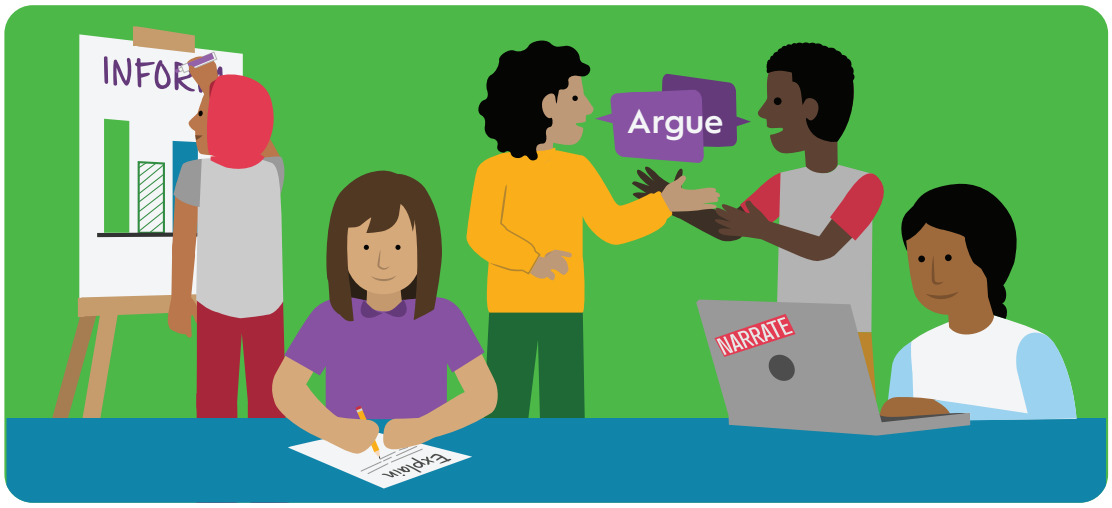
Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	short text that conveys intended purpose using predictable organization (paragraph openers: *First…, Finally, In November, Plant cells have…*)	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	some types of elaboration (demonstratives: *these five rules*)	an expanding number of types of elaboration (adding classifiers: *Roman empire*)	a variety of types of elaboration (adding in embedded clauses after the noun: *ancient kingdoms which were buried by ash*)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	simple sentences with emerging use of clauses *(Bolivia is in South America. It's a home to…)*	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions *(Bolivia is in South America and it's a home to…)*	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas *(Democracy was established in the 1980s, **yet**, leaders…)*	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: ***Although** the northern part of…)*	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area *(**Despite** the country's suffering…)*	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area *(**Even though** Spanish is the official language, several indigenous languages are spoken.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	a growing repertoire of words and phrases with growing precision *(mitosis, symbiotic relationships)*	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision *(miss the boat)*	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(by exploring cultures, later that day)*	a variety of words and phrases, including evaluation and obligation, with precision *(we shall overcome)*	a wide variety of words and phrases with precision *(the dictator ruled with terror)* according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases *(marveled at the Eiffel Tower)* according to the genre, purpose, and discipline



Section 4: Resources





Key Language Uses: A Closer Look

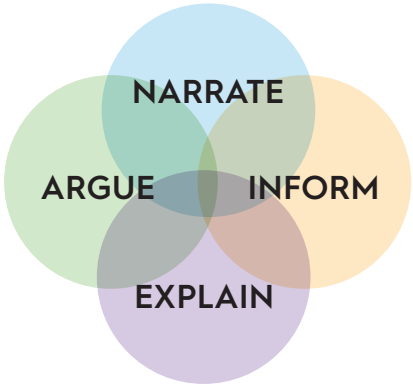
Section 2 of this document, "Understanding the WIDA ELD Standards Framework," introduces readers to Key Language Uses. This resource takes a deeper dive into the common and unique linguistic and organizational features of each Key Language Use, and includes the following:

- A brief review of the Key Language Uses
- A quick reference table that includes brief definitions, examples of genres, and curricular contexts
- Common linguistic and organizational features across Key Language Uses
- Unique linguistic and organizational features of each Key Language Use
  - A definition of each Key Language Use
  - Example genres within each Key Language Use
  - Samples of how each Key Language Use is applied in a classroom setting across all grade level clusters.
  - Descriptions of how each Key Language Use appears across the disciplines
  - Examples of how each Key Language Use interacts with and builds on other Key Language Uses

A Review of the Key Language Uses

The four Key Language Uses—Narrate, Inform, Explain, Argue—represent prominent genre families in the context of the disciplines to 1) help bring focus and coherence to the language of schooling and 2) prompt educators to attend to language in systematic, explicit, and sustained ways. Key Language Uses provide a natural source for collaboration between content and language teachers and help educators make choices to prioritize and organize content and language integration.

Figure 4-1: The Four Key Language Uses



Genres are multimodal types of texts (oral, written, visual) that recur frequently for specific purposes, with specific discourse organization and language features (e.g., biographies).

Genres with similar characteristics (e.g., biographies, autobiographies, short stories) can be grouped together into **genre families** (e.g., narrate).

Key Language Uses reflect the most high-leverage genre families across academic content standards. They are **Narrate, Inform, Explain,** and **Argue.**

As genre families, Key Language Uses overlap, blend, and build on each other. They are not strict categorical divisions. For example, as students develop complex explanations, they may Inform (by naming, defining, describing, or comparing and contrasting something), and even Narrate (e.g., include an anecdote) as they work to help their audiences accurately understand the *how* or *why* of a concept (Explain). Narratives can be embedded within other expository structures, such as those in the families of Argue and Explain. Argue can incorporate elements of many Key Language Uses, as it seeks to show an audience the validity of a position.

Educators who are aware of how genres work in school can offer students explicit and systematic explanations of the way language works in context. This understanding can also help educators shift from seeing language as a static inventory of structures to language as a functional resource for making meaning. In other words, Key Language Uses draw attention to the language of schooling to help both students and educators see that language use is shaped by

- The larger context of schooling
- The content area, topic, and purpose for using language
- The person(s) with whom one communicates
- Students' identities and social roles
- The channel of communication

Table 4-1 offers a quick reference to the definition of each Key Language Use, along with examples of genres and classroom applications.

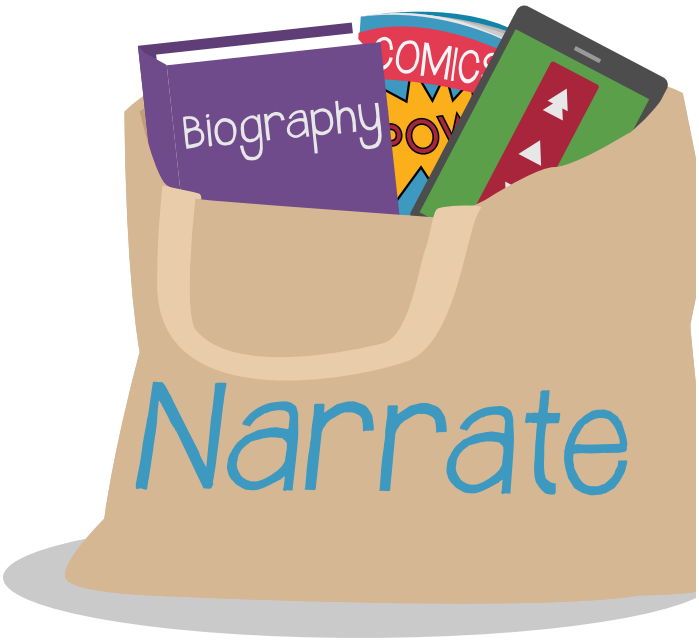


Table 4-1: Definitions of Key Language Uses

Key Language Use (Genre Family)	Genre Examples	Sample Classroom Applications
Narrate Represent experiences through stories and histories	• Stories: personal recounts of real experiences or imaginative creative stories (e.g., personal narrative, short stories, novels, mystery, science fiction, fantasy) • Histories: autobiographies, memoirs, biographies, and historical recounts	• My first day of school. • Imagine yourself as a person in a particular historical period. • Who are my heroes?
Inform Communicate factual information on a topic	• Descriptive, compositional, classifying, contrastive or comparative reports • Lab reports, investigation reports, design reports, problem-solution reports	• What are environmental disasters? • How are stars and planets different? • How do cells divide?
Explain Give account for how or why things work	• Sequential • Causal • Cyclical • Factorial • Consequential • Mathematical explanations	• How does a bill become a law? • Why do I have hiccups? • How does a caterpillar become a butterfly? • How are tornadoes formed?
Argue Justify one's claims using evidence and reasoning	• Exposition (one side) • Discussion (both sides) • Challenge • Critical response • Book, film, videogame reviews • Mathematical arguments • Scientific arguments	• Should plastic straws be banned? • Defend, challenge, or qualify a character's view of the relationship between wealth and justice. • A response to immigration policy. • Should masks be required in a global pandemic? • Develop mathematical proofs.

(de Oliveira, 2016; Derewianka & Jones, 2018)

Common Linguistic and Organizational Features of Key Language Uses

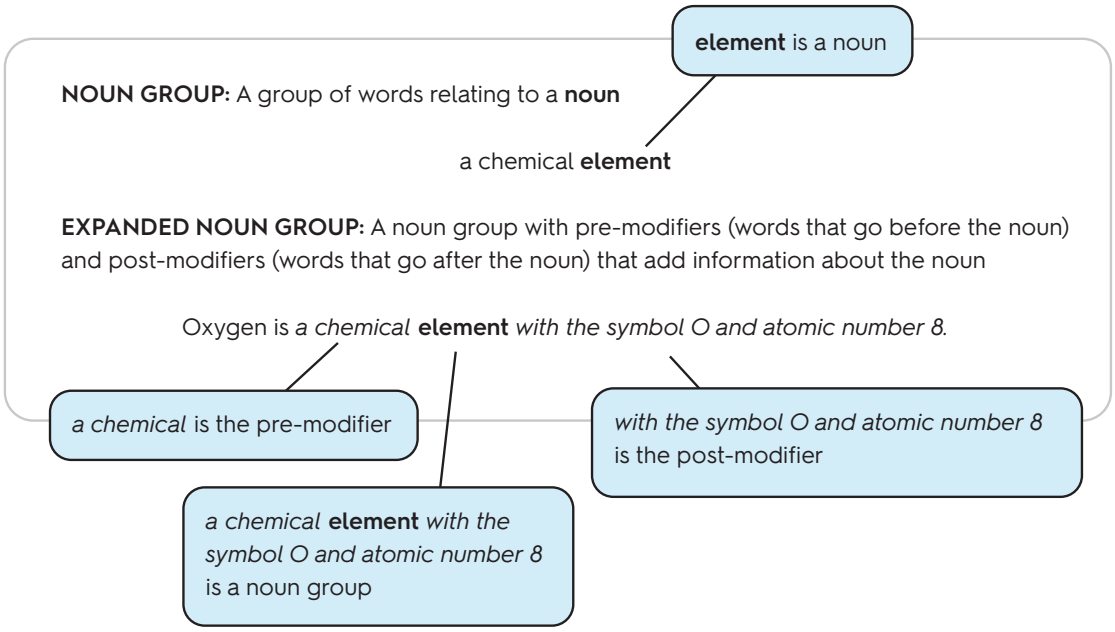
While each Key Language Use has unique organizational structures and language features, several are common across all Key Language Uses. In this section we highlight and discuss three such structures and features:

- Noun groups
- Nominalization
- Given/new organizational pattern of discourse (also known as zig-zag)

Teachers who recognize how these common language features work in texts can explicitly teach them to multilingual learners. This will help learners use these features across various Key Language Uses, making these features portable. Ultimately, this recognition will increase students' independence in being able to read academic texts on their own, regardless of genre.

Noun Groups

Academic texts are often challenging because of the density of information packed in noun groups connected with one simple verb (is, have, are, was). A **noun group** is a *group of words relating to* a ***noun*** (e.g., a *chemical* ***element***). An expanded noun group typically includes pre-modifiers (words that go before the noun) and post-modifiers (words that go after the noun) that add information about the noun.

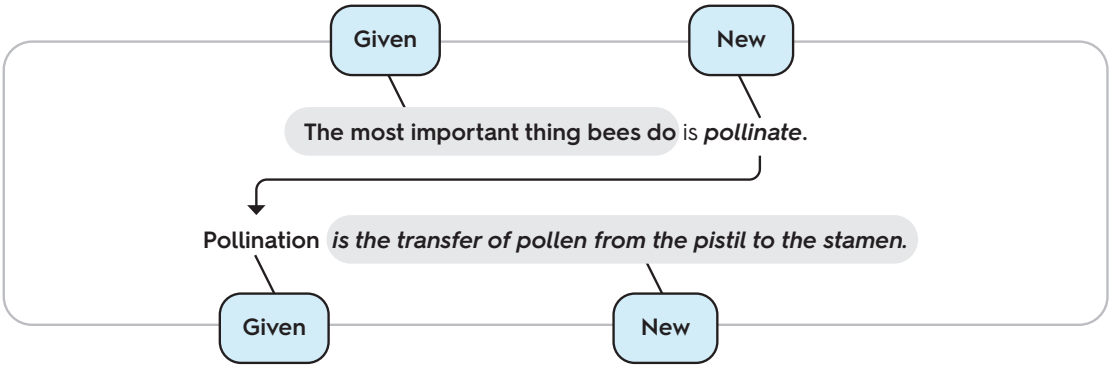


Nominalization

Nominalization is a prominent feature of written text. It occurs when events and qualities are represented as "things," using an abstract noun instead of a verb, adjective, or clause (e.g., discrimination, assumption). Many abstract and technical terms are nominalizations that help us condense information (e.g., fragmentation, deposition, pollination). At the same time, nominalizations often emphasize an end result of an action while making the doer of that action disappear.

Given/New Information

Given/new Information is an organizational pattern in written texts in English that functions to build and sequence information between sentences. The **given (or known)** information is placed at the beginning of the sentence. The ***new (or unknown)*** information is placed at the end of the sentence. In the sentence that follows, the new information is picked up as **given** so that more information can be added, typically through the use of nominalization. For example:



The first sentence presents **"The most important thing that bees do"** as given information and ***"pollinate"*** as new information. The second sentence starts with the nominalization **"pollination,"** now as a **given**. The given/new pattern allows the second sentence to capture and build on the concept pollinate as **given** so that more information can be added (e.g., the transfer of pollen from a stamen to a pistil).

Educators can undoubtedly identify other common organizational patterns and language structures in English. Being able to see how these patterns and structures connect to the Key Language Uses can help you use them with your multilingual learners.

Unique Linguistic and Organizational Features of Key Language Uses

Narrate: Represent Experiences Through Stories and Histories

The Key Language Use **Narrate** refers to the way students use language to represent experience—real or imaginary. This genre family has the function of engaging and/or informing the reader or audience. (See Table 4-2 for examples.) The many genres that come under the umbrella of Narrate serve purposes including to convey what one imagines, to share an experience, to entertain, to inform, and to persuade. Narratives can take the form of stories, such as fictional creative short stories and novels, or nonfiction news stories and anecdotes. They can also take the form of histories, such as chronicles, biographies, and historical recounts.

Narratives tend to follow cultural story-telling patterns, and cultural norms for narratives can affect students' interpretations. It is important to be mindful that multilingual learners from different backgrounds may approach aspects of narrative such as truth, identity, and themes according to their cultural norms.

Table 4-2: Narrate Genre Family

Sample Genres	Purpose	Sample Classroom Applications
Personal recount	Reflect on experience by giving details of an incident	• How I came to this country • Our class field trip to the virtual museum
Short stories	Engage, encourage reflection, entertain, or teach a moral lesson	• The Rabbit and the Fox • Finding Helena
Anecdotes	Share a short and amusing episode about a real person	You won't believe what happened!
News stories	Inform about newsworthy events in a compelling way	Writing a story or blog for a school newspaper: Safety in School
Autobiographies	Recount episodes in someone's life as told by that person	• *A Long Walk to Here and Now* • *Hard Lessons Learned*
Biographies	Recount episodes from another person's life	*A Biography of Nelson Mandela*
Historical recounts and accounts	• Recount historical periods • Recount and explain historical stages	• The Ming Dynasty • The Victorian Era • U.S. Immigration History

Narrate Through the Years of Schooling

As students move through school, what they are expected to be able to do with Narrate changes (see Table 4-3). Students are always expected to express their ideas, interact with others, and create multimodal texts (written, oral, visual), but the resources they are expected to use become more sophisticated and often build upon previously acquired ways of using language. As such, when a multilingual learner arrives any time after early elementary school, they may need a great deal of support in building up their resources for Narrate.

Table 4-3: Narrate Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
Young learners come to school with experience and skill in telling stories. They use language to narrate when they • Share and reflect on lived experiences • Retell or create imaginative stories that rely on shared understanding with their audience • Create multimodal texts that include drawings and spelling approximations	In upper elementary school students expand their use of language to • Add details about people, characters, scenes, settings, and actions • Create images in the reader's mind through richly descriptive language • Interpret and develop more complicated plots • Move back and forth between spoken and written modes as they create increasingly coherent multimodal narratives for a variety of contexts and purposes	Middle and high schoolers use language in increasingly strategic ways to • Add nuance to how they describe people, objects, scenes, and actions • Use dialogue to provide insight into character's motives and personalities • Underscore the significance of events • Manipulate pace to bring attention to key points in the narrative • Create tension and suspense • Draw on a range of language resources to make narratives flow well and hang together coherently

Narrate Across Content Areas

Narratives as a genre family are generally associated with literature or language arts; however, narratives are present in all disciplines, as shown in Table 4-4.

Table 4-4: Narrate Across Content Areas

Language Arts	Mathematics	Science	Social Studies
In language arts, students process and produce narratives to • Convey real or imaginary experience through short stories, novels, anecdotes, memoirs, and autobiographies • Develop and process their own identities	In mathematics, students process and produce narratives to • Illustrate mathematical concepts • Contextualize and build stronger connections to the applications of math, bringing them to life in story forms	In science, students process and produce narratives to • Tell stories that add meaning to technical and abstract scientific phenomena • Share observations of how things work and evolve, and of how humans become interested in science	In social studies, students process and produce narratives to • Communicate their perspective on what happened, who was involved, and where and when it took place (settings, epochs) • Paint a larger picture of a particular event or social phenomenon

How Narrate Interacts with other Key Language Uses

As a genre family that allows students to create real or imaginary stories and recount histories, the Key Language Use Narrate relies largely on descriptions and sequencing of events. This way of using language underlies the other Key Language Uses as well. It is typical, for example, for arguments to include a personal story to connect with the audience, or for a science explanation to use a narrative to illustrate a phenomenon.

Inform: Communicate Factual Information on a Topic

The Key Language Use **Inform** allows students to observe, record, and describe information about the natural world around them. (See Table 4-5 for examples.) This genre family consists of texts that convey facts in nonfiction contexts as students define, describe, compare, contrast, organize, categorize, or classify something (for example, a favorite animal, a musical instrument, a planet, an epoch, or other newly researched knowledge). Informational texts are often multimodal: they tend to include pictures, symbols, charts, diagrams, illustrations, and other means that help to show relationships like parts to whole, or classes/subclasses of things.

Table 4-5: Inform Genre Family

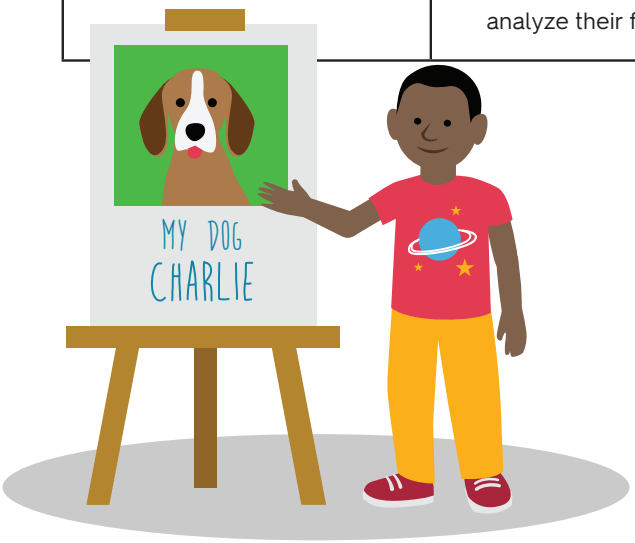
Sample Genres	Purpose	Sample Classroom Applications
Descriptive report	Give information about an entity by describing its uses, characteristics, physical attributes, behavior, or other features	• Dolphins • Magnets • Stages of cell division
Classifying report	Organize and describe a field or topic into class and subclass hierarchies	• Classes of environmental disasters • Types of software
Comparative report	Identify similarities and differences between two or more things	• Stars and planets • Mitosis and meiosis
Compositional report	Describe parts and wholes	• Layers of the rainforest • The acoustic guitar
Lab report	Describe experiments using the scientific method	Types of techniques to separate mixtures
Investigation report	Research a topic using a variety of sources	The impact of COVID-19 on school learning
Design report	Design and create a product, service, performance, or artwork	Designing and constructing multimedia compositions
Problem-solution report	Devise a solution to a problem	Solutions report: robot arm designs for trash pick up

Inform Through the Years of Schooling

The language demands required for students through the Key Language Use Inform change significantly throughout the years of schooling. The language for observing and describing information shifts from describing people, places, and objects in the immediate environment to classifying and categorizing more abstract phenomena involving deeper taxonomies. What students can demonstrate with the language for informing depends on their knowledge of the topic; therefore, students need support to research topics before reporting on them. Because linguistic demands of Inform increase through the years of schooling, multilingual learners need ongoing explicit support with Inform across the grades. The progression is shown here in Table 4-6.

Table 4-6: Inform Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
Young learners use language for informing when they • Report on topics they know well • Discuss or write about people, places, or familiar things in their environment, such as "My dog Charlie"	In upper elementary school students expand their use of language to • Report on their researched topics at a distance and in general terms such as "Canine species" or "Dogs" in general • Manage information about entities according to their composition and classifications, to compare and contrast phenomena, and to analyze their features	Middle and high schoolers use language in increasingly strategic ways to • Provide extended scientific classifications or technical information with much more detail, precision, and sophistication • Share their research findings through different kinds of reports (e.g., more complex problem-solution reports and lab reports)



Inform Across Content Areas

Because information reports are used to describe phenomena and entities, these texts are more prevalent in science and social studies; however, they are also present in mathematics and language arts. (See Table 4-7 for examples.)

Table 4-7: Inform Across Content Areas

Language Arts	Mathematics	Science	Social Studies
In language arts, students process and produce information to • Ask and answer questions about local and global issues • Compare and contrast themes in various works • Research, summarize, draw conclusions, and report findings	In mathematics, students process and produce information to • Ask and answer questions, explore, model, conjecture, test, and prove • Define and represent concepts • Engage in problem-solving	In science, students process and produce information to • Ask and answer questions about phenomena • Explore solutions to problems • Elaborate on concepts and processes	In social studies, students process and produce information to • Ask and answer questions about past and present events • Pursue investigations through the tools and lenses of geography, history, economics, and political science

How Inform Interacts with other Key Language Uses

When students research a topic, the newfound knowledge can inform the basis for evidence in arguments. The researched material can also inform the background of a narrative short story. When students explain a phenomenon with a poster, they might need to inform by providing a definition of key concepts, such as magnetism. When asked to explain how energy flows through an ecosystem, they may need to inform by classifying the components of an ecosystem.

Notice that information reports are different from explanations because, for example, while the former describes or classifies such phenomena as clouds, explanations are concerned with how clouds are formed or why it rains.

Explain: Give Account for How or Why Things Work

The Key Language Use **Explain** centers on locating and substantiating the inner workings of natural, artificial, and social phenomena (see Table 4-8). Explanations are more than descriptions or recounts—they ask not only about the "what," but the "how," thus searching for causal relationships and overarching theories to construct deeper understandings. As they grow in complexity, explanations often draw on the unobservable or underlying concepts or mechanisms for how something works.

Table 4-8: Explain Genre Family

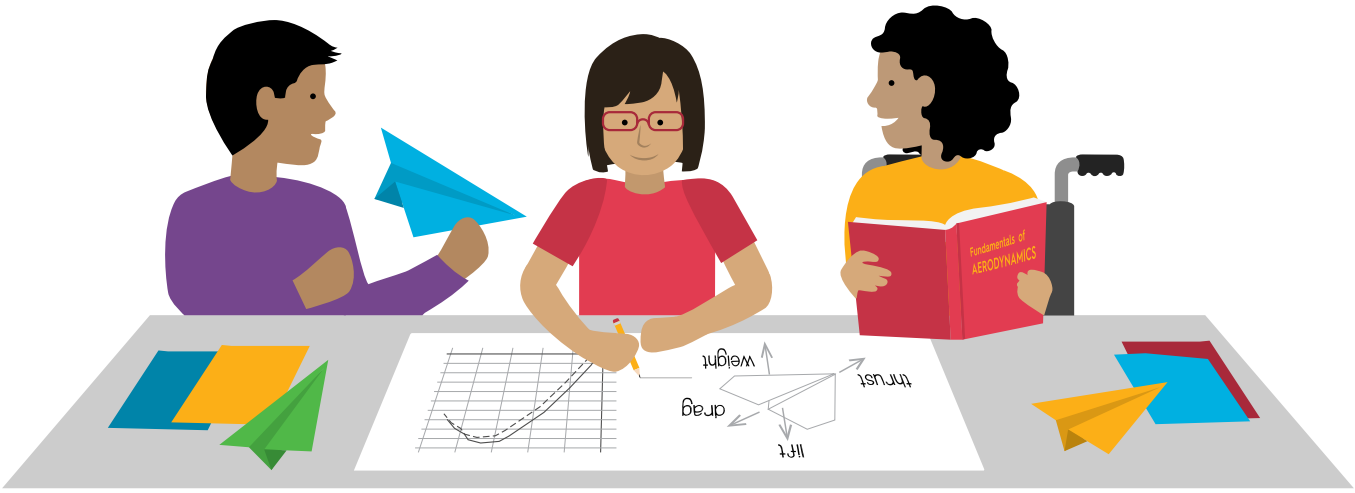
Sample Genres	Purpose	Sample Classroom Applications
Sequential explanation	Explain phenomena in a linear sequence	• How recycled paper is made • How a bill becomes a law
Causal explanation	Explain phenomena in a linear sequence showing how one step causes the next	• How a volcano erupts • How a solar eclipse occurs • How we get hiccups
Cyclical explanation	Explain phenomena in a way that the last step is also the beginning of the cycle	• The life cycle of a frog • The water cycle
Systems explanation	Explain how a system works. Includes a description of the components and how they relate and interact with one each other.	• How the desert works as an ecosystem • How the branches of the government work • How school or local community works as a system
Factorial explanation	Explain factors (multiple causes) that contribute to an event or outcome	• Factors that create the conditions for a tornado • Factors that led to World War II
Consequential explanation	Explain consequences (multiple effects) of an event	• What are the consequences of not following our classroom community rules? • What happened as a result of Westward Expansion in the U.S.? • What were the consequences on Native people?

Explain Through the Years of Schooling

The language demands required for students through the Key Language Use Explain change significantly throughout the years of schooling. The language for explaining how or why things work shifts from explaining observable phenomena in early years to explaining the underlying causes and the inner workings of natural, built, or social phenomena in later ones. Explanations take on a more multifaceted nature because they deal with complex phenomena involving multiple causes and multiple effects. Because linguistic demands of Explain increase through the years of schooling, multilingual learners need ongoing explicit support with Explain across grade levels. The progression is shown in Figure 4-9.

Table 4-9: Explain Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
Young learners use language for explaining when they • Share their observations of the how and why of observable and familiar phenomena (life cycle of a butterfly) • Use diagrams, drawings, speech, and some writing to process and produce multimodal texts that are sequential (from farm to table) or cyclical (how a caterpillar becomes a butterfly)	In upper elementary school students expand their use of language to • Convey the underlying causes of phenomena (how magnets work) • Identify consequences of events or actions (what happens as a result) • Establish connections and relationships between different ideas	Middle and high schoolers use language in increasingly strategic ways to • Establish more complex connections between causes and effects • Convey more abstract concepts and relationships among ideas (how aerodynamics or electromagnetism work) • Use multiple sources of empirical evidence to locate and substantiate underlying causes for phenomena



Explain Across Content Areas

Explain features prominently in the fields of science and social studies, as these two disciplines exist to explain natural, artificial, and social phenomena. However, it is also present in other content areas, as shown in Table 4-10.

Table 4-10: Explain Across Content Areas

Language Arts	Mathematics	Science	Social Studies
In language arts, students process and produce explanations to • Account for how ideas, characters, and themes develop in various literary and informational works	In mathematics, students process and produce explanations to • Account for how something was done (how students determined a solution or came to a conclusion) • Convey flaws in the chain of mathematical reasoning	In science, students process and produce explanations to • Account for the underlying causes or principles of phenomena • Draw on scientific models, principles, and ideas that are based on evidence	In social studies, students process and produce explanations to • Account for causal and consequential relationships among events and outcomes • Foreground reasons that contribute to outcomes • Account for the effects or consequences of something • Account for how political, economic, or cultural systems work

How Explain Interacts with other Key Language Uses

As students develop complex explanations, they may Inform (e.g., by naming, defining, describing, or comparing and contrasting something), Narrate (e.g., include an anecdote), and Argue (e.g., make a claim) as they work to help their audiences accurately understand the how or why of a concept.

Explanations share some features with the Key Language Use Inform. Yet, while Inform is concerned with describing, classifying, or categorizing things, explanations ask students to substantiate the inner workings, the how and why of phenomena or issues. For example, instead of merely describing types of precipitation, explanations require that students convey why it rains or snows. Argue also shares similarities and differences with Explain. Whereas Explain starts with the assumption of truthfulness as it proceeds to answer questions about the why or how of something, Argue is concerned with making others believe that something is true or persuading people to change their beliefs or behavior.

Argue: Justify One's Claims Using Evidence and Reasoning

The Key Language Use **Argue** refers to the way students use language to change the audience's point of view, to bring about action, or to ask the audience to accept one's position or evaluation of a concept, issue, or problem. Argue has the function of validating, evaluating, and persuading by supporting or challenging points of view, advocating for particular approaches, convincing based on the merits of a proposed solution, interpreting messages in a text, or analyzing various aspects of a literary work. The practice of constructing convincing arguments propels student thinking and learning, develops critical judgement, and enhances oral language, writing, and research skills. (Table 4-11 shows examples.)

Table 4-11: Argue Genre Family

Sample Genres	Purpose	Sample Classroom Applications
Persuasion	Convince an audience to act in a particular way	• Plastic straws should be banned! • Save the rainforests!
Discussion	Discuss two or more sides of an issue	• Nuclear power, for or against? • Online learning, pros and cons
Challenge	Rebut a position on an issue	• Graffiti is art • A response to immigration policy
Review	Assess the value of a work	Reviews of books, films, videogames
Interpretation	Interpret message in a work, usually a literary text or art form	• What is the message/theme in *The House on Mango Street?* • Literary elements in *Bless Me Ultima*
Critical response	Analyze and evaluate various aspects of a texts, including ideas, themes, messages, and symbols	• Analyze the representation of Mexicans in *American Dirt*

Argue Through the Years of Schooling

The language demands required for students to argue change significantly throughout the years of schooling (see Table 4-12). The expression and elaboration of ideas shifts from describing personal opinions about everyday topics to using research, data, and textual evidence to engage with abstract concepts. Interacting with and convincing an audience requires increasing control over language resources that express attitude and engage with possibilities. For example, creating coherent and logical texts through textual organization, connectives, and reference becomes increasingly sophisticated and varied. Multilingual learners need ongoing explicit support with Argue across the grades.

Table 4-12: Argue Through the Years of Schooling

Early Elementary	Upper Elementary	Middle and High School
Young learners use language for arguing to • Express emotions, likes, and dislikes on familiar topics such as food and games • Formulate and share opinions through short multimodal texts about familiar issues	In upper elementary school students expand their use of language to • Substantiate claims with evidence and reasoning on topics outside their realm of personal experience • Elaborate on ideas from research, data derived from experiments, or citations from literary texts • Engage with other voices, possibilities, and perspectives	Middle and high schoolers use language in increasingly strategic ways to • Express attitudes, adjust the strength of feelings and opinions, refer to other perspectives, and engage the audience • Sustain claims and reasoning by weighing evidence, evaluating data sources, and connecting evidence to claims • Contextualize and evaluate primary and secondary sources • Conduct and present research • Analyze sophisticated literary texts

Argue Across Content Areas

The Key Language Use Argue is relevant to every content area. Students are expected to engage in evaluation and persuasion in each discipline. Some distinctive features of Argue across the disciplines are highlighted in Table 4-13.

Table 4-13: Argue Across Content Areas

Language Arts	Mathematics	Science	Social Studies
In language arts, students process and produce arguments to • Determine the validity of a claim, position, belief, or conclusion • Offer reasons and evidence from multiple sources to support an opinion or claim • Convince someone to believe or do something • Respond to, interpret, and evaluate literary and informational works	In math, students process and produce arguments to • Examine and evaluate the validity of conjectures (explanations) • Distinguish correct from flawed reasoning • Examine connections to mathematical principles or previously accepted ideas	In science, students process and produce arguments to • Test out claims about the world • Evaluate the limitations of a claim • Design solutions • Engage in a process of reasoning that is grounded in evidence • Reach agreements	In social studies, students process and produce arguments to • Interpret and analyze the nature of historical understandings • Evaluate and communicate understandings through political, historical, geographic, and economic lenses • Discuss and evaluate sources that are grounded in evidence

How Argue Interacts with Other Key Language Uses

Argue incorporates elements of other Key Language Uses as it seeks to show an audience the validity of a position. For example, an anecdote Narrate may introduce the background of an argument, definitions and facts Inform may frame the evidence to defend a claim, and an explanation Explain may be the basis for evidence.

In science, in particular, there is an overlap between the Key Language Uses of Argue and Explain. Explanations account for how or why things work (e.g., how energy flows through an ecosystem), and arguments seek to use data as evidence for their claims.

Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations

An Overview of Collaborative Planning

The WIDA ELD Standards Framework, working in tandem with academic content standards, defines the language multilingual learners need as they engage in learning and prepare for college, career, and civic life. The framework upholds the goal of increasing equity for multilingual learners by promoting a culturally and linguistically sustaining approach to education and by providing common and visible language expectations in relation to grade-level academic content. Attending to how students use language in learning acknowledges that all learners are language learners, and all teachers are language teachers. For multilingual students, this attention to language use is especially critical.

One of the framework's functions is to serve as a guide for informing the design of curriculum, instruction, and assessment for multilingual learners. Along with WIDA's many resources (e.g., focus bulletins, professional learning), it helps educators navigate the options for engaging students in rigorous academic content learning while simultaneously promoting their language development.

Collaboration is one of the four Big Ideas of the WIDA English Language Development Standards Framework, 2020 Edition.

These four Big Ideas anchor the standards and are interwoven throughout the document:

1. Equity for Multilingual Learners
2. Teach Language and Content Together
3. Functional Approach to Language
4. Collaboration Among Stakeholders



To support this important work, we offer a springboard for discussion around collaborative planning for curricular integration of content and language. This example showcases initial steps educators can take to promote language development in content units of learning. It illustrates how educators can use components of the WIDA ELD Standards Framework to help multilingual learners expand the ways they use language to make meaning in the classroom and beyond.

Below are a few considerations about the WIDA ELD Standards Framework and the sample collaborative planning process:

- **The ELD Standards Framework is inclusive: multilingual learners can enter at many different points and follow unique, individual language learning pathways.** It illustrates how students do not need to attain a certain proficiency level before engaging in grade-level content learning. WIDA resources are intended to guide educators—and not only ESL teachers—in a continual process of designing instruction that builds on and expands students' language strengths and competencies.
- **The ELD Standards Framework does not prescribe a specific curriculum, pedagogy, or teaching methodology.** The sample collaborative planning process offers one possible way (among many others) to use the framework to plan and deliver systematic, explicit, and sustained language development in an embedded manner as multilingual learners learn grade-level content in curricular units of study.
- **The ELD Standards Framework can be used in flexible ways to ensure that all multilingual learners are engaged in processes for making meaning across classrooms.** Educators can use scaffolding practices as needed through innovative and accessible approaches that validate multilingual learners' home, school, and community experiences; leverage students' multiple languages; and offer students opportunities to interact with peers and adults in meaningful, substantial ways. (For more information about scaffolding learning, see the WIDA resource library on the WIDA website.)
- **This sample collaborative planning process starts once educators have identified a well-designed, content-rich curricular unit of study.** In cases where educators do not have an existing unit to work with, additional planning work is needed to fully outline unit-level content and language goals. This sample process is not intended as a basic introduction to curricular design.
- **This sample collaborative planning process is intended to help educators define a unit's language development goals alongside the unit's academic content goals.** Educators can use the unit-level language goals to guide further planning at the lesson level. This sample process offers a starting point for curricular conversations and prompts possible next steps to flesh out how educators will guide multilingual learners towards meeting unit content and language goals.
- **Educators can use the sample collaborative planning process in different ways based on their role, instructional context, curriculum, and students.** For example, content area classroom teachers can use this process to plan upcoming units of study in collaboration with language specialists. Coaches, curriculum supervisors, and other administrators can use this process to support classroom teachers as they collaborate and use the components of the framework to inform language development planning across units of study or curriculum maps.

Administrative Support for Systemwide Collaboration

Multilingual learners are educated in a variety of settings, each with its own unique populations, communities, resources, and approaches. Regardless of the type of educational setting and programming, a coordinated effort among all district and school levels is necessary to provide multilingual learners with coherent learning experiences and an equitable, high-quality education. Several overlapping district and school teams are responsible for making decisions, planning, and implementing programming and instruction for multilingual learners. These plans are best realized when there is communication, coordination, buy-in, and shared responsibility among these teams.

Although collaboration is not possible in every situation, every educator (administrators, teachers, support personnel) is responsible for providing an effective and coherent program for multilingual learners. In addition to district and school levels, administrators can support collaboration at the classroom level by ensuring that content and language educators, as well as other specialists and support personnel, have common planning time, regular opportunities to interact in professional learning communities, and dedicated professional time for shared planning of curriculum, instruction, and assessment for multilingual learners.

In these collaborative sessions, each educator brings expertise and knowledge from their own field, as well as firsthand knowledge of student performance in their classroom. This joint expertise and ongoing sharing of data can be a significant factor in the education of multilingual learners, and a critical part of the infrastructure that supports intentional, resourceful, and responsive design for the achievement and success of multilingual learners.

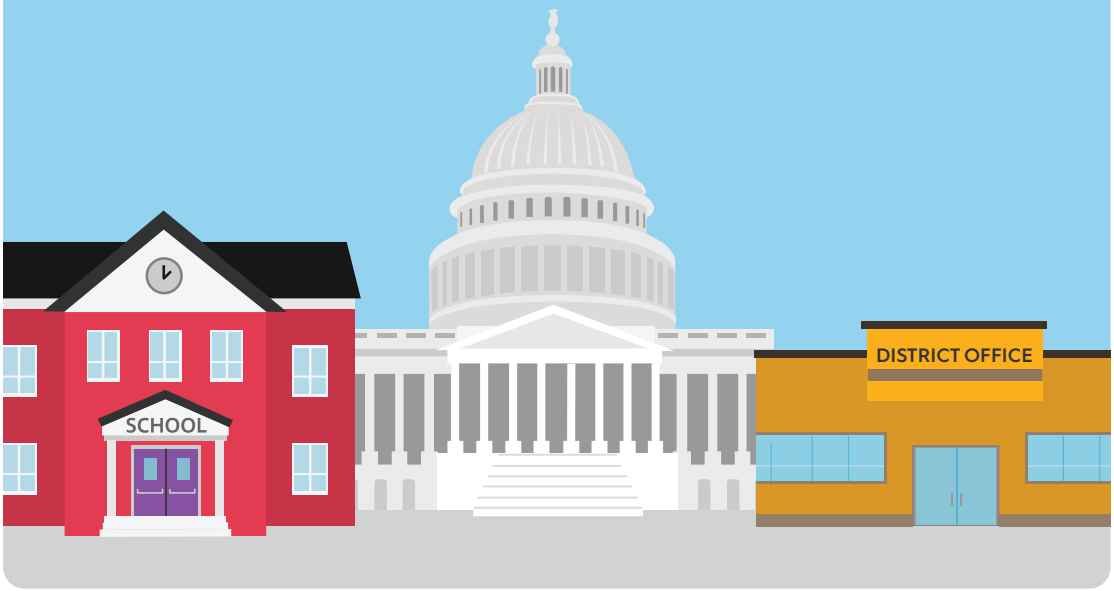
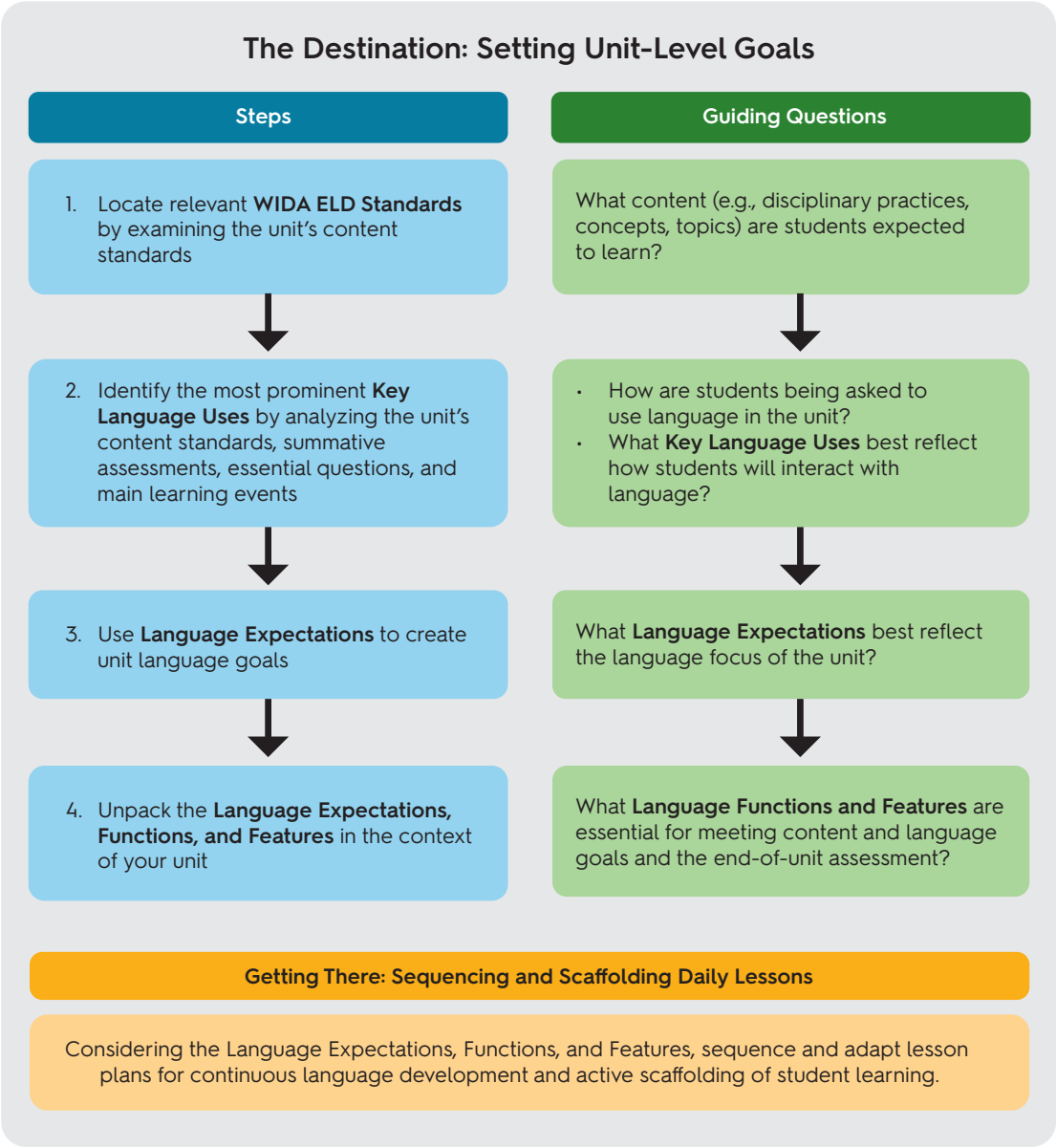


Figure 4-2: Sample Collaborative Planning Process



Sample Collaborative Planning Process: Ms. Khoury and Mr. Renner



The scenario in this section provides multiple snapshots of how to leverage the components and resources of the WIDA ELD Standards Framework. It follows Ms. Khoury, a 7th grade science teacher, as she collaborates with Mr. Renner, an ESL teacher, to incorporate systematic, explicit, and sustained language development into a science unit she will teach this year.

The unit they have chosen, *Where does food come from and where does it go next?,* is part of the OpenSciEd[2] curriculum and has been identified as an emerging example of high quality curricular units designed to meet state science standards. The unit was developed to include educators' perspectives, tested by teachers and schools, and improved over time based on feedback from teachers and field testing. It was also intentionally designed with attention to equity and making sure practices and instructional strategies support sense-making for all learners.

Where does food come from and where does it go next? focuses on matter cycling and photosynthesis. In this unit, students develop and use a model to explain the cycling of matter and flow of energy in a system of living and nonliving components. To develop this scientific model and explanation, students ask and answer questions about phenomena, develop and implement investigations to test out their ideas, and use the results of their investigations to explain phenomena.

To prepare for this task, Ms. Khoury gathered her unit materials, the state science standards, and the WIDA ELD Standards Framework, 2020 Edition. She also reached out to Mr. Renner, the ESL teacher, and scheduled some time for collaborative planning using the sample collaborative planning process. (For more about collaborative planning, see the WIDA website.)

The Destination: Setting Unit-Level Goals

Step 1: Locate relevant WIDA ELD Standards by examining the unit's content standards

First, Ms. Khoury identified content standards her students are expected to learn in the unit and located relevant WIDA ELD Standard statements in grade-level cluster materials (See Table 4-14.).



2 See openscied.org

Table 4-14: The Unit's Academic Content and WIDA ELD Standards

Academic Content Standards	WIDA ELD Standards Statements
MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Focal Disciplinary Core Ideas (DCIs): LS1.C; LS2.B; PS1.A; PS1.B; PS3.D Focal Science and Engineering Practices (SEPs): Developing and Using Models; Constructing Explanations and Design Solutions; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information Focal Crosscutting Concepts (CCCs): Systems and System Models; Energy and Matter	ELD-SI: English language learners will communicate for social and instructional purposes within the school setting. ELD-SC: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.

Step 2: Identify the most prominent Key Language Uses

Next, Ms. Khoury and Mr. Renner analyzed the unit's most important elements such as content standards, essential questions, summative assessments, and main learning events. Their analysis is shown in Table 4-15

They highlighted and outlined the important ways students are expected to use language to engage with the content and demonstrate learning.

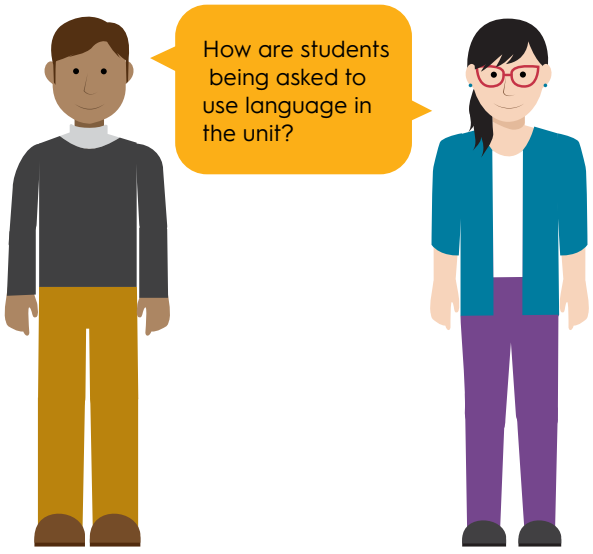


Table 4-15: Sample Content Unit Architecture

<table>
<tr><th>Content Standards</th><th>Essential Questions</th></tr>
<tr><td rowspan="3">• MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
• MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
• MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem</td><td>• Where does food come from and where does it go next?
• How and why do plants have molecules that animals use to make food and energy?
• How do these molecules move between living and non-living parts of the ecosystem?</td></tr>
<tr><th>Summary of Major Learning Activities</th></tr>
<tr><td>To figure out how plants make food molecules and where plants get the matter and energy to do that, students conduct investigations that help them
• Develop a model to track the inputs and outputs of plants
• Carry out experiments to figure out how leaves and seeds interact with the gases in the air around them in the light and the dark
• Develop and evaluate arguments from their evidence to figure out where plants are getting the energy and matter they need to live
• Construct an explanation for the central role of photosynthesis in all food production, including synthetic foods
• Obtain and communicate information to explain how matter gets from living things that have died back into the system through processes done by decomposers
• Develop and use a model to explain that the major atoms that make up food (carbon, hydrogen, and oxygen) are continually recycled between living and nonliving parts of a system.</td></tr>
<tr><th colspan="2">End of Unit Assessment</th></tr>
<tr><td colspan="2">1. Use a model to explain how the snot worms make it possible for the system to access all this new matter and energy from the whale fall. Include inputs and outputs of each component of the system in your model. In the zoom-in, show what changes or processes you would expect to see happening in the water or snot worms that you couldn't see with just your eyes.
2. Complete a table with data and use it to explain what will happen to the system in time.
3. Add words and arrows to the partial food web (representation) below to explain why the whale needs to live in the part of the ocean system near the surface.</td></tr>
</table>

As the teachers looked through the unit and began to identify language needed to meaningfully engage in the main tasks and assessments, they noticed that some of the more important and recurring tasks included maintaining progress trackers, reading informational texts, developing Driving Question Boards, and having discussions for building understanding (see Table 4-16).

Ms. Khoury and Mr. Renner then looked closely at how students would be using language to engage in these activities and learn.

Table 4-16: Progress Trackers, Reading Informational Text, Driving Question Boards, and Building Understanding

Progress Tracker Activity (Sample from OpenSciEd Lesson 4)

Task: On chart paper, draw out the format, headings, and lesson question for the progress tracker shown below for students to reference. Have students draw a three-box progress tracker directly in their science notebooks. Ask them to list the sources of evidence from this lesson and use their own words and pictures to describe what they figured out. This can be done individually or with a partner. Below is one possible representation of a student progress tracker.

Example:

Question	Source of Evidence
Are any parts that make up food molecules going into the plant above the surface?	• CO_2 and water data from the investigation we did as a class • Another class's data on CO_2, water, oxygen, and light levels
What we figured out in words/pictures	
• Carbon dioxide goes into plant leaves. Plants could be using it to make food molecules because it has C and O. • Water comes out of plant leaves. Plants don't take in water through their leaves. • Oxygen also comes out of plant leaves. Plants must be making oxygen somehow.	

Reading Informational Text (Sample from OpenSciEd Lesson 7)

Task: Ask students to individually read *How do scientists measure energy in food?* and answer Making Sense questions. Say, *I came across this article that explains how food scientists make food labels. Let's take a few minutes to use what we see and read about food labels to help us clarify our claims about matter and energy for our input and outputs of plants in the process of photosynthesis.* To help students gather information from the text and images, have them use the *Obtaining Information from Scientific Text Checklist.*

Examples:

Reading: How do scientists measure energy in food?

You've probably heard before that the food we eat provides energy for our bodies, but what exactly does that mean? Remember from the Inside our Bodies unit that when we eat food, it gets broken down in our bodies, and the chemical reactions that happen inside our cells provide energy that our body can use. But how much energy is in the food we eat that can be used by our bodies?

Remember back in Lesson 1, we looked at food labels to see what our breakfast foods were made of?

Food labels also provide information about how much energy a serving of that food can provide our bodies. Look at the food labels below.

Maple Syrup

Nutrition Facts
Serving Size 4 tbsp (60mL)
Servings 32

Amount Per Serving	
Calories 200	
	% Daily Value
Total Fat 0g	0%
Sodium 7mg	0%
Total Carbohydrate 53g	18%
Sugars 53g	
Protein 0g	0%

INGREDIENT: 100% Pure Maple Syrup. Maple Syrup is a natural sweetener made by boiling the sap of a maple tree, nothing is added and only water is boiled off.

Maple Drink

Nutrition Facts
Serving Size 1 Bottle

Amount Per Serving	
Calories 30	
	% Daily Value*
Total Fat 0g	0%
Sodium 0g	0%
Potassium 35mg	1%
Total Carbohydrate 8g	2%
Protein 0g	
Calcium 4% • Iron 0%	
Manganese 50%	

INGREDIENT: Organic maple water

Natto

Nutrition Facts
Serving Size: 1 oz (28g)
Servings Per Container 3.5

Amount Per Serving	
Calories 60	
	% Daily Value*
Total Fat 3g	6%
Saturated Fat 1g	1%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 2mg	0%
Total Carbohydrate 4g	1%
Dietary Fiber 2g	6%
Sugars 1g	
No Added Sugars	
Protein 5g	

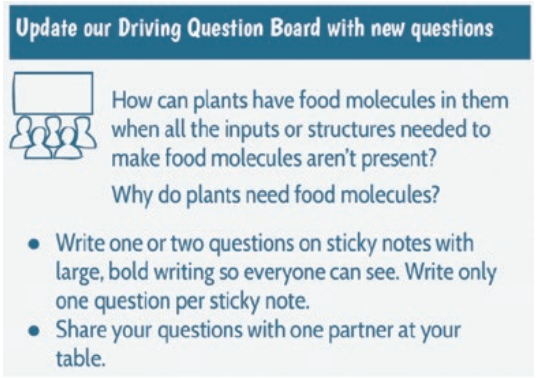
Obtaining Information from Scientific Text Checklist

Obtaining Information	
• Read for the gist—skim the title, headings, images.	What is the central idea or claim?
• Mark up the text.	Select methods for marking the text. For example: • Keep track of questions you have in the margins. • Circle key words. • Put question marks by words you want to learn more about. • Underline main ideas.
• Examine any images, graphs, or tables.	Write one sentence about the central point of each image, graph, or table.
• Examine where the authors obtained their information.	What sources did the authors cite?

Driving Question Board (DQB)

DQB steps:

- The first student comes to the DQB with their sticky note, faces the class, and remains standing. The student reads their question from their note and then posts it on the DQB near the section of the consensus model or the related phenomena.
- The students who are listening should raise their hands if they have a question that relates to the question that was just read aloud. The first student selects the next student whose hand is raised.
- The second student reads their question and identifies what other question on the board it relates to, and why or how. Then the second student places their question near the question it most relates to and selects the next student.



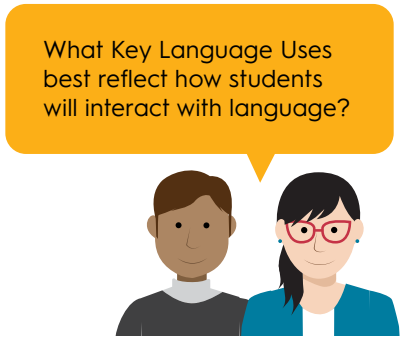
This process continues until everyone has had a chance to post a question.

Building Understanding Discussions

A Building Understandings discussion is useful following an investigation because the purpose is to focus students on drawing conclusions based on evidence. Your role during the discussion is to invite students to share conclusions and claims and to push them to support their conclusions and claims with evidence. Students can disagree with each other, and the class does not need to reach consensus on all ideas shared, however areas of disagreement can motivate future investigations. Helpful prompts during these kinds of discussions include:

- What can we conclude? How did you arrive at that conclusion?
- What's your evidence?
- Does anyone have evidence to support Student A's claim? What data do we have that challenges Student B's claim?

Next, Ms. Khoury and Mr. Renner used this information to identify the most prominent Key Language Use of the unit. This helped them organize a focus for language development.



They noticed how content standards and main learning events prioritized the Key Language Use of **Explain**. They also noticed how Social and Instructional language was woven throughout the types of multimodal interactions and discussions students would experience in the unit. Prominent language demands they noticed in the unit included:

- Asking and answering questions to gather and make sense of information
- Drawing conclusions from investigations
- Communicating results from investigations; listening to others' findings and building on them to clarify claims and gather evidence
- Summarizing and using evidence from multimodal texts (readings, videos, discussions) to explain how and why things work
- Using models to explain how and why things work



As the teachers mapped out the language students would need to learn and to demonstrate learning, they also noted that students would be developing and sharing claims supported by evidence throughout the unit. They debated about whether to include Argue as a prominent Key Language Use for the unit. Upon closer inspection, they noticed that students would be developing claims supported by evidence to explain why and how phenomena worked. They also considered how the academic content standards and the unit's summative assessment focused on explaining how things work and why they happen. As a result, they decided that Explain was a better fit for this unit's language development focus.

Step 3: Use Language Expectations to create unit language goals

Once Ms. Khoury and Mr. Renner chose Explain as the Key Language Use of the unit, they looked at related Language Expectations, as shown in Table 4-17.

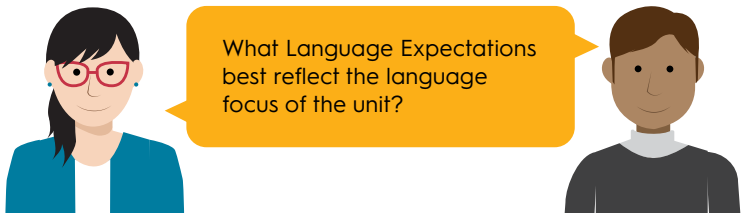


Table 4-17: Language Expectations with Embedded Language Functions

ELD Standard	Language Expectations related to Explain
ELD-SI: Language for Social and Instructional Purposes	ELD-SI.4-12.Explain: Multilingual learners interpret and express explanations for social and instructional purposes that • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or why it works in particular ways
ELD-SC: The Language for Science	ELD-SC.6-8.Explain.Interpretive: Multilingual learners interpret scientific explanations by • Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon • Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs • Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions ELD-SC.6-8.Explain.Expressive: Multilingual learners construct scientific explanations that • Describe valid and reliable evidence from sources about a phenomenon • Establish neutral or objective stance in how results are communicated • Develop reasoning to show relationships among independent and dependent variables in models and simple systems • Summarize patterns in evidence, making trade-offs, revising, and retesting

Ms. Khoury and Mr. Renner could see that ELD-SI worked well in conjunction with ELD-SC. They noted how ELD-SI functions would be naturally interwoven in day-to-day lessons as students more fluidly interacted, engaged in inquiry and discussion, and took notes. Given its more interactive nature, ELD-SI reminded them that students communicate to learn but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.



The teachers wondered whether they should adapt the ELD-SC Explain Language Expectations into more customized unit goals. Whereas they might do that for a different unit, in this case they decided that, as they were, ELD-SC Explain interpretive and expressive Language Expectations sufficiently prioritized the language they would need to systematically teach and assess throughout the unit.

Step 4: Unpack the Language Expectations, Functions, and Features in the context of your unit

Ms. Khoury and Mr. Renner then began to unpack the Language Expectations represented throughout the unit. They saw that each Language Expectation is built around a set of Language Functions (Table 4-18). They noticed that the Language Functions highlighted common patterns of language associated with scientific explanations like the one required in the end-of-unit assessment. The Language Functions helped them see how language works in the context of the unit, giving them ideas for how they could design their instructional plan to help students practice and use this language.

For example, the teachers saw that students would need to use the Language Function **"describe valid and reliable evidence"** to support their explanation about how whale falls work. In their explanation, students would also need to **establish a neutral stance** that is typical of scientific discourse and **develop reasoning to show relationships** among the inputs and outputs of their model of a whale fall system. Finally, students would also need to **summarize patterns in evidence** as they watched the whale fall video, completed the data table, and used this information as evidence in their explanation.

Next, the teachers wondered about what other kinds of language resources students might be able to use to carry out these Language Functions associated with a scientific explanation. They began to examine the Language Features. Language Features are *examples* of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. See Table 4-18 for example Language Features.

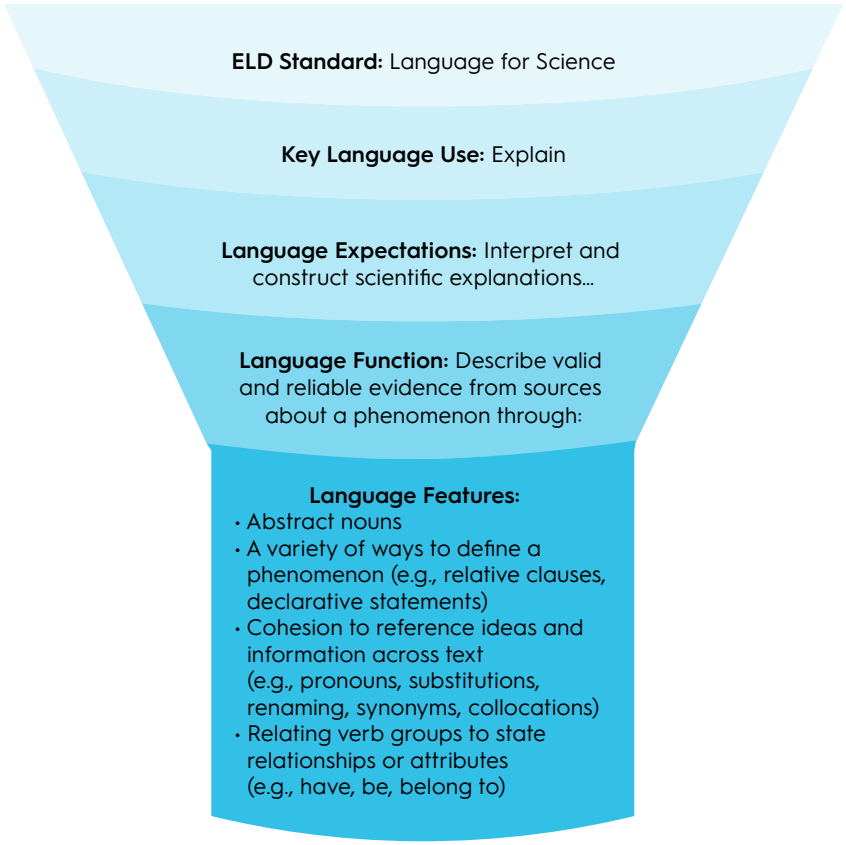


Table 4-18: Example Language Features that are Commonly Associated with a Language Function

Language Function	Commonly Associated Example Language Features
Describe valid and reliable evidence from sources about a phenomenon through	• Abstract nouns to introduce concepts, ideas, and technical terms *(effects, predator-prey relationships, magnetic forces)* • Cohesion to reference ideas and information across text (pronouns, substitutions, renaming, synonyms, collocations) • Relating verb groups to state relationships or attributes *(have, be, belong to)* • A variety of ways to define phenomena (relative clauses, declarative statements)

Figure 4-3 illustrates the process of how Ms. Khoury and Mr. Renner moved their focus from the WIDA ELD Standard Statement all the way to specific Language Features.

Figure 4-3: Honing a Language Focus through the WIDA ELD Standards Framework



As they worked together and discussed how students would be using language to meet content expectations, Ms. Khoury brought her expertise in the field of science, and Mr. Renner brought his in the field of language development. As they dove deeper into the planning, Mr. Renner helped Ms. Khoury learn more about Language Functions and Features, just as Ms. Khoury helped Mr. Renner learn more about the scientific concepts and practices that would be the focus of language use.

Together, the teachers wrote a mentor text to demonstrate to students how language might work in a systems explanation in the context of their unit. Later, the teachers would select one or two Language Functions and Features to work on with students based on their needs and the unit goals. The mentor text is shown on the next page in the center column. The teachers' annotations appear in the left and right hand columns, with colors indicating the connections between the annotations and the text itself. You can find a key to these annotations in the Grade-level Cluster Materials, in Section 3.

Functions & Features	Prompt: If nothing else is added to the system, will the worms be able to live after the whale fall is gone?	Functions & Features
Describe valid and reliable evidence from sources about a phenomenon Abstract nouns to introduce concepts, ideas, and technical terms • the whale fall • the system • ecosystems • carbon dioxide • oxygen • the whale fall ecosystem • cellular respiration Cohesion to reference ideas and information across text • plants...they (pronouns) • carbon dioxide... Co2 (synonyms) • oxygen...O2 (synonyms) • worms...they (pronouns) • oxygen...this (pronouns) Relating verb groups to state relationships or attributes • is • are	Worms will not be able to live on the seafloor after the whale fall is gone because the whale is an essential part of the system providing the worms with food and oxygen. This is how ecosystems typically work: plants have a cycle where they take in carbon dioxide, make sugars, and give off oxygen. **Then**, animals consume the oxygen, eat plants, and give off carbon dioxide. The whale fall ecosystem is unusual **because** there are no plants. It is thousands of feet below the ocean surface where there is no light; ***however,*** *plants need light to absorb energy from the sun to make food*. Since plants are what take in CO2 and give off O2 in ecosystems, without plants the whale fall is high in carbon dioxide and low in oxygen. **Additionally**, other animals *who are also eating the whale carcass*, such as octopi and eels, breathe in the little O2 there is and breathe out more carbon dioxide. The table shows that after the whale bones are gone, the level of carbon dioxide on the sea floor will get higher and higher and the level of oxygen will get lower and lower. Here is how worms make use of the whale fall. Worms do cellular respiration by combining oxygen with food. They get the food from the bones and they get their oxygen from the water. As they consume the bones, their food starts to run out. *Since there are no plants on the seafloor to give off more oxygen* this starts running out too. Without this food and oxygen, the worms will not be able to live on the seafloor.	**Develop reasoning to show relationships** Connectors to link clauses and combine ideas into logical relationships • **then** • **because** • **however** • **additionally** Variety of clauses to express causality • *however, plants need light* • *to absorb energy ... food.* • *who are also eating the whale carcass* • *Since there are no plants on the ... more oxygen*

At this point in the process, the teachers had gained a solid understanding about what language they wanted to prioritize in unit design. They felt confident that their unit goals identified language students should strive toward using to meet content expectations. They also knew that once this overall language destination was set in the service of content, they would spend more time fleshing out specific aspects of language they would be targeting in daily lessons, considering students' backgrounds, experiences, and English language proficiency levels.

Getting There: Sequencing and Scaffolding Daily Lessons

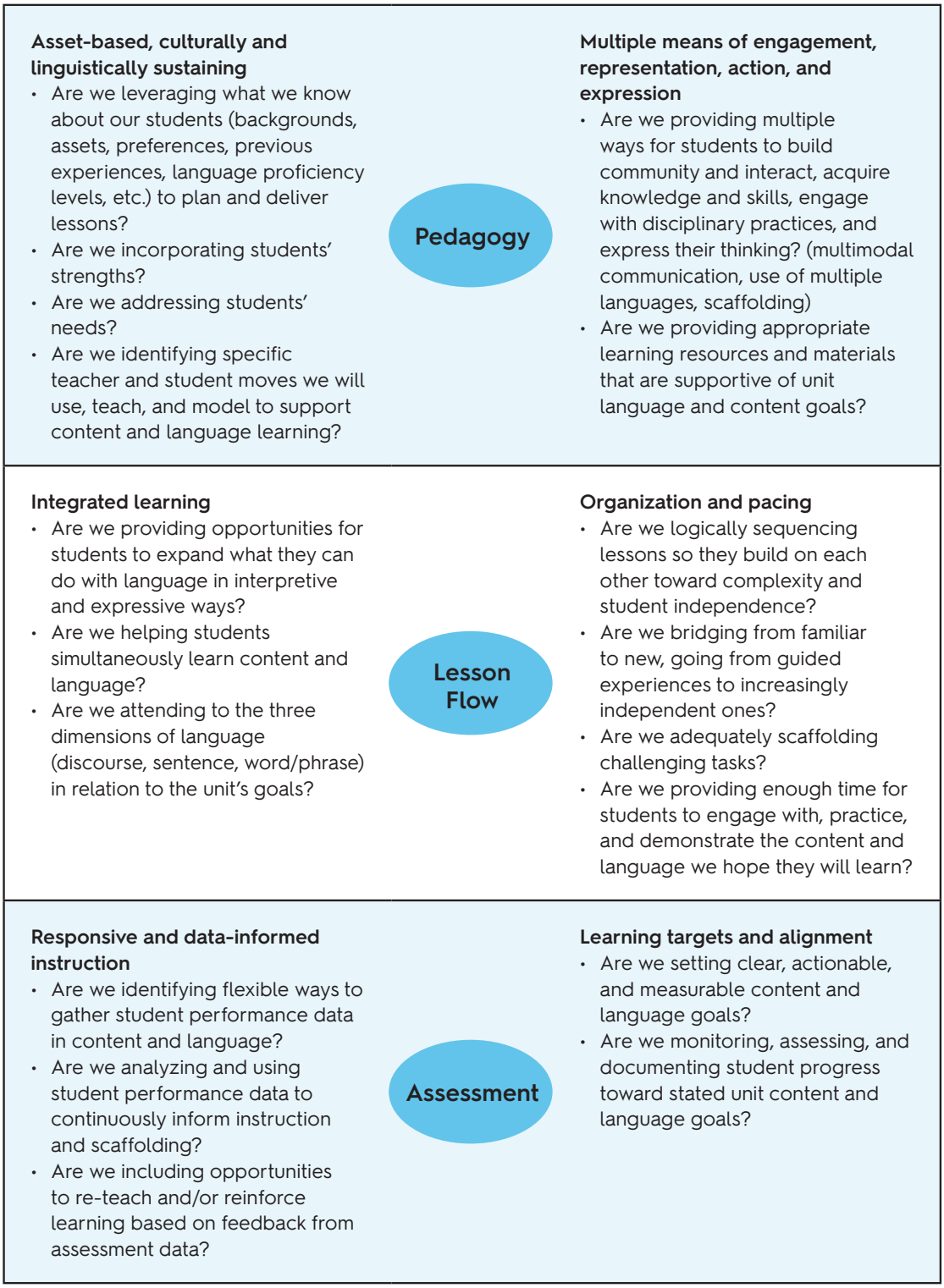
For the next part of the process, Ms. Khoury and Mr. Renner examined and adapted daily lesson plans to ensure multilingual learners could meaningfully engage with grade-level content.

Once the teachers understood how Language Expectations, Functions, and Features represented the language students would need to meet content objectives in the context of this unit, they turned to their Can Do Student Portraits. (A WIDA Can Do Student Portrait is a written or electronic document that focuses on a student's strengths with specific information about the learner's educational background, languages, family, and interests—in addition to what the student can do in English; see the WIDA website for more about these.)

Looking at the student data they had previously gathered, they considered students' emerging strengths and needs, patterns of language and content learning, personal preferences, and interests. They used this information to select instructional approaches that were responsive to student needs and preferences, planning to scaffold instruction as needed. They worked to embed explicit instruction for developing language daily in the context of content learning.

Ms. Khoury and Mr. Renner also planned specific opportunities to look at student work together and make sense of student progress. These collaborative meetings would help them figure out next steps for addressing student strengths and needs. The meetings would also include planning for ways to continue to scaffold the expansion of what students can do with language over time. Figure 4-4 highlights some questions Ms. Khoury and Mr. Renner asked as they planned their daily lessons.

Figure 4-4: Lesson Planning Considerations

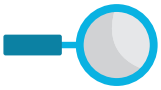


In addition, Ms. Khoury and Mr. Renner developed a common list of classroom supports they could use as needed to help students make meaning and learn language throughout the lesson.

- **Connect** familiar experiences and knowledge to new ones
- **Use home discussion questions** to involve families in discussions of the concepts covered in school
- **Allow multiple options** for students to share their thinking and create their own representations of ideas, including by using other languages, drawing, or using manipulatives
- **List visually-supported key words, cross-disciplinary or technical language,** and their meanings
- **Present sketches, charts, and other visual supports** for students to point to or refer to as needed
- **Prompt students to generate lists** of terms and ideas in English and other relevant languages
- **Continuously revise conceptual webs,** including sketches, graphic supports, and labels in relevant languages
- **Create visual displays/portrayals** of student learning
- **Model language** to communicate ideas more precisely
- **Use chart of language cues** to point to various ways to respond to an idea (elaborate, support, challenge, revise, clarify)
- **Offer sentence frames** that model use of language features needed to accomplish task
- **Cue students to stretch language use** as they share their thinking
- **Provide sufficient wait time** to allow students to formulate ideas in English
- **Purposefully group students** for low-pressure language formulation and peer assistance

As they adapted their daily lesson plans, Ms. Khoury and Mr. Renner reflected on the fluidity of the process of curricular and instructional design. They saw themselves as explorers and learners who benefited from each other's expertise as well as from what they learned from their students. They were committed to continuously learning about best design practices, content and language development, as well as responsive and enriching pedagogies.

This collaborative process helped them understand what language students were really being asked to use in service of content learning. Developing clarity about content and language goals better positioned the teachers to make choices to organize and prioritize instruction, and to expand what students can do with language in different contexts. Making content and language expectations explicit and visible also better positioned the teachers to be more responsive to multilingual learners' strengths and needs, and to strategically guide them toward deepening knowledge, enhancing critical lenses, and increasing independence and agency.



To read more about collaboration, see the WIDA website.

Glossary

causal language: words, phrases, and clauses that express causes and effects. Typical spoken language **connectors** are *because* and *so.* Additional connectors used mainly in writing include *therefore, consequently, as a result,* nouns such as *the result, the effects,* and entire clauses (e.g., *Unable to grow or repair themselves, the corals eventually die),* verbs *lead to, are caused by, resulting in,* and prepositions such as *as*, *for, through.*

clause: a unit of meaning that expresses a message, usually containing a **verb** (e.g., *walk*) and a subject **noun** or noun phrase (e.g., *They walked*). Examples of clauses include the following:

- **conditional clause:** a clause that creates conditional meanings, meanings that pose a hypothesis or impose conditions. A conditional clause usually connects to the beginning or end of the **independent clause** with the **conjunctions** *if* or *unless* (e.g., *The seeds will sprout in a week unless someone forgets to water them.* or *Unless someone forgets to water the seeds, they will sprout in a week.)*
- **dependent clause** (also known as subordinate clause): a clause that depends on an independent clause for its meaning and cannot stand alone (e.g., *as the newly hatched caterpillars grow* or *who eat their prey*). One type of dependent clause is a **relative clause**.
- **independent clause** (also known as main clause): a clause that can stand alone to communicate a complete idea and forms a complete sentence (e.g., *Please take turns.* or *Sharks have rows of teeth*.). An independent clause usually has a subject (a noun) and a predicate (a verb), unlike a **dependent clause**.
- **relative clause**: a dependent clause that starts with *that*, *who,* or *which* and adds details to its noun. The relative clause (underlined) in the following example adds specificity to the word "magnets": *Magnets <u>that are strong enough</u> can lead to personal injury.* Also see **expanded noun group**.

cognates: words that have similar spelling, pronunciation, and meaning across languages. For example, *el paquete* in Spanish and *packet* in English for "packet," *pomidori* [помідори] in Ukrainian and *pomodoro* in Italian for "tomato." False cognates are words that sound similar but have different meanings. For example, *embarazada* ("pregnant" in Spanish) is not a cognate to *embarrassed* in English.

coherence: how text holds together at the **discourse dimension of language** through its logical links in meanings. Coherent text makes sense; readers can understand its meaning and intent in the context in which it is presented.

cohesion: how parts of text interconnect and flow with help from **cohesive devices**.

cohesive devices: words, phrases, clauses, and organizational patterns that tie ideas together so they become unified in the whole text. **Given/new** is an organizational pattern; linguistic resources include **lexical cohesion, substitution or omission** (also known as ellipsis), and **reference devices** (e.g., personal pronouns, demonstrative pronouns, qualifiers).

collocation: a group of words that habitually go together such as *plus and minus, multiply and divide*, *push and pull, up and down, ebb and flow, peanut butter and jelly*. On the other hand, hearing these collocations worded in different order would sound a bit unusual: *minus and plus, flow and ebb.*

communication modes: interpretive mode (listening, reading, and viewing) and **expressive mode (speaking, writing, and representing)** are the two types of communication modes incorporated into the WIDA English Language Development Standards Framework's Language Expectations and Proficiency Level Descriptors.

conjunctions: words that combine clauses or sentences. Examples of conjunctions include the following:

- **coordinating conjunctions:** a conjunction placed between words, phrases, clauses, or sentences of equal rank such as *and, nor, yet, so, but,* and others.
- **subordinating conjunctions:** a conjunction that introduces a subordinate clause and creates concessive, contrastive, and causal relationships (e.g, *while, although, however, because*). See **connectors.**

connectors: text connectives, coordinating and subordinating **conjunctions**, and linking phrases used to connect ideas in sentences and signal different relationships (causal, additive, chronological). Connectors create cohesion and logical development across a text. Examples of connectors:

- **addition**: *and, and then, furthermore, in addition, apart from that, furthermore, besides, along with, again, along with*
- **cause/consequence**: *because, so, despite, nevertheless, even though, so, therefore, consequently, due to, because of this, as a result*
- **comparison/contrast**: *but, for example, instead, in other words, however, in fact, in that case, while, although, on the other hand, despite*
- **concession**: *while, although*
- **condition**: *if, unless*
- **purpose**: *in order to, so*
- **sequence**: *first, second, finally, in the first place, to start with, at this point, to get back to the point, in short, all in all, to conclude*
- **time:** *when, then, next, afterward, after a while, at the same time, at this moment, meanwhile, previously, before that, finally*

connotation and denotation: While the **denotation** of a word refers to its primary, dictionary meaning, **connotation** refers to a range of secondary, inferred, or associated significances and feelings a word may imply. Most words have denotative and connotative meanings that speakers and writers interpret within their contexts of identity, history, culture, and situation. For example, the dictionary defines "cheap" as inexpensive. Yet, *cheap* may invoke connotative meanings of frugality and good value, whereas in another situation, the word may convey stinginess and poor quality.

cross-disciplinary language: common academic language used across content areas, e.g., *analyze, evaluate, critique, identify, evidence, analysis, summary, explanations.*

culture: practices and beliefs members of a group share. Cultural practices are dynamic—changing based on context.

declarative sentence: a sentence with subject-verb order, typically used to make statements that are not commands or questions. For example, declarative sentences evaluate and interpret events (e.g., *The review describes how the author used the graphic novel format.)*

denotation of a word refers to its primary, dictionary meaning. See **connotation and denotation.**

density: see **lexical density** under **text complexity**

dimensions of language: a linguistic system can be described along three dimensions: **discourse, sentence,** and **word/phrase**.

- **discourse:** discourse is the broadest dimension of language. Discourse imparts meaning across an entire text (oral, written, visual), supported by the sentence and word/phrase dimensions. To consider how a language user constructs a meaningful message, begin by looking at the discourse dimension and the overarching message to see how language is organized to communicate particular ideas, how language holds ideas together in a text (its cohesion), and how loosely or tightly language is packed (its density). In the discourse dimension, the text's purpose, such as explaining how or why something happens, shapes its organizational pattern. For example, typical discourse of mathematical explanations may include a statement of solution to a problem, an explanation sequence, and an evaluation or justification of one's reasoning.
- **sentence:** a sentence is a word or group of words that states, asks, commands, or explains an idea. As a dimension of language, sentences contribute to the grammatical complexity of a text. Language users make choices in how they express ideas and their interrelationships through clauses in various sentence types. These also help shape how a text is sequences and connected. A sentence can be simple, compound, or complex. See **sentence types**.
- **word/phrase:** as a dimension of language, words and phrases add precision to communication. For example, language users strategically select **everyday**, **cross-disciplinary**, or **technical** language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.

disciplinary learning: learning in the disciplines, such as math or science, that includes learning how to think, communicate, read, and write according to each discipline's traditions.

discipline-specific language: language used in distinctive ways within each discipline or field. For example, words like *substitute, show,* and *intersect* have particular meanings for mathematics. *Defense, extend,* and *goal* have meanings specific to physical education. Each discipline or field contextualizes the meaning of words such as *table: table* of data in math versus *table* as a piece of furniture. See also **everyday language** and **technical language.**

everyday language: language for representing ideas in nontechnical ways (e.g., *puppies* instead of *canines, plussing* instead of *addition, reasons why* instead of *evidence, hills* instead of *effigy mounds*). See **discipline-specific language** and **technical language.**

evaluative language: language for expressing different attitudes, feelings, beliefs, or judgments toward people and phenomena. Writers and speakers can use evaluative language to make moral judgments of people's behavior, assess the quality of objects, or build empathy and suspense. Evaluative language includes **nouns** (e.g., *disdain, emptiness, fear, admiration)*, **verbs** (e.g., *frighten, laugh, reassure, dislike, contradict)*, and adjectives (e.g., *significant, trusting, irrelevant, worthless, shallow, mean).*

expressive mode: The expressive mode includes **speaking**, **writing**, and **representing.** One of two types of **communication modes**.

genres: multimodal texts (e.g., *oral, written, visual, computer-mediated*) that recur for specific purposes, with specific discourse organization patterns and language features.

genre families: groups of genres with similar characteristics, purposes, and common organizational structures (e.g., *the biography, autobiography, and short story genres belong to the "narrate" genre family*). Each Key Language Use represents a specific genre family.

given/new: an organizational pattern that builds and sequences information from sentence to sentence. The writer places the given (or known) information at the beginning of the sentence and the new (or unknown) information at the end. In the sentence that follows, the new information is presented as given so more information can be added, often through **nominalization (**see **text complexity)**. For example:

> ***The most important thing that bees do*** [given] *is pollinate* [new]. ***Pollination*** [given] *is the transfer of pollen from a stamen to a pistil* [new].
>
> The first sentence presents *"The most important thing that bees do"* as given information and "pollinate" as new information. The second sentence starts with the nominalization "pollination" as a given. The given/new pattern allows the second sentence to capture and build on the concept "pollinate" as given so more information can be added: *the transfer of pollen from a stamen to a pistil.*

grammatical complexity: when multiple clauses are embedded in text to add details, illustrate, elaborate, and/or create different logical relationships (e.g., **conditional**, **causal**, **consequential**). See **sentence types** and **connectors.** Typically, literary writing is more grammatically complex, while science writing is less grammatically complex but lexically dense. Spoken language is more grammatically intricate and complex than written language.

imperative: a sentence with no subject, typically used for commands. (e.g., *Put the wire on the other side of the LED light.*)

interpretive mode: The interpretive mode includes **reading**, **listening**, and **viewing.** One of two types of **communication modes**.

interrogative: a sentence that asks a question (e.g., *Why do we need to create a graph with data?*). See **clause.**

Key Language Uses: high-leverage genre families across academic content standards.

- **Narrate:** language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support persuasion.
- **Inform:** language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.
- **Explain:** language to account for how things work or why things happen. As students explain, they substantiate the inner workings of phenomena.
- **Argue:** language to develop claims and counterclaims, and to provide evidence to substantiate them. Argue is also used to evaluate issues, advance or defend ideas or solutions, change the audience's point of view, or bring about action.

language: a dynamic system of choices used to communicate within a sociocultural context. Speakers and writers make language choices to accomplish many purposes (e.g., to represent experiences, to enact roles and relationships, and act upon the world).

language development: an interactive social process that occurs over time to expand what students can do with language.

Language Expectations: goals for content-driven language instruction.

Language Features: examples of language resources that carry out specific Language Functions. (e.g., different types of sentences, clauses, phrases, and words).

Language Functions: common patterns of language use associated with the Language Expectations. For example, a series of Language Functions is associated with the process of constructing narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation.

lexicon: words/phrases or vocabulary of a language.

lexical cohesion: refers to the use of word association to tie together meanings in a text, such as through

- **repetition**: e.g., *Dolphins have fins. Dolphins use fins to swim.*
- **synonyms**: phrases with similar meanings: *parallel lines = lines that never meet*
- **antonyms**: phrases with contrastive meanings: *hot air goes up, cold air comes down*
- **hyponyms**: words that identify a general class and a subclass: *nations: Algeria, China, Haiti*
- **classifications that are more general or specific**: *mammals: monotremes, marsupials, and placentals*
- **compositions that identify a whole and its parts**: *earth: mantle, outer core, inner core*

lexical density: the amount of information in a clause's noun group. Density increases with the number of nouns, verbs, adjectives, and adverbs. In *The phenomenon in which current is induced due to relative motion between a coil and a magnet is called electromagnetic induction.*, the noun group has seven content words that make it expanded and lexically dense. See **nouns: expanded noun phrase**.

linguistic and cultural sustainability: the preservation of languages, literacies, and other cultural practices and identities of multilingual learners and communities.

linguistic repertoire: languages, language varieties, and registers that combine into a set of dynamic resources from which language users can draw when they communicate. A linguistic repertoire is not fixed from birth. Rather, people develop their language resources as they go through life by engaging in a variety of contexts in local and global communities. See **translanguaging**.

listening: an **interpretive mode** of communication used in interpreting meanings created through sound.

metacognitive awareness: people's ability to consciously reflect on how they think and learn, including by examining learning strategies, what works and why, and adjusting strategies as needed.

metacultural awareness: the ability to consciously reflect about cultural conceptualizations, both one's own and that of others. See **culture**.

metalanguage: language for talking about language. For example, vocabulary for talking about **cohesion** includes **lexical cohesion**, synonyms, and antonyms.

metalinguistic awareness: the ability to reflect about language and how it works, the choices one makes with language, how language influences and is influenced by context, as well as how language use creates meanings and enacts relationships among people and things.

mode: a meaning-making system that includes such elements as oral and written language, symbols, charts, tables, graphs, images, videos, voice, body positioning, and sound. See **communication modes.**

modifiers: words, phrases, or clauses that go before (called premodifiers) or after (called postmodifiers) nouns. They add specificity, details, and precision to the main noun. Modifiers include adjectives, adverbs, classifiers, and quantifiers. For example, dog → *the* dog → *the beautiful* dog → *the beautiful, tall* dog → *the beautiful, tall, 7-year-old* dog → *the beautiful, tall, 7-year-old black* dog *that ran across the street …*

multilingual learners: language learners who regularly come in contact with and/or interact in languages in addition to English. Multilingual learners include English language learners, dual-language learners, newcomers, students with interrupted formal schooling, long-term English learners, English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language, and students who speak varieties of English or indigenous languages.

multimodality: use of multiple means of communication, including spoken and written language, gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, and computer-mediated means.

nominalization: the conversion of verbs, adjectives, adverbs, or entire clauses into nouns, such as from the verb "evaporate" to the noun "evaporation" and "persecuting" to "persecution." For example, *Heated water **evaporates** faster. **Evaporation** increases as temperature rises.*

nouns: nouns and noun phrases (also known as noun groups) represent people, places, things, or ideas. A noun phrase includes a noun (e.g., *dog*) plus its modifiers, including articles (e.g., *the dog*) and adjectives (e.g., *the black dog*).

- **simple noun phrase:** a group of words relating to a noun that may include a single modifier such as an adjective or a classifier (e.g., *a marsupial animal* or *this chemical element)*.
- **expanded noun phrase:** a group of words relating to a noun that typically includes premodifiers and postmodifiers adding information about the noun. These **modifiers** can include determiners (*the bees*), prepositional phrases (*bees in the beehive*), demonstratives (*these bees*), adjectives or adjectival phrases (*hardworking bees*), quantifiers (*many bees*), classifiers (*Western honeybees, Carpenter bees),* and **relative clauses** (*bees that pollinate crops and flowers*), or a combination of these **modifiers** (*hardworking, nonaggressive pollinator bees that pollinate crops and flowers)*.

passive voice: sentences can be structured in the active voice (*He made mistakes.*) or the passive voice (*Mistakes were made.*). In the passive voice, the object (or recipient) of an action is the subject of a sentence, as in *Magnetism was discovered about 4,000 years back in Greece.* or *The numbers were multiplied by.* Writers and speakers may intentionally use the passive voice to foreground an action's result, hide who is to blame for an action, or avoid mentioning the actor.

Proficiency Level Descriptors: a continuum of language development articulating how students might develop language across six levels of English language proficiency.

reading: an **interpretive mode** of communication used to interpret meaning created thorough printed words.

reference devices: words that bridge back or forward to people, things, or sections of a text. For example:

- **personal pronouns:** such as *you, she, they* that refer to living and non-living things (e.g., *People use maps to find where they need to go*.)
- **articles:** as in *a, an, the.* For example, in *"Can you hold the pencil?,"* "the" refers to a pencil that the speaker or writer mentioned previously.
- **demonstrative pronouns:** such as *this/these, that/those, there* that refer to living and nonliving things, places, or actions mentioned previously (e.g., *Once you decide where you want to go, you need to find out how to get there*.)
- **qualifiers:** such as *many/some/several* (e.g., *Maps used to be drawn by hand. Many had pictures of fantastic beasts and other decorations.*)
- **comparatives:** such as *same/different*, *other*, *bigger/est*, *more/less* (e.g., *This map has a lot of detail, but that one has more*.)
- **text reference:** where a pronoun (such as *this/these* or *that/those*) works a substitute for an idea or phenomenon previously described in the text (e.g., *Maps are flat, but the world is round. This is why globes are so useful*.).

representing: an **expressive mode** of communication used to create meanings using images, graphic representations, movement, video, graphics, or other visual means.

scaffolding: a contingent, collaborative process of supporting student development of new skills, concepts, practices, and understandings to build student autonomy by providing the needed kind of support that will trigger agency. Unlike a fixed, "one size fits all" set of routine supports, scaffolding starts with high expectations for all students and provides them with high support so they can rise to that challenge and perform tasks independently over time.

sentence types: there are three types of sentences: simple, compound, and complex.

- **simple sentences:** a simple sentence contains a single independent **clause**. Simple sentences are not necessarily short (e.g., *Pooh always liked a little something at eleven o'clock in the morning.*) nor are they always simple (e.g., *On Earth (and elsewhere), trace amounts of various elements continue to be produced from other elements as products of nuclear transmutation processes.*).
- **compound sentences:** a compound sentence contains two or more independent clauses, often linked with connectives such as *and*, *so*, *but*, *yet*, *either … or*.
- **complex sentences:** containing multiple clauses, a complex sentence is useful for conveying intricate and detailed relationships among ideas. The relationships among the clauses are not equal in that one of the clauses is independent and the others are dependent. Clauses in complex sentences are often joined by connectives such as *after, before, as long as* (for time); *as if, like* (for comparison); *because, since, in case, as a result of* (for reason); *as long as, unless* (for condition); *although, even if, despite* (for concession); *besides, as well as* (for addition), *except for,* and *instead of* (for replacing) (Derewianka, 2013). See **clause**.

sociocultural context: the social and cultural environment in which people live and interact, or in which something happens or develops. In reference to language use in schools, sociocultural context refers to the interaction between students and the classroom environment, along with the influences that shape the environment (e.g., purpose, topic, situation, participant's identities and social roles, audience). For example, the purpose of the communicative activity might be: *to persuade someone to stop using plastic straws, to warn someone of the impending storm,* or *to write a science explanation*. The topic might be *force and motion in science, or the Industrial Revolution in history*. The identities and social roles of the language users, as well as their relationship, might be *friend to friend or boss to employee*.

speaking: an **expressive mode** of communication used to create meanings orally through spoken language.

substitution or omission: words may be substituted or omitted as a text unfolds to avoid unnecessary repetition. Any element of a clause or even an entire clause can be substituted or omitted.

- **common noun substitutions***: ones, some, other, another one, same one, else, more* (e.g., *There were two rocks, and I chose the smooth one*.)
- **common verb substitutions***: do, does, did, have, will* (e.g., *Some rocks break easily, but others don't*.)
- **other substitutions**: *so* (e.g., *Water can pass through rock. To do so, it has to find air spaces that are connected*.), *none* (e.g., *If there are none, the water won't pass through the rock*.); possessive pronouns: *mine, yours, theirs, hers* (e.g., *My rock is permeable but hers isn't*.)
- **omission**: *don't, does, didn't, haven't, won't* (e.g., *Water will pass through rock only if the air spaces are connected. Otherwise, it won't*.)

technical language: specialized language that is central to building knowledge and conceptual understanding within a specific field of study; language associated with a content area like science (e.g., *geothermal*) and math (e.g., *polynomials*) or with fields like video games or sports. See also **everyday language** and **discipline-specific language.**

text: a unit of meaning with a purpose in a particular context. Meaning can be created with different meaning-making systems: art, words, sound, symbols, color, movement. Texts can be written, oral (conversations or presentations), digital (websites or news broadcasts), visual (diagrams, art, posters, advertisements), or a combination of all these types. This document defines texts as multimodal; they can contain symbols, maps, timelines, drawings, and other modalities.

text complexity: how challenging a text is to process and interpret. Different features contribute to text complexity, including (and see also) **lexical density, nominalization, passive voice,** and **grammatical complexity.**

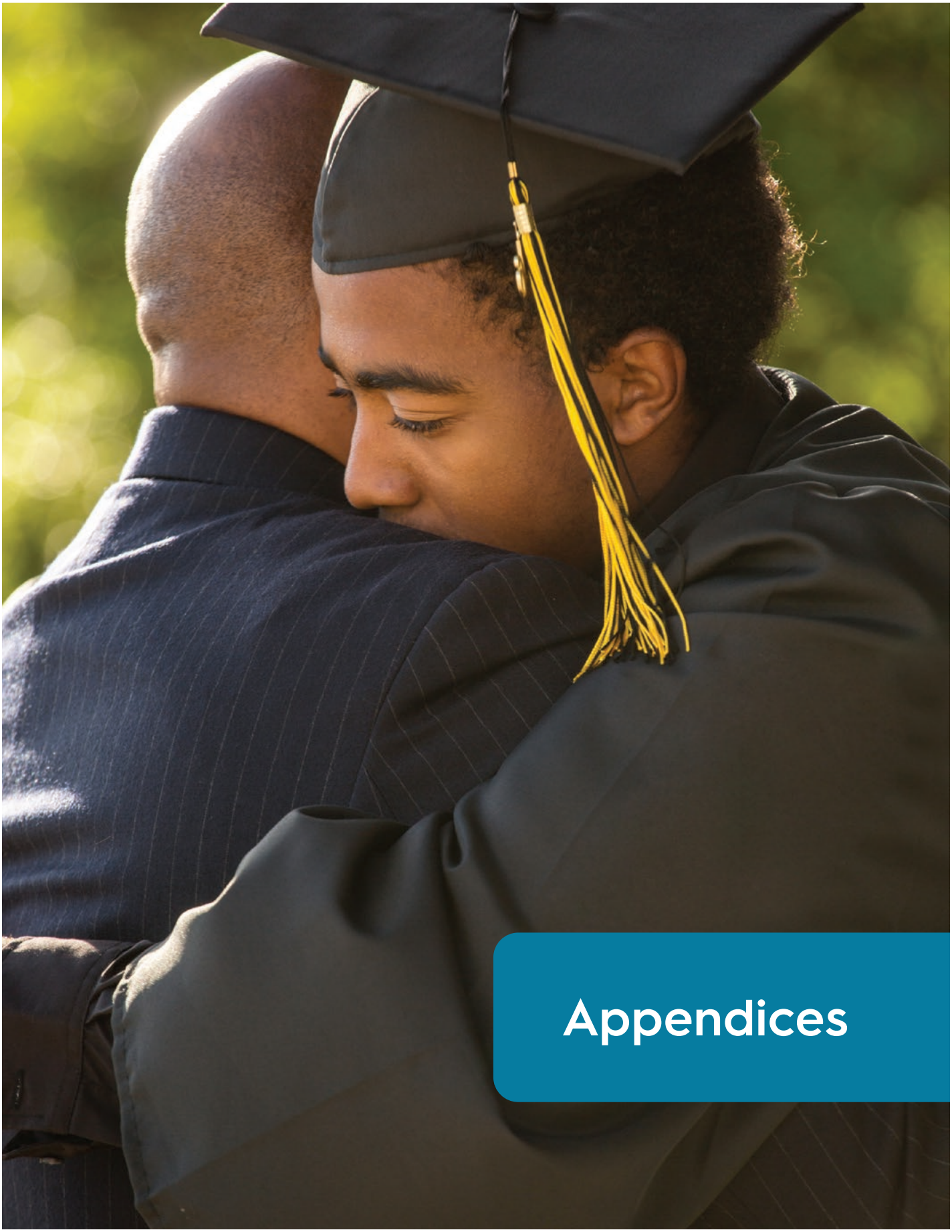
translanguaging: how multilingual learners access and use their full **linguistic repertoire**s in communication and learning, including by using more than one language.

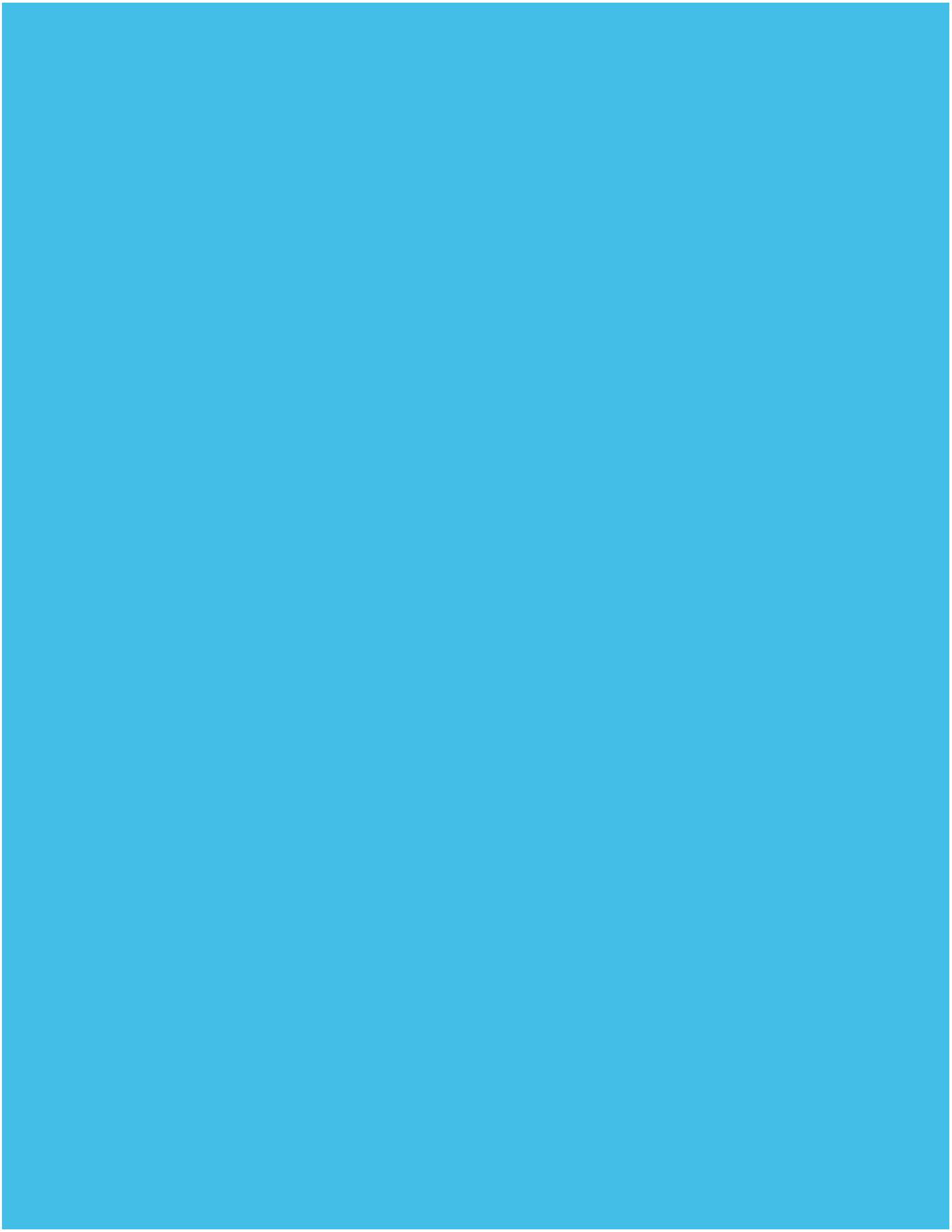
verbs: a word or a combination of words that indicates action, a state of being, a condition, or a relationship among ideas. For example:

- **doing verbs** represent actions: *pull, attract, pollinate, added, subjugate.*
- **relating verbs** show relationships between ideas: *is, belongs to, consists of, has.*
- **thinking verbs** represent thought: *consider, imagine, wonder.*
- **feeling verbs** represent feelings: *admire, detest, respect, love.*
- **saying verbs** indicate what someone or something has said: *confirm, ask, whisper, challenge, yell, contradict.*

viewing: an **interpretive mode** of communication used in interpreting meanings created through images, movement, video, graphics, etc.

writing: an **expressive mode** of communication used to create meanings using symbols (e.g., letters of the alphabet, punctuation, numbers) to communicate ideas in a readable form.


Appendices



Appendix A: WIDA English Language Development Standards Framework, 2020 Edition—Meeting ESSA Title 1 Requirements

One use of the WIDA English Language Development Standards Framework, 2020 Edition, is to serve as a policy document. In that capacity, this edition has been carefully crafted to comply with requirements for English language proficiency standards under Title I of the Every Student Succeeds Act (ESSA, 2015). Specifically, it addresses provisions outlined in the U.S. Department of Education's document, "A State's Guide to the U.S. Department of Education's Assessment Peer Review Process" (U.S. Department of Education, 2018). Table A-1 outlines how relevant Critical Elements in this federal guide apply to the 2020 Edition. WIDA entities can be confident that the consortium will meet its legal obligation of English language proficiency standards and its alignment to assessment.

Table A-1: Critical Elements in Meeting ESSA Title 1 Requirements

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
Critical Element 1.1, Provision of ELP Standards for all English Learners and **Critical Element 1.2,** Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards	**The ELP* standards…** align to the State academic content standards	**Correspondence Tables** establish strong alignment of **Language Expectations** to States' academic content standards, as do **Key Language Use Distribution Tables**	• **Correspondence Tables** can be found in Appendix B. • **Key Language Use Distribution Tables** for each grade-level cluster are found in Section 3. Appendix C presents a compilation of these tables from K-12.

*Since 2012, WIDA has referred to its language standards as language development to describe the process over time rather than language proficiency that points to performance at a point in time.

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
Critical Element 1.1, Provision of ELP Standards for all English Learners and **Critical Element 1.2,** Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards	**The ELP* standards...** address the different proficiency levels of English learners	**Proficiency Level Descriptors (PLDs)** present 6 levels of English language proficiency	**PLDs** are presented in Section 3, Grade-Level Cluster Materials. Appendix D, A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes, also includes a listing of PLDs in their complete K-12 progression; a comparison between the 2012 Performance Definitions and 2020 PLDs; and additional notes on alignment of the 2020 PLDs with existing WIDA performance definitions, scales, and tools.
	The ELP* standards... are derived from the 4 domains of speaking, listening, reading, and writing	The 4 domains are subsumed under 2 communication modes—**Interpretive** (listening, reading, viewing) and **Expressive** (speaking, writing, representing)	**Communication Modes** are illustrated in Section 2, The WIDA ELD Standards Framework.

*Since 2012, WIDA has referred to its language standards as language development to describe the process over time rather than language proficiency that points to performance at a point in time.

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
Critical Element 1.5, Meaningful Consultation in the Development of Challenging State Standards and Assessments	(This requirement does not apply to standards and assessments adopted prior to the passage of ESSA, December 2015)	WIDA designed and adopted its first edition of ELP standards in 2004. It has continued to involve multiple entities in subsequent editions through national surveys, advisory panels, focus groups, SEA subcommittees, and Board meetings.	**Documentation of consultation** for this edition is available in Appendix G.

Appendix B: Correspondence Tables for Content and Language Standards

The WIDA English Language Development Standards Framework, 2020 Edition, has been carefully crafted to comply with requirements for English language proficiency standards under Title I of *Every Student Succeeds Act* (ESSA, 2015; see Appendix A: Meeting ESSA Requirements). These requirements are outlined in the U.S. Department of Education's document, *A State's Guide to the U.S. Department of Education's Assessment Peer Review Process* (U.S. Department of Education, 2018).

Critical Element 1.2 *Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards* (U.S. Department of Education, 2018) states:

> The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.

The correspondence tables in this appendix are organized by grade-level cluster and Key Language Use. They provide a sampling of evidence of a strong relationship (that is, correspondence) between state academic content standards and WIDA ELD Standards. They also provide a preview of information that may be included in state peer review submissions to the federal government. These correspondences reinforce the connection between content and language as illustrated in each Key Language Use and the WIDA Language Expectations.

For state peer review evidence, final correspondence determinations between the WIDA Language Expectations and the state academic content standards may be made as part of future alignment studies with educator panels. For more information on this process, see the Council of Chief State School Officers (CCSSO) *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards* [commonly referred to as the ELPD Framework] (CCSSO, 2014), Section 2.3.

Cautions on Unintended Interpretations of Sample Correspondence Tables

The sample high-leverage correspondences shared in this section intentionally preserve for educators the critical choices to be made around the selection of curricular content and instructional approaches. Use these types of high-leverage correspondences to

- Prioritize and engage multilingual learners in deep, rigorous instruction
- Offer flexible, yet consistent instruction and assessment
- Coordinate with other required standards

The correspondences included here are not intended to be interpreted as the only matches possible between the WIDA ELD Standards Framework, 2020 Edition, and academic content standards. The correspondences are the first step in the process used by educators and may potentially vary due to situational circumstances, student-related factors, educator choice, and other considerations.

List of Sample Correspondence Tables

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Kindergarten

English Language Arts.Narrate

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: State Academic Content Standards for English Language Arts **ELA.K.R.L.2 Key Ideas and Details:** With prompting and support, retell familiar stories, including key details. **ELA.K.R.L.3 Key Ideas and Details:** With prompting and support, identify characters, settings, and major events in a story. **ELA.K.R.L.4 Craft and Structure:** Ask and answer questions about unknown words in a text.	**ELD-LA.K.Narrate.Interpretive** Interpret language arts narratives (with prompting and support) by... • Identifying key details • Identifying characters, settings, and major events • Asking and answering questions about unknown words in a text
Expressive Communication Mode	
Source: State Academic Content Standards for English Language Arts **ELA.K.W.3 Text Types and Purposes:** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**ELD-LA.K.Narrate.Expressive** Construct language arts narratives (with prompting and support) that... • Orient audience to story • Describe story events

Science.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), K-2 **SEP 4: Analyzing and Interpreting Data** • Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. • Compare predictions (based on prior experiences) to what occurred (observable events). **SEP 8: Obtaining, Evaluating, and Communicating Information** • Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).	**ELD-SC.K.Inform.Interpretive** Interpret scientific informational texts by... • Determining what text is about • Defining or classifying a concept or entity

Science.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP) **SEP 4: Analyzing and Interpreting Data** • Record information (observations, thoughts, and ideas). • Use and share pictures, drawings, and/or writings of observations. • Use counting and numbers to identify and describe patterns in the natural and designed world(s). • Compare predictions (based on prior experiences) to what occurred (observable events). **SEP 5: Using Mathematical and Computational Thinking** • Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs. • Use quantitative data to compare two alternative solutions to a problem. **SEP 8: Obtaining, Evaluating, and Communicating Information** • Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea. • Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.	**ELD-SC.K.Inform.Expressive** Construct scientific informational texts that... • Introduce others to a topic or entity • Provide details about an entity

Grade 1

Mathematics.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: Standards for Mathematical Practices (MP) **CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them** In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches. **CCSS.MATH.PRACTICE.MP4 Model with mathematics** In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. **CCSS.MATH.PRACTICE.MP7 Look for and make use of structure** Mathematically proficient students look closely to discern a pattern or structure. First graders begin to discern a number pattern or structure. For instance, if students recognize 12 + 3 = 15, then they also know 3 + 12 = 15. (Commutative property of addition.) To add 4 + 6 + 4, the first two numbers can be added to make a ten, so 4 + 6 + 4 = 10 + 4 = 14.	**ELD-MA.1.Inform.Interpretive** Interpret mathematical informational texts by... • Identifying concept or entity • Describing attributes and characteristics

Mathematics.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
Source: Standards for Mathematical Practices (MP) **CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them** In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches. **CCSS.MATH.PRACTICE.MP4 Model with mathematics** In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. **CCSS.MATH.PRACTICE.MP7 Look for and make use of structure** Mathematically proficient students look closely to discern a pattern or structure. First graders begin to discern a number pattern or structure. For instance, if students recognize 12 + 3 = 15, then they also know 3 + 12 = 15. (Commutative property of addition.) To add 4 + 6 + 4, the first two numbers can be added to make a ten, so 4 + 6 + 4 = 10 + 4 = 14.	**ELD-MA.1.Inform.Expressive** Construct mathematical informational texts that... • Define or classify concept or entity • Describe a concept or entity • Compare/contrast concepts or entities

Social Studies.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: College, Career, & Civic Life (C3) Framework **D3.1.K-2.** Gather relevant information from one or two sources while using the origin and structure to guide the selection. **D3.2.K-2.** Evaluate a source by distinguishing between fact and opinion.	**ELD-SS.1.Argue.Interpretive** Interpret social studies arguments by... • Identifying topic • Analyzing evidence gathered from source • Evaluating source based on distinctions between fact and opinion
Expressive Communication Mode	
Source: College, Career, & Civic Life (C3) Framework **D4.1.K-2.** Construct an argument with reasons. **D4.2.K-2.** Construct explanations using correct sequence and relevant information.	**ELD-SS.1.Argue.Expressive** Construct social studies arguments that... • Introduce topic • Select relevant information to support claim with evidence • Show relationship between claim, evidence and reasoning

Grades 2-3

English Language Arts.Narrate

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: State Academic Content Standards for English Language Arts **ELA.2.R.L.1 Key Ideas and Details:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **ELA.2.R.L.2 Key Ideas and Details:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **ELA.2.R.L.3 Key Ideas and Details:** Describe how characters in a story respond to major events and challenges. **ELA.2.R.L.4 Craft and Structure:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **ELA.3.R.L.1 Key Ideas and Details:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **ELA.3.R.L.2 Key Ideas and Details:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **ELA.3.R.L.3 Key Ideas and Details:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **ELA.3.R.L.4 Craft and Structure:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**ELD-LA.2-3.Narrate.Interpretive** Interpret language arts narratives by... • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

English Language Arts.Narrate, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
Source: State Academic Content Standards for English Language Arts **ELA.2.W.3 Text Types and Purposes:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **ELA.3.W.3 Text Types and Purposes:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**ELD-LA.2-3.Narrate.Expressive** Construct language arts narratives that... • Orient audience to context • Develop story with time and event sequences, complication, resolution or ending • Engage and adjust for audience

Mathematics.Explain

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: Standards for Mathematical Practices **CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.** In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They make conjectures about the solution and plan out a problem-solving approach. **CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.** In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.	**ELD-MA.2-3.Explain.Interpretive** Interpret mathematical explanations by… • Identifying concept or entity • Analyzing plan for problem-solving steps • Evaluating simple pattern or structure

Mathematics.Explain, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
Source: Standards for Mathematical Practices **CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.** In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They make conjectures about the solution and plan out a problem-solving approach. **CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.** In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.	**ELD-MA.2-3.Explain.Expressive** Construct mathematical explanations that... • Introduce concept or entity • Describe solution and steps used to solve problem with others • State reasoning used to generate solution

Grades 4-5

English Language Arts.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: State Academic Content Standards for English Language Arts **ELA.4.R.I.2 Key Ideas and Details:** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **ELA.4.R.I.6 Craft and Structure:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **ELA.4.R.I.8 Integration of Knowledge and Ideas:** Explain how an author uses reasons and evidence to support particular points in a text. **ELA.5.R.I.2 Key Ideas and Details:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **ELA.5.R.I.6 Craft and Structure:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **ELA.5.R.I.8 Integration of Knowledge and Ideas:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**ELD-LA.4-5.Argue.Interpretive** Interpret language arts arguments by... • Identifying main ideas • Analyzing points of view about same event or topic • Evaluating how details, reasons and evidence support particular points in a text

English Language Arts.Argue, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
Source: State Academic Content Standards for English Language Arts **ELA.4.SL.4 Presentation of Knowledge and Ideas:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **ELA.4.W.1 Text Types and Purposes:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **ELA.5.SL.4 Presentation of Knowledge and Ideas:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **ELA.5.W.1 Text Types and Purposes:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**ELD-LA.4-5.Argue.Expressive** Construct language arts arguments that... • Introduce and develop a topic clearly and state an opinion • Support opinions with reasons and information • Use a formal style • Logically connect opinions to appropriate supporting evidence, facts, and details, and offer a concluding statement or section

Science.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 3-5 **SEP 7: Engaging in Argument from Evidence** • Compare and refine arguments based on an evaluation of the evidence presented. • Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation.	**ELD-SC.4-5.Argue.Interpretive** Interpret scientific arguments by... • Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions • Comparing reasoning and claims based on evidence • Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation
Expressive Communication Mode	
Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 3-5 **SEP 7: Engaging in Argument from Evidence** • Construct and/or support an argument with evidence, data, and/or a model. • Use data to evaluate claims about cause and effect. • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	**ELD-SC.4-5.Argue.Expressive** Construct scientific arguments that... • Introduce topic/phenomenon in issues related to the natural and designed world(s) • Make and define a claim based on evidence, data, and/or model • Establish a neutral tone or an objective stance • Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making between claim, evidence, and reasoning

Grades 6-8

Mathematics.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: Standards for Mathematical Practice **CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.** In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking. **CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.** In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking. **CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.** In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.	**ELD-MA.6-8.Argue.Interpretive** Interpret mathematics arguments by... • Comparing conjectures with previously established results • Distinguishing commonalities among strategies used • Evaluating relationships between evidence and mathematical facts to create generalizations

Mathematics.Argue, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
Source: Standards for Mathematical Practice **CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.** In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking. **CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.** In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking. **CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.** In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.	**ELD-MA.6-8.Argue.Expressive** Construct mathematics arguments that... • Create conjecture, using definitions and previously established results • Generalize logic across cases • Justify conclusions with evidence and mathematical facts • Evaluate and critique others' arguments

Social Studies.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: College, Career, & Civic Life (C3) Framework **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use. **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.	**ELD-SS.6-8.Argue.Interpretive** Interpret social studies arguments by... • Identifying topic and purpose (e.g., argue in favor or against a position, present a balanced interpretation, challenge perspective) • Analyzing relevant information from multiple sources to support claims • Evaluating point of view and credibility of source based on relevance and intended use
Expressive Communication Mode	
Source: College, Career, & Civic Life (C3) Framework **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. **D4.2.6-8.** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. **CCSS.ELA-LITERACY.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources. **CCSS.ELA-LITERACY.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.	**ELD-SS.6-8.Argue.Expressive** Construct social studies arguments that... • Introduce and contextualize topic • Select relevant information to support claims with evidence from multiple sources • Establish perspective • Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Grades 9-12

English Language Arts.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: State Academic Content Standards for English Language Arts **ELA.9-10.R.I.1 Key Ideas and Details:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **ELA.9-10.R.I.2 Key Ideas and Details:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **ELA.11-12.R.I.1 Key Ideas and Details:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **ELA.11-12.R.I.2 Key Ideas and Details:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	**ELD-LA.9-12.Inform.Interpretive** Interpret informational texts in language arts by... • Identifying and/or summarizing central ideas • Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships • Evaluating cumulative impact and refinement of author's key word choices over the course of a text

English Language Arts.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
Source: State Academic Content Standards for English Language Arts **ELA.9-10.W.2 Text Types and Purposes:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **ELA.9-10.W.7 Research to Build and Present Knowledge:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **ELA.11-12.W.2 Text Types and Purposes:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **ELA.11-12.W.7 Research to Build and Present Knowledge:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **ELA.11-12.W.HST.2 Text Types and Purposes:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **ELA.11-12.W.HST.7 Research to Build and Present Knowledge:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**ELD-LA.9-12.Inform.Expressive** Construct informational texts in language arts that… • Introduce and define topic and/or entity for audience • Establish an objective or neutral stance • Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships • Develop coherence and cohesion throughout text

Science.Explain

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 9-12 **SEP 1: Asking Questions and Defining Problems** • Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical and/or environmental considerations. **SEP 6: Constructing Explanations (for Science) and Designing Solutions (for Engineering)** • Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. **SEP 8: Obtaining, Evaluating, and Communicating Information** • Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem. • Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.	**ELD-SC.9-12.Explain.Interpretive** Interpret scientific explanations by... • Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon • Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs • Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

Science.Explain, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 9-12 **SEP 6: Constructing Explanations (for Science) and Designing Solutions (for Engineering)** • Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. • Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. • Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. • Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. **SEP 8: Obtaining, Evaluating, and Communicating Information** • Communicate scientific and/or technical information or ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). • Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible	**ELD-SC.9-12.Explain.Expressive** Construct scientific explanations that… • Describe valid and reliable evidence (from multiple sources) about a phenomenon • Establish neutral or objective stance in how results are communicated • Develop reasoning to illustrate and/or predict relationships between variables in a system or between components of a system • Summarize and refine solutions referencing evidence, criteria, and/or trade-offs

Appendix C: A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations

Distribution of Key Language Uses in Kindergarten				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	◐

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	●

● Most Prominent ◐ Prominent ○ Present

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

Distribution of Key Language Uses in Grades 9-12				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

K
KINDERGARTEN

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.K.Narrate.Interpretive
Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K.Narrate.Expressive
Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.K.Inform.Interpretive
Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive
Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts

K
KINDERGARTEN

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.K.Inform.Interpretive
Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive
Construct mathematical informational texts (with prompting and support) that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.K.Inform.Interpretive
Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive
Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.K.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain.Expressive
Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

K
KINDERGARTEN

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.K.Inform.Interpretive
Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

ELD-SS.K.Inform.Expressive
Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

GRADE 1

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.1.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive
Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.1.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

GRADE 1

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.1.Inform.Interpretive
Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

ELD-MA.1.Inform.Expressive
Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.1.Inform.Interpretive
Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive
Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.1.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.1.Inform.Interpretive
Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive
Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

GRADE 1

WIDA ELD STANDARD 5

Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.1.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim and evidence, and reasoning

GRADES 2-3

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADES 2-3

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.2-3.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

GRADES 2-3

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.2-3.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

GRADES 2-3

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

GRADES 2-3

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Argue.Interpretive
Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive
Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

GRADES 2-3

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

GRADES 2-3

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Argue.Interpretive
Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive
Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

GRADES 2-3

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Explain.Interpretive
Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive
Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

GRADES 2-3

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

ELD-SS.2-3.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

GRADES
4-5 WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES 4-5

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

GRADES 4-5

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

GRADES 4-5

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Argue.Interpretive
Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive
Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

GRADES 4-5

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

GRADES 4-5

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Argue.Interpretive
Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA.4-5.Argue.Expressive
Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

GRADES 4-5

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

GRADES 4-5

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Argue.Interpretive
Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

ELD-SC.4-5.Argue.Expressive
Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

GRADES 4-5

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Explain.Interpretive
Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive
Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

GRADES 4-5

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

GRADES 6-8

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

ELD-LA.6-8.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Argue.Interpretive
Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6-8.Argue.Expressive
Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

GRADES 6-8

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

ELD-MA.6-8.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution

GRADES 6-8

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Argue.Interpretive
Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

ELD-MA.6-8.Argue.Expressive
Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

GRADES 6-8

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC.6-8.Explain.Expressive
Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

GRADES 6-8

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Argue.Interpretive
Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.6-8.Argue.Expressive
Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

GRADES 6-8

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Explain.Interpretive
Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluate experts' points of agreement, along with strengths and weakness of explanations

ELD-SS.6-8.Explain.Expressive
Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

GRADES 6-8

WIDA ELD STANDARD 5

Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive
Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

GRADES
9-12 WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES
9-12 WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES 9-12

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Narrate.Interpretive
Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA.9-12.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

GRADES 9-12

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

GRADES 9-12

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive
Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

GRADES 9-12

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Explain.Interpretive
Multilingual learners use language to interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA.9-12.Explain.Expressive
Multilingual learners use language to construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

GRADES 9-12

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Argue.Interpretive
Interpret concepts in arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA.9-12.Argue.Expressive
Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

GRADES 9-12

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC.9-12.Explain.Expressive
Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

GRADES 9-12

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Argue.Interpretive
Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive
Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

GRADES 9-12

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Explain.Interpretive
Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive
Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

GRADES
9-12 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS.9-12.Argue.Expressive
Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Appendix D: A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes

Expansion of the K-12 Performance Definitions into Proficiency Level Descriptors for All Grade-Level Clusters

Since 2004, the WIDA K-12 Performance Definitions have offered an interpretation of student language performance across five levels of English language proficiency. For the 2020 Edition, WIDA has expanded the K-12 Performance Definitions into Proficiency Level Descriptors with six grade-level clusters that provide elaborated, developmental interpretations for multilingual learners' proficiency levels in English. This appendix offers a comparison of the 2004 Performance Definitions and 2020 Proficiency Level Descriptors.

Both the 2004 K-12 Performance Definitions and 2020 grade-level cluster Proficiency Level Descriptors use similar language performance criteria that focus on similar concepts:

- Organization
- Cohesion
- Density
- Grammatical Complexity
- Precision/Vocabulary Usage

However, the 2020 Proficiency Level Descriptors provide heightened emphasis on discourse; there are three criteria provided in the discourse dimension and only one criterion each in the other two dimensions (sentence and word/phrase).

Table D-1 provides a comparison of the 2014 Features of Academic Language (WIDA, 2014) and its update, the 2020 Dimensions of Language in the Proficiency Level Descriptors: Criteria and Sample Features (see Section 2 of this document).

Table D-1: Comparison of Criteria in 2014 Features of Academic Language Chart and 2020 Dimensions of Language Table

	2012 Performance Definitions (2014 Features of Academic Language Table)	2020 Proficiency Level Descriptors
Discourse Dimension	• Structure and variety of organized speech/written text • Coherence and cohesion of ideas • Density of speech/written text • Amount of speech/written text*	• Organization of language • Cohesion of language • Density of language
Sentence Dimension	Types and variety of grammatical constructions	Grammatical complexity of language

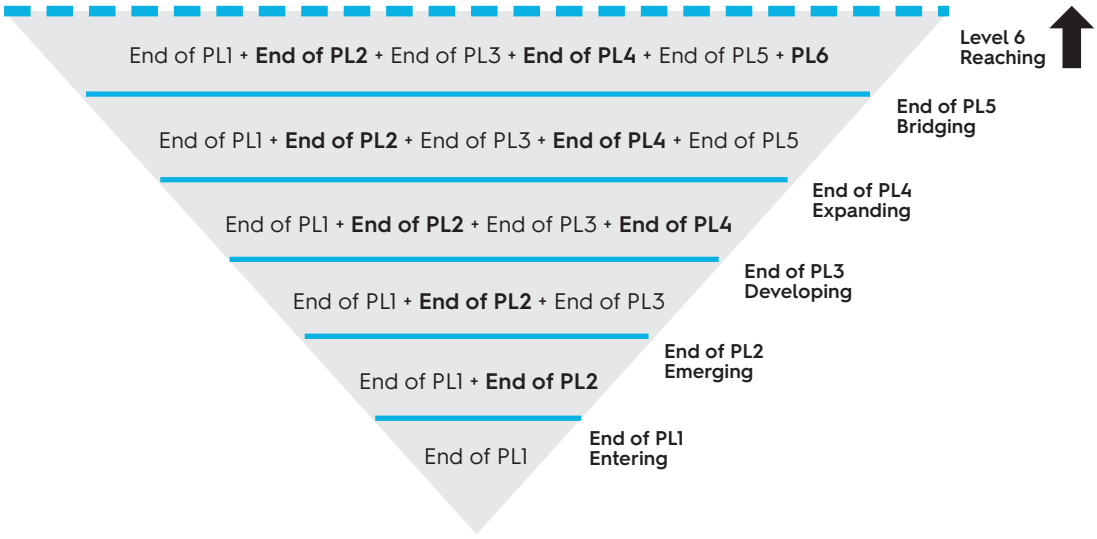
	2012 Performance Definitions (2014 Features of Academic Language Table)	2020 Proficiency Level Descriptors
Word/Phrase Dimension	General, specific, and technical language • Multiple meanings of words and phrases • Collocations and idioms • Nuances and shades of meaning	Precision of language • 3 types of language (everyday, cross-disciplinary, and technical) • Examples (e.g., multiple meanings, collocations, idioms, shades of meaning, etc.)

*The 2020 Proficiency Level Descriptors measure excerpts of language; neither descriptors nor examples within the Proficiency Level Descriptors describe the full amount of text that students can process or produce (e.g., chapter books)

Similarities among 2012 K-12 Performance Definitions and 2020 Grade-Level Cluster Proficiency Level Descriptors

- Both K-12 Performance Definitions and grade-level cluster Proficiency Level Descriptors conceptualize the linguistic system within a sociocultural context.
- Both are organized around three dimensions of language:
    - The discourse dimension imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions.
    - The sentence dimension contributes to the grammatical complexity of how various sentence types shape text sequencing and connections.
    - The word/phrase dimension adds precision to communication. For example, language users strategically select different three types of language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.
- Both describe the interpretive and expressive communication modes. (The 2012 edition used the terms *receptive* and *productive* communication modes.) The two communication modes encompass the four language domains (speaking, listening, reading, and writing), as outlined in federal requirements for language proficiency standards.
- For both the K-12 Performance Definitions and the grade-level cluster Proficiency Level Descriptors, proficiency levels are cumulative, meaning that each proficiency level includes and builds on previous ones (e.g., the student proficiency descriptors for the end of PL4 include the three previous sets of descriptors. The descriptors for the end of PL4 = End of PL1 + End of PL2 + End of PL3 + End of PL4).

Figure D-1: Cumulative Expansion of Multilingual Learners' Linguistic Resources



- Both the K-12 Performance Definitions and the grade-level cluster Proficiency Level Descriptors highlight the notion that, as multilingual learners gain proficiency in English, their abilities to effectively use language across each of the criteria increases accordingly. As multilingual learners progress across proficiency levels, they develop an increasing range of linguistic resources to use when making meaning in context and in coordination with multimodal communication resources.
- Both target end-of-level performance in order to provide aligned interpretations of WIDA scale scores. Within each level, the progression of student language development may develop differently.
- Both include an assumption that appropriate scaffolding must be provided to the student. The choice of scaffolding and multimodal communication (e.g., visual, auditory, tactile, kinesthetic) for multilingual learners, including those with disabilities, should be based on various factors, including the communicative purpose of the situation and the student's level of language proficiency.

Differences between K-12 Performance Definitions and Grade-Level Cluster Proficiency Level Descriptors

Table D-2: Differences Between Performance Definitions and Proficiency Level Descriptors

K-12 Performance Definitions	Grade-Level Cluster Proficiency Level Descriptors
• Describe student language development for activities that target the **WIDA Model Performance Indicators** • Reflect language development across the **K-12** grade span	• Describe student language development for activities that target the **2020 WIDA Language Expectations** • Reflect language development at designated grade-level clusters that correspond to those used with WIDA ACCESS for ELLs **(K, 1, 2-3, 4-5, 6-8, 9-12)**
Offer **five proficiency levels**	Offer **five proficiency levels plus new descriptors for PL6** (Reaching). It is important to remember even when reaching the criteria described in PL6 (Reaching), the student continues onward with lifelong language development.
Define three types of vocabulary: • **General language:** Everyday words or expressions not typically associated with a specific content area (e.g., describe, book) • **Specific language:** Words or expressions used across multiple academic content areas in school (e.g., chart, total, individual) • **Technical language:** The most precise words or expressions associated with topics within academic content areas in school	Clarify definitions for three types of vocabulary: • **Everyday language:** Language for representing ideas in nontechnical ways (e.g., dogs instead of canines) • **Cross-disciplinary language:** Common academic language used across content area contexts (e.g., analyze, evaluate, summarize) • **Technical language:** Specialized, increasingly abstract language associated with a content area such as science and history (e.g., mitosis, imperialism)

Alignment of 2020 Grade-Level Cluster Proficiency Level Descriptors with Existing WIDA Performance Definitions, Scales, and Tools

The single K-12 continuum of K-12 Performance Definitions was expanded into six grade-level cluster Proficiency Level Descriptors to support consistency of proficiency level interpretations by state, local, and school-based educators and to provide additional details that address developmental differences in the complexity and range of language uses needed by primary and secondary students.

For federal peer review purposes, it is important for state education agencies to show that, in the new 2020 Edition, WIDA has not changed the fundamental nature of the scores aligned with the WIDA English Language Development Standards. Thus, a key activity during 2019-2020 development work was ensuring consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores.

Thus, some key activities in the development of the 2020 Proficiency Level Descriptors focused on ensuring consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores. These activities included the following:

- Conducted literature review to identify key performance criteria to be measured
- Created alignment mapping between 2012 and 2020 performance criteria and tools
- Checked validity and calibrated equivalent difficulty levels in descriptors with evidence from ACCESS for ELLs student samples and scoring tools
- Checked consequential validity with international, national, state, and local educator reviews and panels
- Obtained external expert feedback and recommendations
- Checked to ensure proposed levels fit with descriptions of student performances for each grade-level cluster on ACCESS for ELLs

Summary

The 2020 grade-level cluster Proficiency Level Descriptors have been carefully designed to ensure consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores. The six grade-level clusters in the Proficiency Level Descriptors provide elaborated, developmental interpretations for multilingual learners' proficiency levels in English.

Proficiency Level Descriptors for all grade-level clusters are provided beginning on the next page. These are identical to the descriptors shown in the grade-level cluster materials.

Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around topics *(my family)* with words, pictures, phrases, or chunks of language	around topics *(all about me)* with repetition, rhyming, and common language patterns	around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences	to meet a purpose *(to inform, narrate, entertain)* through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	patterned language with repetitive words	patterned language with repetitive words and phrases *(This is a duck. The duck says quack, quack. This is a goat.)*	repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)*	some frequently used cohesive devices (demonstratives: *this, these, that, those*)	a few different types of cohesive devices *(repetition, pronoun referencing, etc.)*	multiple types of cohesive devices *(synonyms, antonyms, repetition)*
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	labels with single nouns *(ball, car)*	frequently used single noun groups *(my toys, my car, your ball?)*	frequently used multi-word noun groups *(my favorite book)*	multi-word noun groups with connectors *(a shiny truck and a red ball)*	expanded noun groups with classifiers *(the red fire truck)*	expanded noun groups with prepositional phrases *(the red fire truck in the station)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	words, pictures, and phrases *(Anna's chair)*	words, pictures, phrases, and chunks of language *(ran to her room)*	chunks of language *(sat in her chair, jumps on her bed)*	simple sentences *(She picked it up.)*	related simple sentences *(She picked it up. She carried it to her room.)*	multiple related simple sentences *(She picked it up. She carried it to her room. She opened it up.)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	a few words and phrases in familiar contexts and topics *(map, desk, hello)*	repeated words and phrases in familiar contexts and topics *(sound it out, think first)*	frequently used words and phrases in familiar contexts *(time to clean up)*	situation-specific words and phrases *(What sounds do we hear?)*	an increasing number of words and phrases *(We need four different colors to make a pattern.)*	a growing number of words and phrases in a variety of contexts *(special visitor, school assembly)*

Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose *(and, then)*	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: *The parrot eats nuts and seeds.*)	text that conveys an intended purpose with emerging organizational patterns *(first, and then, also, next)*
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	single words and phrases related to topic *(water, leaf)*	an emerging use of cohesive devices (repetition: *water, water, the water*)	a few frequently used cohesive devices (repetition: *this leaf is red, this leaf is yellow*)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *the or these clouds*)
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	words, pictures, and phrases *(cats and dogs)*	words, pictures, phrases and chunks of language *(cats meow and dogs bark)*	sentence fragments *(cats and dogs)*	sentence fragments and emerging use of simple sentences *(Dogs sleep, Dogs bark.)*	simple sentences *(Cats like to climb. Dogs like to run.)*	sentences with emerging use of clauses *(My cat sleeps all day. My dog runs all the time. They are my pets.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	frequently reoccurring words and phrases *(Good Morning, let's play)*	emerging use of words and phrases with attempted precision *(Today is Friday, September 15.)*	few frequently used words and phrases with emerging precision *(lunch time, morning meeting)*	some frequently used words and phrases with some precision *(my pattern is red, blue, red, blue)*	a small repertoire of words and phrases with developing precision *(beautiful butterfly, repeating pattern)*	a growing repertoire of words and phrases with growing precision *(green and yellow stripes)*

Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around topics *(all about pandas)* with repetition, rhyming, and common language patterns	around topics *(all about pandas)* with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text *(Brown bear, brown bear, what do you see?)*	some frequently used cohesive devices (demonstratives: *these, those, that, this*)	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, *(We are all alike. We are all different.)*	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: *animals like dogs, cats, tigers*)
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	frequently used single word noun groups *(dinosaurs)*	frequently used multi-word noun groups *(big tall dinosaurs)*	multi-word noun groups with connectors *(a big **and** hungry dinosaur)*	expanded noun groups with classifiers *(the biggest meat-eating dinosaurs)*	expanded noun groups with prepositional phrases *(the meat-eating dinosaurs in the jungle)*	expanded noun groups with embedded clauses *(the biggest meat-eating dinosaurs, who lived at that time)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	words, pictures, phrases, and chunks of language *(turtle eggs)*	chunks of language *(turtles swimming)*	simple sentences *(Turtles swim in the ocean.)*	related simple sentences *(Turtles are reptiles. They like warm water.)*	multiple related simple sentences *(There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.)*	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.*)
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	repeated words and phrases in familiar contexts and topics *(classroom helpers)*	frequently used words and phrases in familiar contexts and topics *(Would you like to share…?)*	situation-specific words and phrases *(Plant the seeds in this pot.)*	an increasing number of words and phrases *(Tell me about your picture on the left.)*	a growing number of words and phrases in a variety of contexts *(How many red triangles are there?)*	an expanding number of words and phrases, including idioms and collocations *(plus and minus)*

Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern *(one day, first, last, I think, etc.)*	short texts that convey an intended purpose using basic connectors *(first, and then, next)*	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	patterned language with repetitive phrases and sentences *(The big, hungry bear…)*	few frequently used cohesive devices (repetition: *The tiger… The tiger…*)	some frequently used cohesive devices (simple pronouns: *it, they, she, he*)	some formulaic cohesive devices (pronoun referencing: *my ball, her brother, they gave it to us, etc.*)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: *that one, so did I*)	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: *wild animals like lions, bears, tigers*)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *those big fluffy white clouds*)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	words, pictures, phrases, and chunks of language *(flowers and trees)*	sentence fragments *(grow taller)*	sentence fragments and emerging use of simple sentences *(had no water so died)*	simple sentences *(Plants need water. They need sun.)*	sentences with emerging use of clauses *(Plants need water but… They need sun. Those ones died.)*	simple and compound sentences (with some coordinating conjunctions: *Our plants died and those ones did too.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and disciplinary language with…**					
	emerging use of words and phrases with attempted precision *(over there, line up in a row)*	few frequently used words and phrases with emerging precision *(lunch time, clean up my desk)*	some frequently used words and phrases with some precision *(have a nice day, I'm finished)*	a small repertoire of words and phrases with developing precision *(best friend, the red ball)*	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision *(do homework, saving time)*

Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	repetitive chunks of meaning across text *(red crayon, yellow crayon, blue crayon)*	frequently used cohesive devices (demonstratives: *this, that, these, those*)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: *The **rectangle** is a big **one**.*) and ellipsis *(There isn't any. [milk])*
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	frequently used multi-word noun groups *(green frogs)*	multi-word noun groups with connectors *(green **and** slimy frogs)*	expanded noun groups with classifiers *(tree frogs and poison frogs)*	expanded noun groups with prepositional phrases *(three little green tree frogs on the log)*	expanded noun groups with embedded clauses *(three little green tree frogs that jumped into the water)*	expanded noun groups with a variety of embedded clauses *(three little green tree frogs with long legs that swam away and didn't come back)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	chunks of language *(stick to rocks and coral)*	simple sentences *(They stick to rocks and coral.)*	related simple sentences *(They look like plants. They stick to rocks and coral.)*	multiple related simple sentences *(They are called anemones. They look like plants. They stick to rocks and coral.)*	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *They are called anemones* **and** *they look like plants.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *Anemones look like plants* **but** *they are sea animals.*)
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	frequently used words and phrases in familiar contexts and topics *(time to clean up)*	situation-specific words and phrases *(How do we spell that word?)*	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins…)

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *Last week, When I was five, I think, etc.*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *the* or *these clouds*)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun *(those storm clouds that we saw yesterday)*
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	sentence fragments *(triangles and rectangles)*	sentence fragments and emerging use of simple sentences *(triangle has three sides)*	simple sentences *(A square has 4 right angles.)*	sentences with emerging use of clauses *(We put triangles, then rectangles)*	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *We put blue triangles, then we put red triangles.*)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: *We put blue triangles, then red triangles, but there was no pattern.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	few frequently used words and phrases with emerging precision *(Time to eat?)*	some frequently used words and phrases with some precision *(three groups of four equals…)*	a small repertoire of words and phrases with developing precision *(best friend, the red ball)*	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(hard as a rock)*	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(rounding off and finding the mean)*

Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around specific topics *(clean water)* with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	multi-word noun groups with connectors *(mean and nasty bullies)*	expanded noun groups with classifiers *(mean and nasty fourth grade bullies)*	expanded noun groups with prepositional phrases *(my favorite character in this book)*	expanded noun groups with embedded clauses *(my favorite character who stood up to the bullies)*	expanded noun groups with a variety of embedded clauses *(my favorite character who stood up to the bullies and hardship)*	expanded noun groups with a wide variety embedded clauses and compacted noun groups (nominalization: *she stood up to bullies = her courage*)
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	simple sentences *(Strong winds blow through the forest.)*	related simple sentences *(Winds blow through the forest. The trees sway and shake.)*	multiple related simple sentences *(Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.)*	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *The trees sway **and** shake, **and** dead branches fall off to the ground.*)	compound sentences with frequently used ways of combining clauses *(Strong winds blow through the forests, **but** the mighty oaks stand tall and proud.)*	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(**When** strong winds blow through the forests, the trees sway and shake.)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	situation-specific words and phrases *(between those two black wires)*	an increasing number of words and phrases *(Over there on the board?)*	a growing number of words and phrases in a variety of contexts *(lightbulb went off, the electric circuit)*	an expanding number of words and phrases including idioms and collocations *(push and pull, quit pulling my leg)*	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns *(the invisible force between two magnets)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas *(electric shock versus I'm shocked)*

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *first, and then, then*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence is…)*
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	a few types of elaboration (adding familiar adjectives to describe nouns: *maple syrup*)	some types of elaboration (adding newly learned or multiple adjectives to nouns *(thick, sweet, sticky maple syrup)*	a growing number of types of elaboration (adding articles or demonstratives to nouns: *the dark syrup*)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: *the long, slow process…*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *the sap which boiled for six hours…*)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: *a sweet sap that turned into a delicious syrup after hours of boiling* and condensing through nominalization: *this tedious process*)

CONTINUED

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	sentence fragments and emerging use of simple sentences *(the blue one, the red one)*	simple sentences *(The red side pushed away. The blue side stayed.)*	sentences with emerging use of clauses *(The red side blocked the paperclip. The blue side picked it up. They are opposites.)*	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: *The red side repelled the paperclip, but also it…*)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: *Neither the red one nor the blue one…*)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: *The magnetic force caused the paperclip to lift off the table because the paperclip is metal.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	some frequently used words and phrases with some precision *(social studies, government)*	a small repertoire of words and phrases with developing precision *(branches of government, executive power)*	a growing repertoire of words and phrases with growing precision *(the founders, "two if by land…")*	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision *(the lights are on but nobody's home…)*	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision *(as a result of the war, forming a new nation)*	a variety of words and phrases, including evaluation, obligation, idioms, and collocations *(necessary sacrifices, outdated law, fit for a king)*

Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	expanded noun groups with classifiers *(crescent moon)*	expanded noun groups with prepositional phrases *(waxing crescent moon in the second half of the month)*	expanded noun groups with embedded clauses *(waxing crescent moon that was growing each day)*	expanded noun groups with a variety of embedded clauses *(predictable and observable moon phases in your particular time zone)*	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas *(the relative positions of the sun, earth, and moon cause these changes)*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	related simple sentences *(African savannas are full of wildlife.)*	multiple related simple sentences *(African savannas are full of life. Explore Tanzania.)*	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: *African savannas are unique **and** they have amazing wildlife.*)	compound sentences with frequently used ways of combining clauses *(A variety of wildlife live in the savanna **such as…**)*	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(**Since** it's an ecosystem, it has a variety of…)*	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area *(The Black Rhino is at risk of extinction, **unless…**)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	an increasing number of words and phrases *(don't be late for class)*	a growing number of words and phrases in a variety of contexts *(inside the membrane)*	an expanding number of words and phrases including idioms and collocations *(gravity is bringing me down)*	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns *(at the speed of light)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas *(trembling in the corner, pounding rain, the whisper of dragonfly wings)*

Grades 6-8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: *First…Finally, In 1842, This is how volcanos form*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence…)*	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: *cumulus and cumulonimbus clouds*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *those storm clouds that we saw yesterday*)	a flexible range of types of elaboration and some ways to condense ideas *(scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system)*	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	simple sentences *(The main character is Harry. He is a wizard.)*	sentences with emerging use of clauses (no conjunctions: *The main character is Harry. His friends are… They go to Hogwarts.*)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *He goes to Hogwarts School **and** his friends are…*)	compound sentences with frequently used ways of combining clauses *(They fight the forces of evil, **yet** they can't overcome them.)*	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: *Harry has a lightning bolt scar **because** he was attacked **when**…*)	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area *(When Harry is close to Voldemort, his scar throbs.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	a small repertoire of words and phrases with developing precision *(order of operations, on page 12)*	a growing repertoire of words and phrases with growing precision *(kinetic energy, law of motion)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(love-hate relationship)*	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(fill the beaker to the top line)*	a variety of words and phrases, including evaluation and obligation, with precision *(stupid test, we should figure this out)*	a wide variety of words and phrases with precision *(weighing 4.4 pounds on Earth, wrong answer)* according to the genre, purpose and discipline

Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	expanded noun groups with prepositional phrases *(the chemical element with the symbol H)*	expanded noun groups with embedded clauses *(chemical element that has these physical properties)*	expanded noun groups with a variety of embedded clauses *(chemical element with the symbol Na and an atomic number 11 that …)*	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers *(the chemical element with the symbol H and atomic number 1)*	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	multiple related simple sentences *(All people have needs and wants. This is called demand.)*	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *All people have needs* ***and*** *wants and it's called demand.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *All people have needs and wants* ***but*** *there are only limited…*)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (***Whenever*** *there is an increased demand, the prices go up.)*	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (***Despite*** *the obvious problems with equity, some people…)*	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area *(Interest rates are controlled by the Federal Reserve Bank, although some would argue…)* with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	a growing number of words and phrases in a variety of contexts *(sit tight for the announcements, in this novel)*	an expanding number of words and phrases including idioms and collocations *(to make a long story short)*	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns *(within seconds)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas *(division of power versus long division)*	strategic use of various words, phrases, and expressions with shades of meaning across content areas *(tumultuous and catastrophic events)*	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas *(stares, hesitates, agonizes and finally…)*

Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

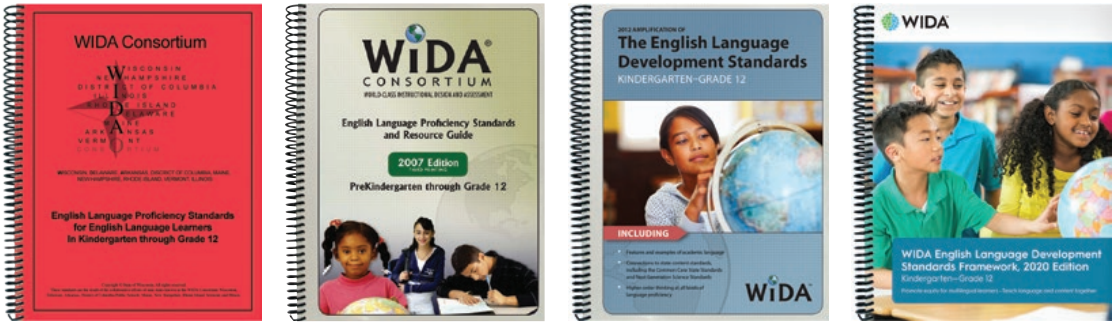
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	short text that conveys intended purpose using predictable organization (paragraph openers: *First…, Finally, In November, Plant cells have…*)	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	some types of elaboration (demonstratives: *these five rules*)	an expanding number of types of elaboration (adding classifiers: *Roman empire*)	a variety of types of elaboration (adding in embedded clauses after the noun: *ancient kingdoms which were buried by ash*)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	simple sentences with emerging use of clauses *(Bolivia is in South America. It's a home to…)*	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions *(Bolivia is in South America and it's a home to…)*	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas *(Democracy was established in the 1980s, **yet**, leaders…)*	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: ***Although** the northern part of…)*	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area *(**Despite** the country's suffering…)*	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area *(**Even though** Spanish is the official language, several indigenous languages are spoken.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	a growing repertoire of words and phrases with growing precision *(mitosis, symbiotic relationships)*	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision *(miss the boat)*	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(by exploring cultures, later that day)*	a variety of words and phrases, including evaluation and obligation, with precision *(we shall overcome)*	a wide variety of words and phrases with precision *(the dictator ruled with terror)* according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases *(marveled at the Eiffel Tower)* according to the genre, purpose, and discipline

Appendix E: High-Level Comparison of WIDA Standards Editions From 2004 to 2020

Figure E-1: Editions of the WIDA Language Standards



2004 2007 2012 2020

Since its inception in 2003, WIDA's Can Do Philosophy has been its mantra and has underscored the four editions of English language development standards—released in 2004, 2007, 2012, and 2020. The editions of the standards have evolved over time to remain current with research, theory, policy, practice, and the demands of academic content standards. Even as editions continue to evolve, throughout the years WIDA has remained steadfast in its commitment to equitable educational opportunities for multilingual learners as exemplified in its standards' documents and resources, and it stands behind the original five standards statements that have anchored all its editions.

Certain universal themes (although represented in slightly different ways) are threaded throughout the four editions of the standards:

- First, WIDA has always envisioned language through a content lens (as is evident in its standards statements) and the importance of intertwining the two constructs as a means of contextualizing learning.
- Second, WIDA has maintained a functional approach to language development (as is evident in its Language Functions), where a purpose has always been attached to meaningful communication.
- Historically, the standards statements have been couched in a larger framework that has included K-12 Performance Definitions that, in 2020, have been converted to grade-level cluster Proficiency Level Descriptors.
- Lastly, WIDA has always complied with federal requirements of the Elementary and Secondary Education Act, for years representing language as four independent language domains—listening, speaking, reading, and writing—and most recently combining and extending the language domains to represent interpretive and expressive modes of communication.

See the next page to compare changes in thinking across the editions of the WIDA language development standards.

Table E-1: Comparison of Editions of the WIDA Language Standards

WIDA Consortium English Language Proficiency Standards, 2004 Edition	*The WIDA English Language Proficiency Standards, 2007 Edition*	*The 2012 Amplification of the WIDA English Language Development Standards*	***WIDA ELD Standards Framework, 2020 Edition***
The **WIDA Can-Do Philosophy** and the **Five ELD Standards Statements**	The **WIDA Can-Do Philosophy** and the **Five ELD Standards Statements**	The **WIDA Can-Do Philosophy** and the **Five ELD Standards Statements**	The **WIDA Can-Do Philosophy** and the **Five ELD Standards Statements**
Language Domains: Listening, Speaking, Reading, Writing	**Language Domains:** Listening, Speaking, Reading, Writing	**Language Domains:** Listening, Speaking, Reading, Writing	**Interpretive** (Listening, Reading, Viewing) and **Expressive** (Speaking, Writing, Representing) **Modes of Communication**
Language Supports through English Language Proficiency Levels 2-3	**Language Supports** through Level 4	**Language Supports** through Level 4	**Multimodal communication** infused throughout the document
Functional View of Language: Wide range of Language Functions within Model Performance Indicators	**Functional View of Language:** Wide range of Language Functions within Model Performance Indicators	**Functional View of Language:** Wide range of Language Functions within Model Performance Indicators	**Functional View of Language:** Key Language Uses (Narrate, Inform, Explain, Argue), the organizing frame for the standards statements, gain specificity in Language Expectations with supporting Language Functions and Features
K-12 Performance Definitions address three criteria: linguistic complexity; technical language; phonological, syntactic, and semantic understanding and use	**PreK-12 Performance Definitions** address three criteria: linguistic complexity, language control, vocabulary usage	**K-12 Performance Definitions for Receptive and Productive Language** address three dimensions—discourse, sentence, and word/phrase—within a sociocultural context	**Grade-level Cluster Proficiency Level Descriptors** (K, 1, 2-3, 4-5, 6-8, & 9-12) for interpretive and expressive Modes are aligned to the 2012 K-12 Performance Definitions and address three dimensions of language—discourse, sentence, and word/phrase—within a sociocultural context

WIDA Consortium English Language Proficiency Standards, 2004 Edition	*The WIDA English Language Proficiency Standards, 2007 Edition*	*The 2012 Amplification of the WIDA English Language Development Standards*	***WIDA ELD Standards Framework, 2020 Edition***
ELD Standards Statements, Performance Definitions, and Model Performance Indicators as centerpieces for **Frameworks for Large-Scale Assessment and Classroom Instruction and Assessment**	ELD Standards Statements, Performance Definitions, and Model Performance Indicators as centerpieces for **Formative and Summative Frameworks**	**WIDA Standards Framework:** Guiding Principles Exemplifying the WIDA Can Do Philosophy, Developmentally Appropriate Academic Language in Sociocultural Contexts, Performance Definitions, Can Do Descriptors, and Standards & their Matrices	**WIDA Standards Framework:** ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors
Content topics in **Model Performance Indicators** with additional topics addressed through transformations	Content topics in **Model Performance Indicators** with additional topics addressed through transformations	Content Connections to **Academic Content Standards** along with content topics in strands of Model Performance Indicators	Concepts derived from **Academic Content Standards** and Disciplinary Practices tied to Language Expectations

Appendix F: Theoretical Foundations of the WIDA ELD Standards Framework, 2020 Edition

In the years since the 2012 Amplification of the WIDA English Language Development (ELD) Standards, the U.S. educational terrain has changed substantively. A decade has passed since the adoption of new state academic content standards, providing educators with time to build familiarity with the performance expectations, disciplinary shifts, and 21st century skills described within these standards. Policy has shifted as well, as states strive to meet requirements under the latest iteration of the Elementary and Secondary School Act, the *Every Student Succeeds Act* (ESSA) of 2015.

Even as general educators' familiarity with academic content standards increases, many still express a strong need for explicit, practical guidance on how to best support multilingual learners' access to grade-level academic content standards. Yet, without increased access to such guidance and related supports, there remains a risk that multilingual learners' opportunities to develop language and literacy resources for a range of purposes, audiences, and disciplinary situations may be limited rather than fostered (Understanding Language Initiative, 2012; Walqui & Bunch, 2020). WIDA seeks to broaden the reach of its guidance by creating ELD standards that are accessible, not only to language specialists, but also to content specialists.

To provide clear guidance to diverse stakeholders in a changing educational landscape, WIDA has used the 2020 Edition as an opportunity to clarify and renew the theoretical foundations of the WIDA ELD Standards Framework. The 2020 Edition leverages a functional theoretical approach to language development, more specifically to a variant of genre theory popularized for use in K-12 schools (e.g., Brisk, 2014; Derewianka & Jones, 2016; Gibbons, 2015; Humphrey et al., 2012; Schleppegrell, 2004). In particular, by electing to organize the 2020 Edition around the high-leverage genre families most prominent in content area standards (de Oliveira et al., 2019), WIDA is prompting K-12 educators to attend to language development in a clear and systematic way during content learning, as well as to prioritize language as a meaning-making resource, as opposed to a static inventory of rules and structures. The 2020 Edition provides educators with resources to explicitly teach language in a way that enhances learning in disciplinary contexts.

The following two sections of this document provide the following:

I. An overview of theoretical framing that permeates the Big Ideas in the 2020 Edition of the WIDA ELD Standards Framework

II. Theories and research that informed the development of each of the four components in the WIDA ELD Standards Framework

I. Big Ideas that Permeate the 2020 Edition of the WIDA ELD Standards Framework

The theoretical underpinnings of WIDA English Language Development Standards Framework, 2020 Edition, remain connected to four Big Ideas that have propelled WIDA forward since its inaugural edition of the ELD Standards in 2004.

Figure F-1: Four Big Ideas in WIDA ELD Standards Framework, 2020 Edition



The four Big Ideas anchor the standards framework and are interwoven throughout the document.

Equitable Opportunity and Access

Explicit language instruction has a stronger positive impact on enhancing equitable access and the academic performance of multilingual learners than simply focusing on making content comprehensible.

For more than a decade, concerns about student achievement have focused attention on the need to improve student opportunity to learn (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014). Researchers have worked to expand general education opportunity-to-learn models to include linguistic and cultural dimensions impacting multilingual learners. A well-received series of studies (summarized in Aguirre-Muñoz & Ambiasca, 2010) challenged the conventional wisdom that language education should focus on making content comprehensible (e.g., Krashen & Terrell, 1983) by finding that explicit instruction of language has a stronger, positive impact on multilingual learner academic performance and improving equitable access to grade-level curriculum, instruction, and assessment.

Another significant shift promoted in the 2020 Edition is an acknowledgement of the importance of *effective* language use by students across a variety of contexts, rather than a more conventional definition of language proficiency that focuses on student accuracy to match an idealized, yet static form of English (Pennycook, 2010). While correctness and accuracy are not irrelevant, sole focus on these in the classroom can ultimately exclude students from being effective language users. A focus on *effective* language use ensures that variability of language production is accepted and built upon.

An expanded view of language development in academic settings is designed to foster classroom engagement of multilingual learners by supporting the use of initially "imperfect" English, for example, as they participate in knowledge co-construction during classroom discussions (Canagarajah, 1999; MacDonald et al., 2014). It is an important step in overcoming the tendency to perceive multilingual learners as if they were failed native speakers (Kibler & Valdés, 2016) or to view multilingual learners' cultural differences as deficits, devaluing the "funds of knowledge" found in individual, home, and community strengths and resources (González et al., 2005). A commitment to an asset-based approach is essential for multilingual learners to flourish in school and beyond (Grant, 2012).

Multilingual learners bring linguistic, cultural, experiential, and social and emotional funds of knowledge (González et al., 2005) which they can access and enact, especially when taught through culturally sustaining pedagogy (Paris, 2012). In the language development literature, what is known as "taking the multilingual turn" encourages educators to view multilinguals not just as *learners of language* in comparison to a monolingual benchmark, but to value multilinguals as language users (Cook, 2003) "who have the ability to select, adapt, negotiate, and use a range of linguistic resources that are appropriate in the context" (Mahboob & Dutcher, 2014, p. 117). Language development and content learning are enhanced when multilingual learners use their full linguistic repertoires, including translanguaging practices (García et al., 2017; Hornberger & Link, 2012; Wei, 2018). The belief in multiple, multilingual competencies and an expanded view of language proficiency are reflected in the choice to update the name of the Key Uses of Academic Language (WIDA, 2016) to *Key Language Uses* in the 2020 Edition.

Accordingly, a foundational assumption within the WIDA ELD Standards Framework is the conceptualization of student academic performance not as purely an individual cognitive event, but as integrated within multiple sociocultural contexts and systems that include social activity, local institutions and communities, and broader ideologies (Douglas Fir Group, 2016). With this in mind, the 2020 Edition seeks to help educators create the conditions that support development of language and literacy while guarding against the inherently limiting view that lack of success in schooling is a problem that originates primarily from within the child (Escamilla, 2015).

A commitment to an asset-based approach is essential for multilingual learners to flourish in school and beyond.

The Big Idea of Equity moves beyond classroom walls to underscore some of the ways in which language is inextricably connected with identity, culture, and race. Multilingual learners use and develop language in school to successfully meet academic content standards, but also to interpret and present different perspectives, build awareness of relationships, and affirm their identities (Cummins, 2001; Esteban-Guitart & Moll, 2014; May, 2014; Nieto, 2010). The Big Idea of Equity encourages educators to leverage multilingual learners' assets, challenge biases in education (e.g., in terms of language, culture, and race), and develop student independence and agency (Little et al., 2017; Moll et al., 1992; Nieto & Bode, 2018; Perley, 2011).

Integration of Content and Language

The convergence of language development and content learning has been supported in the literature on language education since the 1980s (see Mohan, 1986; Bailey & Butler, 2003; Gottlieb, 2003, among others), yet their integration did not appear in any set of U.S. English language proficiency standards until WIDA's inaugural edition in 2004. As recounted in Gottlieb (2016), WIDA's positioning of its standards has been situated in a long-term evolution of constructs influencing their design: In the 1980s, language teaching began to co-exist with content-based instruction; by the 2000s academic language use became infused in content areas; and today, there is a movement toward unity of language and content. As a result, the language-to-content relationship in ELD standards has grown more coherent and intertwined over the years.

The tighter integration of language and academic content has challenged the traditional separation of language from other semiotic resources (Kress & van Leeuwen, 2001). In positioning the 2020 Edition to spotlight the variety of ways in which disciplinary language is used in content area learning, WIDA is drawing educators' attention to multimodality, the use of multiple means of communication. Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated, and other means (Kress, 2009; Unsworth & Macken-Horarik 2015).

> By underscoring the multimodal nature of both language development and content area learning, the 2020 Edition seeks to increase educators' awareness of the multifaceted ways in which multilingual learners communicate and construct meaning.

The 2020 Edition integrates language and multimodal communication, defining text as spoken, written, and multimodal (Choi & Yi, 2016; Jewitt, 2008; van Lier, 2004; Zwiers & Crawford, 2011). Honoring students' use of multimodalities is vitally important for providing them access to their full funds of knowledge and complete range of meaning-making abilities, as use of multimodalities increases the flexibility with which students can interpret and create meaning.

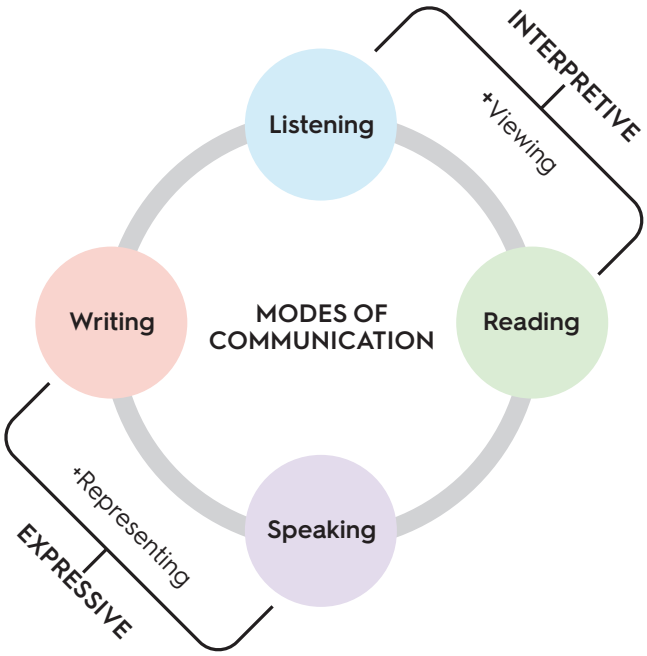
This spotlight on the multimodal nature of both language development and content area learning, and on the multifaceted ways in which multilingual learners communicate and construct meaning creates a natural connection to the principles of Universal Design for Learning, namely multiple means of engagement, representation, and action and expression (CAST, 2015; Meyer & Rose, 2005).

In the 2020 ELD Standards Framework, the Language Expectations and the Proficiency Level Descriptors are organized according to communication modes. A communication mode is defined as "a socially and culturally shaped resource for making meaning" (Bezemer & Kress, 2008, p. 171). Examples of modes include, but are not limited to, images, videos, symbols, charts, tables, graphs, and oral/written language.

In the 2020 Edition, the four traditional domains of listening, reading, speaking, and writing have been consolidated into two more inclusive modes of communication: interpretive and expressive. The updated terms emphasize increased accessibility options for students and emphasize multimodal forms of communication, namely viewing in conjunction with listening and reading, as well as *representing* in

conjunction with speaking and writing (Cope & Kalantzis, 2015; New London Group, 1996). Expanded accessibility options also support the alternative forms of communication used by those multilingual learners with identified disabilities (Shafer Willner & Mokhtari, 2018).

Figure F-2: Communication Modes Used in WIDA 2020 Edition



Collaboration among Stakeholders

Multilingual learners are educated in a variety of settings, each with its own unique populations, communities, resources, and approaches. Regardless of the type of educational setting and programming, a collaborative effort among state, district, school, and classroom levels is to critical to providing multilingual learners with coherent, equitable, and high-quality learning experiences.

Language development occurs in tandem with content area learning and plays an important role in academic achievement (Boals et al., 2015; Bailey, 2013). It is crucial for the academic success of multilingual learners that both language specialists and content area teachers see themselves as having a responsibility to foster the language development of multilingual learners, and for educational systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development (Valdés et al., 2014).

Teacher collaboration has been linked to improved learning outcomes and engagement, particularly for multilingual students.

Teacher collaboration has been linked to improved learning outcomes and engagement, particularly for multilingual students (Greenberg Motamedi et al., 2019). Collaborative work within trusting environments offers a foundation for inquiry and reflection into educators' own practices, thus providing a base that supports educators in taking risks and addressing challenges in their own practice (Darling-Hammond et al., 2017). As content and language teachers work together to plan and deliver standards-based instruction, they support one another, share unique fields of expertise, and take collective responsibility for the success of multilingual learners (Honigsfeld & Dove, 2011).

A Functional Approach to Language Development

The 2020 Edition renews and deepens WIDA's dedication to functional approaches to language development, informed by systemic functional linguistics (SFL) (e.g., Halliday & Matthiessen, 2004). In this theoretical tradition, language is defined as a resource for making meaning rather than as a set of rules for ordering isolated grammatical structures. Language offers a dynamic set of tools that can be used in the service of learning disciplinary concepts and practices (Schleppegrell, 2013). This theoretical perspective assumes that we use language for particular purposes, with particular audiences, and in particular sociocultural contexts. As such, the functional approach portrays language as a system of choices—influenced by the context of culture and situation (Halliday & Matthiessen, 2004).

> Language development occurs as learners expand their meaning-making repertoires to develop control over increasing ranges of the registers and genres required both for school and for the learner's own purposes.

Particularly relevant to language development and disciplinary learning is the SFL approach to genre, or genre theory, which affords explicit and systematic explanation of the ways people use language *for social purposes* (Martin & Rose, 2007; Hyland, 2007). In other words, a genre can refer to a culturally situated, goal-oriented activity that uses recurrent patterns of language—such as ordering coffee, reading an editorial opinion in a newspaper, or instructing someone how to do or make something such as your favorite dish. Individual genres can be organized into broader genre families that use similar, broad patterns—such as narrating, informing, explaining, arguing and other groupings (Rose & Martin, 2012). As Mohan (1989) explains, "A genre is defined by its stages or schematic structures; it is defined on sequential patterns of discourse" (p. 102). What's most important is that genres are constantly evolving and shaped by the cultural practices of various communities, in and outside of school. Genres, therefore, are "not straightjackets, rather, they are flexible tools a writer uses to make meaning" (Martin & Rothery, 1981, p. 47).

When taking a functional approach, language development becomes more than a linear process of increasingly accurate structures, but an expansion of what multilingual learners can do with language in a diversity of contexts that expand through the years of schooling (Christie & Derewianka, 2008). In other words, language development occurs as learners expand their meaning-making repertoires in order to develop control over increasing ranges of the registers and genres required both for school and for the learner's own purposes (Hammond & Gibbons, 2005).

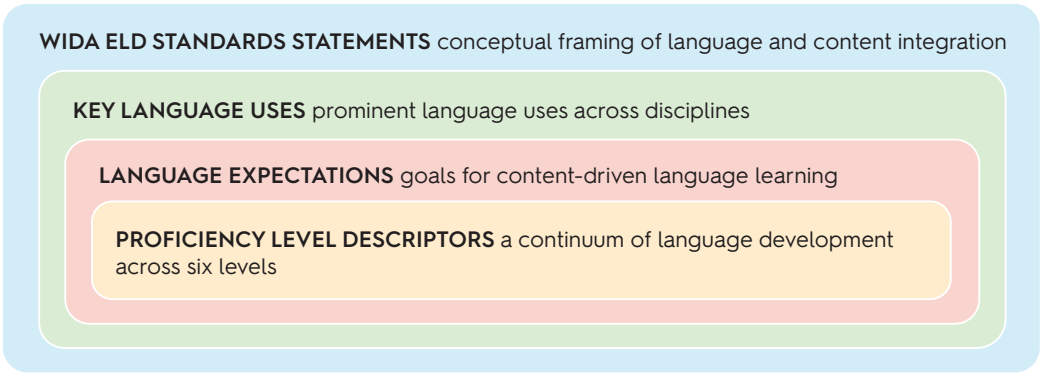
Building on the theoretical framing of the Big Ideas, the next section of this appendix details additional theoretical bases and applications for the design of the WIDA ELD Standards Framework, 2020 Edition.

II. Theoretical Underpinnings of the Four Components in the WIDA ELD Standards Framework, 2020 Edition

The Big Ideas discussed in the previous section are infused across the four components of the WIDA ELD Standards Framework:

- ELD Standards Statements
- Key Language Uses
- Language Expectations
- Proficiency Level Descriptors

Figure F-3: The WIDA ELD Standards Framework, 2020 Edition



ELD Standards Statements

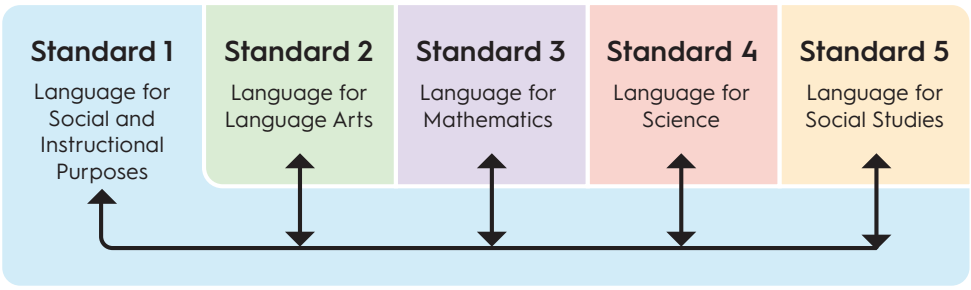
As noted previously, since 2004, the five original WIDA ELD Standard statements have emphasized the importance of providing multilingual learners with opportunities to understand how language works in the context of content area instruction (Bailey & Butler, 2003; Fang & Schleppegrell, 2008: Gottlieb, 2003; Mohan, 1986; Mohan et al., 2001; Scarcella, 2003; Schleppegrell, 2004). In the 2020 Edition, the abbreviations of the five standard statements have been shortened to emphasize the message that language is used for learning (Schleppegrell, 2013) and as a tool for deepening student engagement in disciplinary learning (Valdés et al., 2014).

Table F-1: Updated Abbreviations for the WIDA ELD Standards, 2020 Edition

WIDA English Language Development Standards Statements	Abbreviations
Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting	**ELD Standard 1:** Language **for** Social and Instructional Purposes (ELD-SI)
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**	**ELD Standard 2:** Language **for** Language Arts (ELD-LA)
Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**	**ELD Standard 3:** Language **for** Mathematics (ELD-MA)
Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**	**ELD Standard 4:** Language **for** Science (ELD-SC)
Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**	**ELD Standard 5:** Language **for** Social Studies (ELD-SS)

In the 2020 Edition, ELD Standard 1 (Language for Social and Instructional Purposes) has been purposefully repositioned to emphasize the message that it applies across a range of educational settings and is embedded throughout the four other ELD standards (Language for Language Arts, Mathematics, Science, and Social Studies). This repositioning moves beyond the binary view of social language as a precursor to academic language – introduced forty years ago using the configuration of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1981); since then, Cummins' work has moved beyond the BICS/CALP dichotomy (e.g., Cummins et al., 2015). In the 2020 edition, students' everyday language is viewed as a legitimate component of academic language development (May, 2014) and part of the system of choices students make in order to most effectively meet activity purpose and other contextual variables (e.g., Derewianka & Jones, 2016; Halliday & Matthiessen, 2004)

Figure F-4: Relationship among the WIDA ELD Standards



The emphases in Standard 1 have heightened attention to the notion that language, social-emotional, and cognitive development are interrelated processes that contribute to students' success in school and beyond (Aldana & Mayer, 2014; Barac & Bialystok, 2012; Gándara, 2015; Sánchez-López & Young, 2018). As students make their thinking visible (Ritchhart & Church, 2020), they communicate to learn, to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

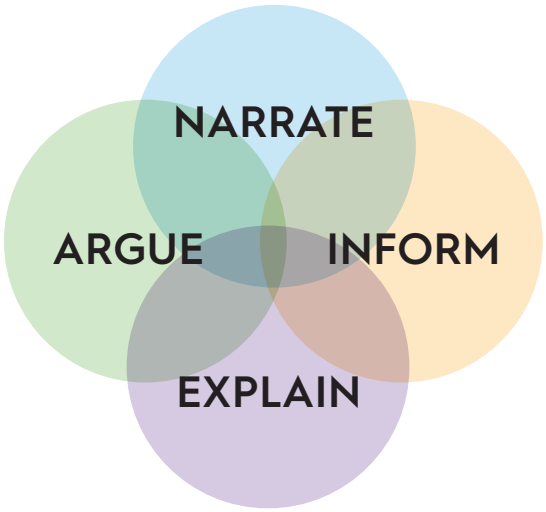
The five WIDA ELD standards are shaped by the following definitions:

- **Language:** a dynamic system used by particular communities for communicating with others. The choices we make with language enable us to accomplish many purposes, such as representing experiences, sharing ideas, enacting roles and relationships, and acting upon the world (e.g., Derewianka & Jones, 2016; Halliday & Matthiessen, 2004).
- **Language development:** an interactive social process that occurs over time to expand what we can do with language (e.g., Christie & Derewianka, 2008; Hammond & Gibbons, 2005).
- **Sociocultural context:** the association of language with the culture and community in which it is used. In schools, it refers to the interaction among students and the classroom environment, along with the influences that dynamically shape the environment, including purpose, topic, situation, participant's identities and social roles, and audience (e.g., Atkinson, 2011; Douglas Fir Group, 2016; Martin & Rose, 2007; Mohan, 1989). Other interrelated factors include social, emotional, motivational, cognitive, developmental, biological, and temporal contexts in which learning occurs (National Academies of Sciences, Engineering, and Medicine, 2018).
- **Learning:** The activation of developmental processes through interaction, collaboration, and negotiation with knowledgeable others and peers as part of activities embedded in contexts (Lantolf & Pavlenko, 1995; Leont'ev, 1978; Vygotsky, 1978).

In order to provide equitable access and opportunity for all students to learn and participate fully in standards-based, grade-level mainstream curriculum, educators should scaffold learning for multilingual learners across all levels of language proficiency (Hammond & Gibbons, 2005). Legally, all multilingual learners are entitled access to curriculum, instruction, and assessment (U.S. Department of Justice & U.S. Department of Education, 2015). An inherent part of sociocultural learning theories, scaffolding refers to an interactionally driven, contingent, and collaborative process of supporting student development of new skills, concepts, practices, and understandings to build student autonomy by providing the kind of support that will trigger student agency (Hammond & Gibbons, 2005; Vygotsky, 1978).

Key Language Uses

Figure F-5: Key Language Uses



In the 2020 Edition, WIDA organizes the ELD Standards Framework through Key Language Uses—Narrate, Inform, Explain, Argue—prominent genre families selected through a systematic analysis of academic content standards, disciplinary practices, and the literature. This re-orientation of the Key Language Uses aligns with de Oliveira's multi-year analyses of genre expectations found in state content standards for English language arts, mathematics, social studies, and science (reported in de Oliveira et al., 2019).

De Oliveira's analysis describes the development of key genres including narrating, informing, explaining, and arguing, using theoretical alignment with the Sydney School architecture found in Systemic Functional Linguistics and, more specifically, genre theory (Derewianka & Jones, 2016; Halliday & Matthiessen, 2004; Martin, 1985; Rothery, 1989). The American renditions of the Sydney School architecture were introduced in the United States by Schleppegrell (2001, 2004, 2007 2013) and have been further developed by a growing range of researchers (e.g., Brisk, 2014; Gebhard, 2019).

The integration of genre theory into the Key Language Uses organizes them into genre families and more clearly foregrounds *purpose for language* use as a key variable among contextual factors that influence language choices and bring to the forefront students' authentic needs to accomplish various social and instructional purposes (Standard 1) and academic purposes (Standards 2-5).

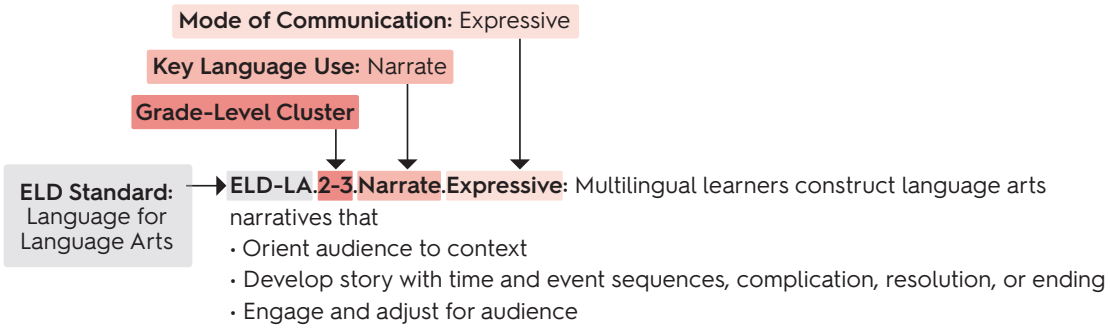
The integration of genre theory into the Key Language Uses organizes them into genre families and more clearly foregrounds *purpose for language* use as a key variable among contextual factors that influence language choices and bring to the forefront students' authentic needs to accomplish various social and instructional purposes (Standard 1) and academic purposes (Standards 2-5).

WIDA recognizes that Key Language Uses are one of many different configurations for connecting content to language through standards. The emphasis placed on these four Key Language Uses is not intended to restrict curriculum and instruction; rather it accentuates the most prominent genre families that emerged out of WIDA's analysis as an organizing principle for the ELD Standards 2020 Edition.

Language Expectations

Developed from a systematic analysis of academic content standards, Language Expectations define specific contexts for language development and illustrate how language and content work together at each grade-level cluster. As illustrated in Figure F-6, each Language Expectation has a reference code that includes the WIDA ELD standard statement (incorporating an academic content area), grade-level cluster, Key Language Use, and communication mode.

Figure F-6: Elements within WIDA Language Expectations



The Language Expectations make visible the genres that are valued by particular communities, such as identifying differences in what counts as evidence in social studies (i.e., primary versus secondary sources) versus science (i.e., data). (See, for example, Fang & Schleppegrell, 2008; Gebhard, 2019; de Oliveira et al, 2019). In doing so, the design of Language Expectations responds to calls to address the interplay between content and language, showing how the most prominent Key Language Uses are realized within disciplinary contexts (e.g., Gebhard, 2019; Lee, 2018).

The Language Expectations also support equitable access for multilingual learners by making visible common patterns of language use in academic contexts that can be learned through explicit instruction (Aguirre-Muñoz & Amabisca, 2010; Rothery, 1989; Rose & Martin, 2012). Thus, concomitant with the 2020 Edition's emphasis on high expectations, engaged learning, and improved opportunity to learn for all multilingual learners, Language Expectations provide goals (for example, in curricular units of learning) for multilingual learners at all levels of language proficiency.

> Language Expectations provide goals for multilingual learners at all levels of language proficiency.

In other words, while the 2012 Edition Model Performance Indicators embedded different language expectations for multilingual learners at each proficiency level, the 2020 Edition ELD Standards Framework is designed to separate grade-level cluster Language Expectations from individual performance measures found in the Proficiency Level Descriptors. All multilingual learners should be offered access to the same high expectations for content-driven language development.

The relationship between Language Expectations and Proficiency Level Descriptors

Language Expectations offer goals for how all students might use language to meet academic content standards.

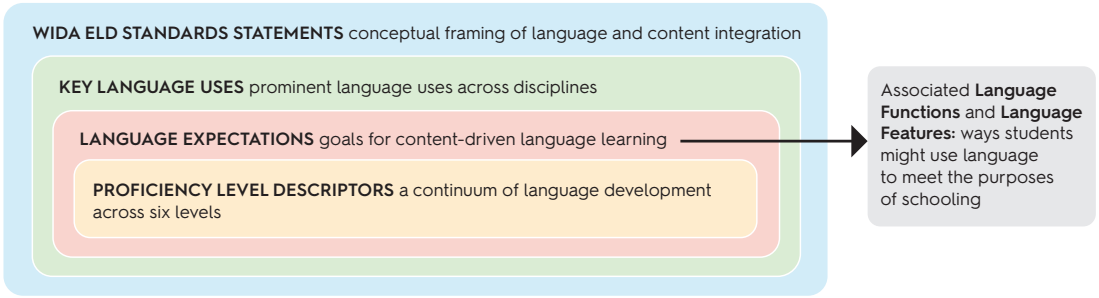
Proficiency Level Descriptors describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations.

Language Functions and Language Features

The interpretive and expressive Language Expectations contain closely associated sets of Language Functions and Features that have been selected to meet the purposes of schooling—for example, in the process of learning scientific argumentation, explaining phenomena, constructing fictional narratives, or informing their peers of their newly gained knowledge. The **Language Functions** showcase common language patterns students might use to meet grade-level cluster language expectations as derived from academic content standards. The associated **Language Features** are examples of language resources students may need to carry out particular functions.

Together, Language Functions and Features form a dynamic and illustrative set exemplifying the functional nature of language and language development (e.g., Derewianka, 1990, 2013; Derewianka & Jones, 2016; Fang & Schleppegrell, 2008; Humphrey et al., 2012; Rose & Martin 2012).

Figure F-7: WIDA ELD Standards Framework: Relationship between Language Expectations, Language Functions, and Language Features



The illustrative sets of Language Functions and Features offer a concrete way to shift to a focus on language forms as part of *functional language* use connected with and in service of learning. In doing so, choices around language use are situated in dynamic local versions that depend on local purposes and contexts (Pennycook, 2010).

As student language proficiency increases, their language repertoires become more responsive to the setting of the communicative event—that is, the student's ability to select, adapt, negotiate, and use a range of linguistic resources and meaning in different contexts (Mahboob & Dutcher, 2014). The Proficiency Level Descriptors, described next, provide a tool for use with summative assessment activities to gather evidence of multilingual learners' expanding linguistic repertoires; yet, depending on the situation, other tools may be just as or more appropriate for other purposes.

Proficiency Level Descriptors

Grounded in language development theory, the Proficiency Level Descriptors (PLDs) provide trajectories with typical language development targets (e.g., Bailey & Heritage, 2014; Cook & MacDonald, 2014) across five levels of English language proficiency, until proficiency level 6. PL6 is open ended: it indicates that for all of us, language development continues throughout life.

For the purposes of representation and understanding, PLDs describe proficiency in a linear way. However, language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Therefore, multilingual learners may take various paths to develop and reach Language Expectations.

The 2020 PLDs maintain consistency with WIDA's 2012 K-12 Performance Definitions but are expanded from *a single K-12 continuum into six grade-level cluster continua.* In this way, PLDs create equivalent, yet more explicit, descriptions of the 2012 Performance Definitions. PLDs have been cross-referenced to the WIDA Interpretive Rubrics for Speaking and Writing; to a range of measurement tools and scales used with WIDA ACCESS for ELLs (the summative English language proficiency assessment offered by WIDA); to the *Common EL Definition Project Reference Proficiency Level Descriptors* (Linquanti, Cook, Bailey, & MacDonald, 2016); and to the Language descriptors in the Common European Framework (CEFR) (North, Piccardo, & Goodier, 2018).

The PLDs are designed to be used in coordination with language goals described in the Language Expectations. They take a multi-dimensional view of language (Degand & Simon, 2008), and continue to be written according to the discourse, sentence, and word/phrase dimensions. Discourse focuses attention on how a text is a unit of meaning and not a string of disparate sentences (de Oliveira & Schleppegrell, 2015; Fang 2011, 2020; Gebhard 2019; Halliday & Matthiessen, 2004; Humphrey et al. 2012). Choices language users make at the sentence (Derewianka 2013; Humphrey et al., 2012) and word/phrase dimensions (Gibbons, 2015; Derewianka & Jones, 2016) contribute to how meaning is created at the discourse dimension (Martin & Rose, 2007). Language choices in all three dimensions contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).

Table F-2: The Dimensions of Language: A Short Reference

Dimension	Criteria	Focus on . . .
Discourse	Organization of language	How ideas are coherently organized to meet a purpose through organizational patterns characteristic of the genre
	Cohesion of language	How language connects ideas within and across sentences and discourse using a range of cohesive devices
	Density of language	How information in noun groups is expanded or consolidated
Sentence	Grammatical complexity of language	How relationships are expressed with clauses through simple, compound, and complex sentences
Word/Phrase	Precision of language	How everyday, cross-disciplinary, and technical language more effectively conveys precise meaning.

Using this theoretical perspective, the PLDs frame language as a system of interlocking choices (Halliday & Matthiessen, 2004). The descriptors examine how students' linguistic repertoires expand and become increasingly precise as they move from concrete, shared contexts (situation-embedded, more spoken-like communication) to increasing abstract, distant contexts (more written-like, literate communication) (Gibbons, 2015). The lead-in sentence for PLDs in each grade-level cluster point to multilingual learners' performance when scaffolded appropriately.

Proficiency Level Descriptors take a multidimensional view of languages as an interlocking set of choices. They continue to be written according to the Discourse, Sentence, and Word/Phrase dimensions.

Summary

The WIDA ELD Standards, 2020 Edition, provides educators with a set of tools that connects language development for multilingual learners with academic content standards, multimodality, scaffolding, student funds of knowledge, and support for effective language use. This document articulates the theoretical foundations of the 2020 Edition and offers research-based rationales to prompt K-12 educators to prioritize language as a meaning-making resource as they attend to language development in systematic, explicit, and sustained ways during content learning. In doing so, the 2020 Edition renews and deepens WIDA's commitment to equitable opportunity and access, integration of content and language, collaboration among stakeholders, and a functional approach to language development. With these Big Ideas in mind, the 2020 Edition seeks to further galvanize a purposeful shift in national, state, and local educational systems, helping educators create the conditions that support and sustain multilingual learners in developing the language, literacy, disciplinary knowledge, and agency they need to flourish in a variety of contexts in school and beyond.

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Appendix G: Select References

This list of select references represent the four Big Ideas and other touchstones in the WIDA ELD Standards Framework, 2020 edition. For additional references, go to Appendix F, Theoretical Foundations.

Collaboration Among Stakeholders

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Functional Language Approach

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Douglas Fir Group (Atkinson, D.; Byrnes, H.; Doran, M.; Duff, P.; Ellis, Nick C.; Hall, J. K.; Johnson, K.; Lantolf, J.; Larsen-Freeman, D.; Negueruela, E.; Norton, B.; Ortega, L.; Schumann, J.; Swain, M.; Tarone, E.). (2016). A transdisciplinary framework for SLA in a multilingual world. *Modern Language Journal, 100,* 19–47.

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Appendix H: Standards Development Process and Acknowledgements

WIDA would like to extend its appreciation to the many educators who have inspired, supported, and contributed to the development of the 2020 Edition of the English Language Development (ELD) Standards Framework.

Since the WIDA ELD Standards were first published in 2004, they have highlighted the importance of developing student language abilities in five schooling contexts described in the five WIDA Standards Statements. As part of the regular development cycle, the 2004 edition was first revised in 2007 and then further amplified in 2012. With each subsequent revision, the WIDA ELD Standards continue to build on previous editions, incorporate emerging research, and address federal legislation and associated policy trends.

Project Launch (November 2018)

In November of 2018, WIDA launched the development of the 2020 Edition of its ELD Standards. WIDA wishes to extend its appreciation to representatives from all the state, territory, and federal education agencies who contributed thoughtful feedback and guidance throughout the project.

Alabama
Alaska
Bureau of Indian Education
Colorado
Delaware
Department of Defense Education Activity
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Kentucky
Maine
Maryland
Massachusetts
Michigan
Minnesota
Missouri
Montana
Nevada
New Hampshire
New Jersey
New Mexico
North Carolina
North Dakota
Northern Mariana Islands
Oklahoma
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
U.S. Virgin Islands
Utah
Vermont
Virginia
Wisconsin
Wyoming

Quarterly SEA Review and Feedback (2018-2020)

Meeting quarterly, WIDA standards subcommittee members reviewed, discussed, and suggested next steps on various iterations of conceptual questions and standards prototypes. SEA subcommittee members also discussed issues related to standards adoption and implementation.

WIDA gratefully acknowledges the many contributions made by members of the standards subcommittee.

Table H-1: SEA Standards Subcommittee Members (2018-2020)

2018-2019 Subcommittee Members	2019-2020 Subcommittee Members	2020-2021 Subcommittee Members
Sam Aguirre (IL) Ken Bond (NJ) Julie Chi (MN) Jacqueline Ellis (GA) Fernanda Kray (MA) Audrey Lesondak (WI) Barb Marquer (WY) Sophia Masewicz (NV) Flavia Molea Baker (RI) Adam Pitt (IN) Joann Runion (TN)	Andrew Bennett (ID) Julie Chi (MN) Jessica Costa (VA) Jacqueline Ellis (GA) Cary Knight (DE) Audrey Lesondak (WI) Barb Marquer (WY) Sophia Masewicz (NV) Flavia Molea Baker (RI) Adam Pitt (IN) Rebekah Ottenbreit (CO)	Andrew Bennett (ID) Julie Chi (MN) Jessica Costa (VA) Jacqueline Ellis (GA) Cary Knight (DE) Michele Lee (AL) Barb Marquer (WY) Sophia Masewicz (NV) Rebekah Ottenbreit (CO) Wendy Perron (NH) Adam Pitt (IN) Daniel Ruhl (OK)

Local Educational Agency Advisory Committee (2018-2020)

WIDA also received feedback on standards development issues and prototypes from the WIDA local educational agency (LEA) advisory committee. WIDA appreciates the perspectives provided by local educators serving on this committee.

Table H-2: LEA Advisory Committee Members

2018-2019 LEA Committee Members	2019-2020 LEA Committee Members
Nadra Shami (MI) Skip Cleavinger (KY) Ellen Guettler (MT) Deena Marshall (DC) Barb Hasting (NV) Vicky Saldala (FL) Christine Lay (PA) Claudia Franks (MO)	Barb Hasting (NV) Vicky Saldala (FL) Lorri Kondo (HI) Carolyn Bookmyer (IN) Travy Moncure (ME) Claudia Franks (MO) Christine Lay (PA) Jennifer Cox (TN)

Standards Alignment Panel (August 2019)

Prototype development work continued throughout spring and summer 2019. Along with regular reviews by the members of the WIDA standards subcommittee, in August 2019, WIDA convened a panel of national content and language alignment experts in order to ensure the 2020 Edition of the WIDA ELD Standards would be positioned to meet peer review requirements. Thanks go to the following individuals from the expert alignment panel for their important contributions.

August 2019 Alignment Panel Members

Sara Christopherson, University of Wisconsin-Madison (WCEPS)
Karin Hess, Educational Research in Action
Rebecca Kopriva, University of Wisconsin-Madison (ONPAR)
Steve Sireci, University of Massachusetts Amherst
Art Thacker, HumRRO
Laura Wright, University of Wisconsin-Madison (ONPAR)
Shu Jing Yen, Center for Applied Linguistics

WIDA Conference Teacher Focus Groups (October 2019)

After the August 2019 expert panel meeting, WIDA streamlined and narrowed its prototype down to four components to create what is now known as the 2020 Edition of the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors.

As a check to ensure that the fall 2019 redevelopment work was positioned to meet state, district/LEA, and school-based educator needs, WIDA convened five focus groups at the 2019 WIDA Annual Conference in Providence, Rhode Island. WIDA appreciates the time and insights provided by the following educators.

Table H-3: October 2019 Focus Group Participants, WIDA Annual Conference

Focus Group #1	Focus Group #2	Focus Group #3
District English Language Learner (ELL) Coordinators, ELL/bilingual teachers, Instructional Coach, State Agency Administrator • Lourdes Khosrozadeh, FL • Jamie Ingle, NC • Dana Greene, NC • Amy Murphree, AL • Carmen M Oquendo, CO • Mirvat Habhab, MI • LaTonya Davis, SC	District ELL Coordinators, ELL/bilingual teachers, general education/content teachers • Kristina Robertson, MN • Michelle Lindbloom, MT • Dana Gottlieb, MA • M. Maija Talso, NV • Nicole Ponti, NH • Linda Belnap, NV • Elizabeth Eastman, RI • Leah Dobbs Black, AL • Aoife Maria Burke, Brazil • Ruby Yip, MD • Daniel R Yip, MD	District ELL Coordinators, State Agency Administrators • Beth Vande Hey, WI • Maha Abdelkader, MD • Erica Bundy, TN • Susan Walz, NC • Susan Murphy, SC SEA • Richard M. Knox, GA • Tamara Hewlett, MD • Cindy Cox, AL

Focus Group #4	Focus Group #5
Instructional Coaches, ELL & bilingual teachers, Consultants • Glenda Harrell, NC • Andrew Rodgers, MI • Becca Gregory, TN • Heather Gilbert, ME • Angie Thomas, SD • Geraki Marie Kossonou, GA • Greg Spoon, AL • Jessica Lodle, NC (national consultant) • Lauren Adams, MA	Higher Education Faculty • Tia Kimball (University of Northern Florida) • Nancy Cloud (Rhode Island College) • Peter Vigil (Metropolitan State, University of Denver) • Christine Leider (Boston University) • Kara Viesca (University of Nebraska-Lincoln) • Sara Niño (Lasell University) • Trish Morita-Mullaney (Purdue University) • Wayne E. Wright (Purdue University) • Nancy Commins (University of Colorado, Denver) • Kristina Soprano (Roger Williams University)

Large-Scale Public Input (November – January 2019)

WIDA published its standards draft for large-scale input in late November 2019. WIDA would like to thank the 1,275 respondents from both U.S. and international locations.

Proficiency Level Descriptor Review Panel (February 2020)

After several months of further development work and to address questions raised in the winter 2019-2020 public input period, WIDA convened a statewide panel of 33 experienced K-12 educators from small, medium, and large divisions [districts] from across Virginia. To ensure WIDA had adequately addressed concerns raised during the public input period, the Virginia Performance Level Descritors (PLD) panel was asked to review an updated January 2020 version of the interpretive language PLDs to check the developmental accuracy. Moreover, to support consequential validity framing about local uses of the PLDs, panelists were asked to create recommendations on appropriate uses for PLDs.

Educators and Advisors

Sonia Arellano
Amanda Davis
Mariela Dekraker
Sarah Eqab
Kathleen Fay
Jane Flegal
Marnie Garnier
Jennifer Gray
Claudia Goyzueta
Lauren Herr
Julie Kimble
Rachel Lanier
Brianna Massingale
Sylvia McPeters
Erica Meadows
Katharine Padilla
Anh-Tu Phillips
Valerie Pinkney
Vanessa Sekinger
Mike Staroscik
Lisa Stosch
Suzanne Szigeti
Ilene Teixeira
Jessica Tipling
Darina Walsh
Mandy Walter
Suzanne Whaley
K. Nicola Williams
Jason Wright
Hector Yanez

Researcher/Teacher Educator Panel (April 2020)

With development work on the 2020 Edition nearing fruition, in April 2020, WIDA convened two virtual panels of nationally recognized institutes of higher education (IHE) experts for the following purposes:

1. To obtain feedback on the quality, relevance, and usefulness of the proposed 2020 Edition to IHE teacher educators and researchers of K-12 content and language teachers and
2. To cross-check the degree to which the 2020 Edition met criteria outlined by internal WIDA stakeholders, SEA stakeholders, and a previous expert panel on alignment issues.

WIDA appreciates the time and insights shared by panel members.

Table H-4: Researcher/Teacher Advisory Panel (April 2020)

April 7th Panel	April 9th Panel
• Kathryn Accurso (University of British Columbia) • Luciana de Oliveira (University of Miami) • Meg Gebhard (University of Massachusetts, Amherst) • Lorena Llosa (New York University) • Chris Rivera (East Carolina University) • Russell Swinburne Romine (University of Kansas) • Patricia Velasco (Queens College)	• Zenaida Aguirre-Muñoz (University of Houston) • Zhihui Fang (University of Florida) • Okhee Lee (New York University) • Chris Leider (Boston University) • Trish Morita-Mullaney (Purdue University) • Kathy Swan (University of Kentucky) • Wayne Wright (Purdue University) • Jeff Zwiers (Stanford University)

Panel Survey Respondents
Margaret Hawkins (University of Wisconsin-Madison) Claudia Rinaldi (Lasell University)

Educator Review Panel (June 2020)

In June of 2020, WIDA gathered input from practitioners via surveys and virtual panels regarding the following:

- How educators envisioned using the 2020 Edition of the WIDA ELD standards to plan instruction and develop curriculum
- Resources, materials, etc. that could be helpful to educators as they begin implementing the 2020 edition.

WIDA appreciates the time and insights provided by the following educators:

Table H-5: Domestic and International Educators

Domestic U.S. Educators	International Educators	WIDA Fellows
Patricia Aube Allison Audet Alyssa Baumgarten Tara Beardsley Jasanne Blanchard Emily Blitz Sam Blomberg Martha Boiselle Kristen Bolek Jan Buckwalter Catherine Carney Maria Coello Biarnes Judy Da Costa Hannah DeSouza Rodriges Mike Gary Moira Greenson Rebecca Grunko Melissa Keh Kerry Lamprey Rachel Leslie Paula Merchant Tricia Mintner Paulina Mitropolous Moustafa Mouhieeddine Janelle Nisly Beth O'Connor Cheryl Oliver Jen Quinlan Molly Ross Gloria Salazar Krista Smith Ivone Spencer Ann Tinker-Jackson Erika Tran Serena Tyra Irma Valerious John Willett Jessie Williams Gina Yarmel	Averi Abraham Victoria Astle Gina Ballesteros Naomi Barbour Rena Brown Jamie Cardwell Codie Chaudoin Kathy Cromartie Kim Curria Harsha Daryanani Siobhan Dean Maja Flom Kim Guiry Alexandra Gustad Alina Guzganu Mats Haaland Holly Hitchcock Tan Huynh Shefali Jhaveri Gavin Latham Jennifer Mayorga Kate Murphy Anne Neill Sue Nilsson Juana Nolasco Cedillo Sylvie Pauze John Roche Sarah Sahr Denise Serna Shafali Shafali Trinindita Shalihat Kristin Simmers Ryan Sova Lynne Stallings Katie Tenenbaum Paul Thompson Anca Toma Cristina Vallejo Christine Vithayathil Chelsea Wilson Art Wong	Sonya Bertini Ceci Estes Demetrica May Cassandra Meyer Catriona Moore Nicole Ponti Denise Torres

Other Contributors

Thanks to the following researchers and educators who contributed in other ways to the development of this project, including through additional reviews and submissions of language samples.

Katherine Accurso
Allison Audet
Paige Besser
Rachel Ellis
Elizabeth Folberg
Meg Gebhard
Holly Graham
Cory Hayden
Robert Measel
Stephanie Purrington
Rachel Ravelli
Alicia Serafin

Center for Applied Linguistics

WIDA gratefully acknowledges the following experts at the Center for Applied Linguistics for providing feedback on the 2020 Edition.

Keira Ballantyne
Tanya Bitterman
Caitlin Gdowski
Michele Kawood
Justin Kelly
Dorry Kenyon
Samantha Musser
Shu Jing Yen

WIDA Staff Contributions

The 2020 Edition was made possible through the efforts of the following WIDA staff members:

Table H-6: WIDA Standards Development Team

Original Development Team (Beginning November 2018)	New Members to Expanded Standards Development Team	Project Sponsor and Management Staff
Andrea Cammilleri Content Lead (through May 2020), State Relations, Communications, Marketing **Margo Gottlieb** Overall Design and Vision, Content Developer, Conceptual Overviews **Lynn Shafer Willner** Proficiency Level Descriptors, Alignment Architecture, Correspondences, Language Expectations Developer	**Fernanda Kray** Content Lead, Standards Subcommittee Content Lead, State Relations, Communications, Marketing **Cynthia Lundgren** Key Language Uses, Language Features Developer **Elizabeth Warren** Content Reviewer, Standards Subcommittee State Relations Lead **Ruslana Westerlund** Key Language Uses, Language Functions and Features Developer	**Elizabeth Cranley** Project Sponsor **Annemarie Banas** Project Coordinator **John Cusimano** Project Manager (through July 2019) **Brandon Gingher** Project Manager (beginning July 2019)

Consultants	Editing and Graphic Design	Marketing
Sharon Besser Annotated Language Samples, Language Functions, Language Features **Luciana de Oliveira** Glossary, Language Features **Elizabet Sena** Sample Unit Development	**Rebecca Holmes** Editor **Janet Trembley** Graphic Design	**Katie Rozas Fahrenkrug** Integrated Marketing Communications Lead **Selena Franklin** **Lynne Kroll** Educator Research and Insights

WIDA Staff Acknowledgments

The Standards Development Team would like to thank the following current and former WIDA staff members who provided guidance and feedback during development.

WIDA Leadership

Tim Boals
Heather Buettner
Mariana Castro
Mark Chapman
Gary Cook
Elizabeth Cranley
Jonathan Gibson
Dan Machmeier
Ngoc-Diep Nguyen
Merideth Trahan
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WIDA Staff Contributors

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Jen Daniels
Troy Dassler
Heather Elliot
Dale Erlandson
Leslie Grimm
Lori Hanna
Jenny Hill-Wild
Leslie Huff
Andrew Kahn
Amy King
Justine Kolb
Rita MacDonald
David MacGregor
Lorena Mancilla
Rachel Maske
James Mitchell
Daniella Molle
Virginia Morales
Edith Nava
Christina Nelson
Jon Nordmeyer
Stephen O'Connell
Melissa Paton
Maureen Purcell
Fatima Rivera
Courtney Skare
Amanda Spalter
Sonia Upton
Kimberly Varnell
Jennifer Wilfrid

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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.
June 16, 2021	Board approved Idaho's ARP ESSER SEA State Plan and authorized the Board president to sign the plan as the Board's representative to the US Department of Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-110

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 (SEA) 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 local education agencies (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 (SDE) identified leads for each of the seven sections of the plan. Six of leads were SDE staff, with the seventh being Board staff. Section D., Maximizing State-Level Funds to Support Students, drafting was

lead by Board staff. SDE identified stakeholders and a timeline to quickly draft and receive feedback on the plan. A notification from SDE'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 SDE'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 (DFM) staff, Legislative Services Office (LSO) staff, Idaho Association of School Administrators (IASA), Idaho School Boards Association (ISBA), Idaho Education Association (IEA), LEA business managers, Nez Perce Tribe Education Director, Idaho Business for Education (IBE), Idaho Association of Commerce and Industry (IACI), Bluum, Idaho PTA Association Board, and SDE'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 SDE'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 SDE'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 SDE 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 IEA, LEA administrator, Public Charter School Commission, Idaho State Board of Education, ISBA, IBE, IACI, Idaho legislator, Bluum, Idaho Hispanic Commission, DFM, Education Northwest REL and Comprehensive Center 17, and SDE 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.

Following submittal of the ARP ESSER SEA Plan to the US Department of Education, SDE and Board staff received a request for additional clarification.

IMPACT

Once approved by the Board, the plan will be resubmitted to the USED.

ATTACHMENTS

Attachment 1 – Idaho ARP ESSER SEA State Plan Amendment
Attachment 2 – US Department of Education Request for Additional Information (received 7/13/21)
Attachment 3 – US Department of Education Request for Additional Information (received 8/23/21)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The USED template asks the SEA 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 amendments to the ARP ESSER SEA Plan provided in Attachment 1 include:

- Added language on SDE's efforts to reach out to the various stakeholder groups in Section C.1.;
- A restructuring of Section D.1. to help clarify how the funds are going to be used, including the addition of section titles to help organize the information. Additionally, language was added to demonstrate Idaho recognizes that groups are disproportionately affected by the pandemic;
- A restructuring of Section D.2.i. to make it consistent with the order and subsection titles used in section D.1.i. and added additional language around plans for data collection;
- Additional language in Section D.3. identifying the intended use of funds the Board has already taken preliminary actions on (2.5% for no and low Title I schools);
- Addition of Idaho's General Education Provision Act (GEPA) Statement; and
- Addition of Appendix I to incorporate the Board approved Idaho Back to School Framework.

On August 23, 2021 the US Department of Education requested additional clarification to the draft amended plan. Those additional edits are highlighted in yellow.

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 as the representative of the State Education Agency.

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

Paperwork Burden Statement 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. The valid OMB control number for this information collection is 1810-0754. Public reporting burden for this collection of information is estimated to average 100 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 under Section 2001 of the American Rescue Plan Act of 2021 (ARP Act). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Britt Jung, Office of State and Grantee Relations, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6450, email: SGR@ed.gov directly.

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.

Cover Page

ARP ESSER PR Award Number (S425U210043):

SEA Contact: Matthew Freeman, Executive Director, State Board of Education

Telephone: (208) 332-1570

Email address: matt.freeman@osbe.idaho.gov

State Department of Education 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	
Kurt Liebich, State Board of Education President	Date:
Sherri Ybarra, State Superintendent of Public Instruction	Date:

DRAFT

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 State Board of Education, State Department of Education, and other state agencies, as appropriate (state) 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). 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 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.

   In-person instruction

   For many LEAs, the most effective strategy was maintaining in-person instruction. To support this approach, the Department 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 LEAs, particularly smaller 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 Department 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 Department 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 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 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 115 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

The foremost challenge for students and schools across Idaho is continuing to identify and employ effective strategies for assisting students who experienced 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'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 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,

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 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 unfinished learning, and addressing the social, emotional, and mental health needs of students. 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.

[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 Department to gather and analyze appropriate data. Preliminary information suggests that the specific academic consequences of unfinished learning due the COVID-19 pandemic vary by student group in ways that should inform intervention efforts. 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.. 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 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, initial data from the 2020-2021 student engagement survey 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 February and March, 2021, showed a substantially higher percentage of students with disabilities 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.

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 of data used for this analysis will be gathered through 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 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. Understanding the Impact of the COVID-19 Pandemic: 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, 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. 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 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. The Department 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. 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. School Operating Status: 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 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 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 Idaho 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.

Idaho'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 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 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 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. 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. The Board / SEA and Department will explore options for capturing more detailed and accurate instructional methodology information. In making this decision, the 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 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 Board / SEA approved Idaho Back to School Framework (Framework) 2020, Appendix I, (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 Board / SEA. The Framework was developed and recommended for Board / SEA approval by a work group made up of representatives from the Department of Education, the Department of Health and Welfare, the local public health districts, and LEAs. 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 guidelines provided in the Framework 2020 related to the appropriate accommodations for children with disabilities, the Department 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 (https://www.sde.idaho.gov/coronavirus/sped/SPED-COVID-19-Q-A-06-03-2020.pdf).

The Board / SEA also distributed a separate guidance document specific to the wearing of masks in our schools (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*
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: 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 Board / SEA staff verified that each LEA 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." . 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 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 Board / SEA and the Department. 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 Department 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 Department 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 the state coronavirus resource website is available here, https://coronavirus.idaho.gov/resources-for-schools/. Additionally, the Department will continue to offer professional development opportunities to support educators in implementing instructional practices and programs to address the academic impact of unfinished learning 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 Department 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. 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

[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.

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.

Response: In October 2020, LEAs posted a Back-to-School Plan on their website or made them available through their district offices, which was verified by Board / SEA staff. This was five months prior to the enactment of ARP ESSER. 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. This checklist may be used for LEAs to verify their existing plans meet Federal requirements and identify any 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. Department 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. 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 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 Department staff met several times to identify team leads for each section of the plan and to develop a core stakeholder list for initial communication. On May 5, 2021, a letter went out from the Department's Chief Deputy Superintendent to stakeholders. The letter invited stakeholders to provide input into Idaho's ARP ESSER Plan, included the timeline for developing and submitting the Plan, and provided a process for stakeholders 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, Board / SEA staff, 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 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 State Department of Education's website (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'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 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 with the Department.

The 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 Department 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, Board / SEA, 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 Department's 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 from this meeting.

The Board/ SEA met June 15, 2021, to review and approve Idaho's ARP ESSER State Plan and delegate submittal of the plan by the SEA's representative to the U.S. Department of Education.

In addition to the stakeholders represented in the development of Idaho's plan, Idaho will engage representation from two additional vulnerable populations of students: advocates for students in the foster care system and advocates for children and youth incarcerated in the juvenile justice system. The number of students in the foster care system fluctuated between 1,800 and 1,900 during the 2020-2021 school year, and approximately 5,000 students were served in Neglected or Delinquent facilities during this same period. The Board / SEA is committed to both of these underserved populations. The State Department of Education's Foster Care liaison works closely

with LEAs to ensure students are provided transportation to their school of origin when it is determined to be in their best interest. Additionally, quarterly meetings are held between the State Department of Education staff and Health and Welfare Family and Children Services Division to develop practices, procedures and policies to support K-12 students in the foster care system. The State Department of Education's Foster Care Liaison also participates in the U.S. Department of Education and American Bar Association Foster Care Community of Practice. This group assists other states working to strengthen their foster care processes. Idaho's Title I-D Coordinator is a member of the Idaho Juvenile Justice Commission / State Advisory Group and participates in quarterly meetings where specific needs related to justice-involved youth are discussed.

Moving forward, Department staff will continue to provide weekly ESSER reports on its website, updates on the implementation of the state's ARP ESSER State Plan to the Board / SEA, and quarterly virtual/in-person updates to the public. As the Idaho ARP ESSER State Plan is implemented, the Board / SEA and Department of Education staff will continue to invite and engage all stakeholders including representation from students, families, tribes, civil rights organizations, including the Hispanic Commission, school staff, district administrators, special education administrators, charter school leaders, as well as advocates for children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and any other identified underserved students. Additional stakeholders include associations connected with education such as the PTA Association Board, staff from the Governor's office, business, commerce and industry leaders, and Board / SEA and State Department of Education staff.

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:
    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.	

Response: In addition to the GEER funds, the Governor approved the funding request of the Board / SEA for flowthrough grants to LEAS administered by the Department:

- $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 allocated 100% of its 10% State Set-Aside Reserve to LEAs for LMS/Blended Learning and SEL activities. The Board / SEA and Department do 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 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.

[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.

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 to use evidence-based interventions and to provide the appropriate research.~~
In an effort to level the playing field for small, rural districts, t~~T~~he Board / SEA will use 2.5% of the state reserve funds, as outlined in Section D.4. Emergency Needs, to provide funds to the Bureau of Educational Services for the Deaf and the Blind and LEAs who are receiving little to no funding through the ARP ESSER LEA funds, as distributed based on the Title I formulas. No other state reserve funds will be distributed to LEAs. Please see Section D.4. Emergency Needs for additional details regarding distribution of state reserve funds to LEAs.

The Board / SEA will use the state~~wide~~ reserve funds to address the impact of lost instructional time, through the following three targeted activities.

Data Systems, Research and Monitoring

The Board / SEA will use state-level funds to support expanding data systems needed for research regarding the impact of the pandemic and ongoing monitoring of the impact of strategies implemented by the state and LEAs. This will include costs to program the state longitudinal data system to support expanded data collection and costs related to analysis and research, including engaging with contractors as needed. A primary focus of this work will be ensuring we have research and data systems capacity to accurately identify students disproportionately affected by the pandemic, including research on the

impact on each of the student groups listed in A.3.i.-viii. Funds used for collecting, researching and monitoring the impact of loss instructional time and the impact of evidence-based interventions that support learning loss will be tracked separately from state-level funds designated for other purposes such as evidenced based summer learning and enrichment programs and evidenced based comprehensive afterschool programs. The use of funds will be tracked to assure they are only expended for allowable uses.

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 romanette ii below. The analysis will include a focus on the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i-viii. In addition to the data outlined in romanette ii below, the AOC will review the state's interim assessment data. As a part of the Idaho's suite of standardized assessments, the Idaho Standards Achievement 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 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. The AOC will review a sampling of the Smarter Balanced Interim Assessment data midyear to monitor progress and attempt to identify LEAs that are demonstrating success in accelerating student learning. The AOC recognizes the limitations of the interim assessment data and will take care in making interpretations and using the data.

Statewide Tools to Address Unfinished Learning

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.

The Board has created the Unfinished Learning Work Group, and has tasked the Unfinished Learning Work Group with identifying evidence-based tools for statewide use. The Unfinished Learning Work Group will work with the Board / SEA to develop specifications for resources and tools to be purchased through a statewide contract using ARP ESSER state reserve funds. These evidence-based tools will be provided to all LEAs for their use in support of accelerated learning. Once the evidence based practices have been identified the state plan will be updated to include the specific evidence based practices.

Professional Development

The Board / SEA will use state reserve funds to provide pProfessional development ~~will be provided~~ to LEAs, including administrators and teachers. Professional development will be focused~~,~~ on: a) using data to identify gaps in student learning caused by unfinished learning, with an emphasis on identifying students disproportionately impacted by the pandemic; and b) 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 Board / SEA will use state reserve funds to ~~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 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 romanette ii below. In addition to that data, the AOC will review the state's interim assessment data. As a part of the Idaho's suite of standardized assessments, the Idaho Standards Achievement 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 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. The AOC will review a sampling of the Smarter Balanced Interim Assessment data midyear to monitor progress and attempt to identify LEAs that are demonstrating success in accelerating student learning. The 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. As outlined in Section D1.i., above, the Board / SEA will use state reserve funds to support expansion of our data and research capacities to ensure we have an accurate understanding of the student groups disproportionately affective by the COVID-19 pandemic. The Board / SEA has tasked the AOC with reviewing the data and reporting to the Board. An emphasis of the AOC's analysis will be the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i-viii.

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 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:

- 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 Board / SEA will use state reserve funds, as outlined in Section D1.i. above, to provide professional development to ~~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. Further, the professional development provided by the state will include information regarding how to use accelerated learning strategies to address the needs of students disproportionally impacted by the pandemic, including how strategies can be adjusted to target the student groups listed in A.3.i.-viii. LEAs will also be provided with evidence-based tools purchased by the state to address the needs of all students, with an emphasis on those ~~dispropriationately~~disproportionately impacted by the pandemic. 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.

~~The Board / SEA will~~ Finally, 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.

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 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.~~

As previously indicated, the Board / SEA will use 2.5% of the state reserve funds, as outlined in Section D.4. Emergency Needs, to provide funds to the Idaho Bureau of Educational Services for the Deaf and the Blind and LEAs who are receiving little to no funding through the ARP ESSER LEA funds, as distributed based on the Title I formulas. No other state reserve funds will be distributed to LEAs. The Bureau of Educational Services for the Deaf and the Blind and LEAs who receive funds through the Emergency Needs set aside may use those funds for summer learning and enrichment programs. Please see Section D.4. Emergency Needs for additional details regarding distribution of state reserve funds to LEAs.

The Board / SEA will use the state reserve funds for summer learning and enrichment programs in the following ways.

Data Systems, Research and Monitoring

As outlined in Section D1.i. above, the Board / SEA will use state-level funds to support expanding data systems needed for research regarding the impact of the pandemic and ongoing monitoring of the impact of strategies implemented by the state and LEAs, including summer learning and enrichment programs. Funds used for collecting, researching and monitoring the impact of loss instructional time and the effectiveness of evidence-based summer learning and enrichment programs will be tracked separately from funding used for identifying the effectiveness of evidence based interventions that support learning loss and the effectiveness of evidenced based comprehensive afterschool programs.

Beginning with summer 2021, LEAs will be required to submit data regarding student enrollment and attendance in summer programs. As the state has not previously collected this data, state reserve funds will be used to program the statewide longitudinal data system for this data collection, and to provide training to districts to ensure they collect and report the data correctly. 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:

- 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.

Statewide Tools to Address Unfinished Learning

As described in Section D1.i. above, t~~T~~he Board / SEA will use state reserve funds to purchase evidence-based tools to support accelerated learning. The tools will be made available to all LEAs and may be used by LEAs in summer learning and enrichment programs. The funds reserved under this section will only be used for evidence based summer learning and enrichment programs and shall be tracked separately from funds used for other purposes. Once the evidence based practices have been identified the state plan will be updated to include the specific evidence based practices. The use of funds will be tracked to assure they are only expended for allowable uses. Once identified, the state plan will be updated to include specific evidence-based summer learning and enrichment programs.

Professional Development and Resource Distribution

The Board / SEA will use state reserve funds to provide professional development focused on evidence-based summer learning and enrichment. Idaho is participating in the Summer Learning and Enrichment Collaborative, and the Board / SEA and Department will gather and ~~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, with an emphasis on ~~.~~ supporting students disproportionately affected by the pandemic. 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:~~

- ~~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

As outlined in Section D1.i-ii., above, the Board / SEA will use state reserve funds to support expansion of our data and research capacities to ensure we have an accurate understanding of the student groups disproportionately affective by the COVID-19 pandemic. The Board / SEA has tasked the AOC with reviewing the data (outlined in D1.ii) and reporting to the Board. An emphasis of the AOC's analysis will be the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i-viii.

The Board / SEA will also use state reserve funds to provide professional development to LEAs to support them in conducting internal analyses to identify students within their LEA disproportionately impacted by the pandemic. The Board / SEA and Department will guide LEAs to use spring data, including statewide standardized assessment results and local assessments, to review the needs of individual students and determine which students should be enrolled in summer programs. The Board / SEA will guide LEAs to provide prioritized enrollment in summer learning and enrichment programs to students in their LEA identified as disproportionately affected by the pandemic. ~~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.~~

Idaho is participating in the Summer Learning and Enrichment Collaborative, and the Board / SEA and Department will gather and distribute ~~information~~ resources and provide aligned professional development to LEAs, as outlined in Section D2.i. above, ~~to LEAs~~ regarding ~~effective~~ evidence-based strategies

for meeting students' needs, ~~particularly~~ with an emphasis on targeting strategies to effectively support 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.

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;

~~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.~~
As previously indicated, the Board / SEA will use 2.5% of the state reserve funds, as outlined in Section D.4. Emergency Needs, to provide funds to the Idaho Bureau of Educational Services for the Deaf and the Blind and LEAs who

are receiving little to no funding through the ARP ESSER LEA funds, as distributed based on the Title I formulas. No other state reserve funds will be distributed to LEAs. The Bureau of Educational Services for the Deaf and the Blind and LEAs who receive funds through the Emergency Needs set aside may use those funds to implement evidence-based comprehensive after school programs. Please see Section D.4. Emergency Needs for additional details regarding distribution of state reserve funds to LEAs.

The Board / SEA will use the state reserve funds to support implementation of evidence-based comprehensive after school programs in the following ways.

Data Systems, Research and Monitoring

As outlined in Section D1.i. above, the Board / SEA will use state-level funds to support expanding data systems needed for research regarding the impact of the pandemic and ongoing monitoring of the impact of strategies implemented by the state and LEAs, including after school programs. Funds used for collecting, researching and monitoring the impact of loss instructional time and the effectiveness of evidenced based comprehensive afterschool programs will be tracked separately from funding used for identifying the effectiveness of evidence based interventions that support learning loss and the effectiveness of evidence-based summer learning and enrichment programs. Once identified, the state plan will be updated to include specific evidence-based comprehensive after school programs.

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. As the state has not previously collected this data, state reserve funds will be used to program the statewide longitudinal data system for this data collection, and to provide training to districts to ensure they collect and report the data correctly. 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.

Statewide Tools to Address Unfinished Learning

As described in Section D1.i. above, the Board / SEA will use state reserve funds to purchase evidence-based tools to support accelerated learning. The tools will be made available to all LEAs and may be used by LEAs within their after school programs. The funds reserved under this section will only be used for evidence based afterschool programs and shall be tracked separately from funds used for other purposes. Once the evidence based practices have been identified the state plan will be updated to include the specific evidence based

practices. The use of funds will be tracked to assure they are only expended for allowable uses.

Professional Development

The Board / SEA will use state reserve funds to provide pProfessional development ~~will be provided~~to LEAs on effective implementation of accelerated learning strategies within the after school environment. Further, the Board / SEA will 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 engaged in new community partnerships or built upon existing partnerships, and to indicate if the number of available spots in before and afterschool programs 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

As outlined in Section D1.i-ii., above, the Board / SEA will use state reserve funds to support expansion of our data and research capacities to ensure we have an accurate understanding of the student groups disproportionately affective by the COVID-19 pandemic. The Board / SEA has tasked the AOC with reviewing the data (outlined in D1.ii) and reporting to the Board. An emphasis of the AOC's analysis will be the disproportionate impact of the pandemic on certain groups of students, including those listed in A.3.i-viii.

The Board / SEA will also use state reserve funds to provide professional development to LEAs to support them in conducting internal analyses to identify students within their LEA disproportionately impacted by the pandemic. The Board / SEA and Department 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. The Board / SEA will guide LEAs to provide prioritized enrollment in summer learning and enrichment programs to students in their LEA identified as disproportionately affected by the pandemic.

The Board / SEA will use state reserve funds to provide pProfessional development ~~will provided that includes how~~to LEAs ~~can~~ regarding implementing evidence-based accelerated learning strategies in after school programs ~~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, with an emphasis on targeting strategies to effectively support students disproportionately affected 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 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 set aside 2.5% of the total state reserve allocation as ~~use~~ the statewide Eemergency Nneeds funds, which will be distributed ~~to provide funding~~ to LEAs that receive no or low formula-based ARP ESSER LEA allocations based on Title I. ~~to support their implementation of accelerated learning strategies.~~ Additionally, the Board / SEA will use a portion of the Emergency Needs funds to provide funding

to the Idaho Bureau of Educational Services for the Deaf and the Blind, as they have not qualified for allocations, but have students in need of services.

The Idaho Bureau of Education Services for the Deaf and the Blind and LEAs with no or low ARP ESSER LEA allocations will receive funds through a state established formula. The Idaho Bureau of Education Services for the Deaf and the Blind and LEAs with no or low LEA ARP ESSER allocations will be required to create and submit Use of Funds Plans, as outlined in Section E, to indicate how they will use their funds, including how they will address the academic, social emotional, and mental health needs of students, with an emphasis on students disproportionately impacted by the pandemic, including the student groups listed in A.3.i.-viii and those who missed the most in-person instruction during the 2019-2020 or 2020-2021 school years. The Board / SEA will allow the Idaho Bureau of Education Services for the Deaf and the Blind and LEAs with no or low ARP ESSER LEA allocations to use the funds provided to them to address the impact of lost instructional time, and to implement evidence-based summer learning and enrichment programs, and/or comprehensive afterschool programs, based on the identified needs of their student populations.

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, 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 Department 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 signed by the LEA's superintendent or charter administrator and the president of the LEA's local board of trustees prior to submitting the plan to the Department. 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. 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.

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. LEA Consultation: 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
    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 Department 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 Department 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 state support mechanisms.

The Department 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, the following topics:

- 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 Board / 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 Department 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 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:
    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 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, the Board / SEA has approved the use of SEA set-aside/reserve fund for LEAs that do not receive a Title I-A allocation and, therefore, do not receive an ESSER

formula allocation in recognition of 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, the Board / LEA 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.

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

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*
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 31 out of 176 LEAs had no school counselors	413 students per school counselor 31 out of 180 LEAs had no school counselors	403 students per school counselor 39 out of 185 LEAs had no school counselors
Social workers	5796 students per school social worker 144 out of 176 LEAs had no school social workers	5673 students per school social worker 149 out of 180 LEAs had no school social workers	5822 students per school social worker 152 out of 185 LEAs had no school social workers
Nurses	1969 students per school nurse 130 out of 176 LEAs had no school nurses	1902 students per school nurse 131 out of 180 LEAs had no school nurses	1825 students per school nurse 135 out of 185 LEAs had no school nurses
School psychologists	1755 students per school psychologist 107 out of 176 LEAs had no school psychologists	1686 students per school psychologist 109 out of 180 LEAs had no school psychologists	1704 students per school psychologist 117 out of 185 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 Department 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 Department 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.
- 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.

The Idaho legislature has been given spending authority for CRRSA Act funds, and these budget appropriations 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 Board / 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 Department has a *Be an Educator* webpage for the recruitment of certified educators. The Department will continue to update the website to include options and routes for certification.

The Department will provide Career Fairs through already established funding to assist 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 Department.

2. Staffing to Support Student Needs: 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 Department has a *Be an Educator* webpage for the recruitment of certified educators. The Department will continue to update the website to include options and routes for certification.

The Board / SEA and Department of Education will collaborate with Department of Labor and PERSI on ideas for recruiting individuals for employment opportunities.

The Department 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 Department 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 Department 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. Capacity for Data Collection and Reporting: 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 will ensure LEAs have the capacity to collect and report data for all identified metrics 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 in English Language Arts/Literacy, Mathematics, and Science includes the results of interim assessments that LEAs may administer to students throughout the year to identify 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).

To assist LEAs in reporting these data, the Department will also generate consistent, streamlined templates with associated guidance. This approach will mirror the process the Department 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 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 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.

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

- 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.

(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.

Idaho's GEPA Statement:

Idaho adheres to Section 427 of the General Education Provisions Act (GEPA) through its policies and practices for barrier-free programs. In carrying out its educational mission, the Board / SEA and Department ensures to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for all individuals served. Board / SEA and Department is committed to ensuring that Federally funded activities, programs, and services are accessible to all teachers, students, program beneficiaries, contractors, and the public. The Board / SEA and Department ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities. For state-level activities as well as all other activities supported by federal assistance through our electronic grant application, Idaho enforces all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. The Board / SEA and Department holds LEAs accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants. LEAs are provided training on Section 427 GEPA and are required to annually upload their GEPA statement in the Consolidated Federal and State Grant Application (CFSGA). Specifically, all State Department of Education public facing documents are made accessible and we continue to make information on Idaho programs available in Spanish and other languages as needed. The State Department of Education works with LEAs to make information on its programs available to Special Education teachers and administrators. The State Department of Education continues to work with LEAs to make data available on its programs to the districts, schools, and the public to ensure equitable access and participation.

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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 ☐

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.

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):

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.

(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.

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.*
   [Open-ended response]

[4] The most recent guidelines can be found here: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html

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 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.

ATTACHMENT 2

US DEPARTMENT OF EDUCATION

Request for Additional Information (Received July 13, 2021)

Requirement	Feedback for State
B1i. Support for LEAs – COVID-19 Prevention Strategies	Section B.1.i. of the ARP ESSER State plan template requires the SEA to provide a description of how the SEA will support its LEAs' implementation of prevention and mitigation practices in line, to the extent practicable, with the most up-to-date guidance from the CDC. The Idaho State Department of Education (IDSE) provided a response to each row in the Table B1 with the associated page numbers from its "Back to School Framework" guidance that aligns with the CDC's prevention and mitigation elements. Please attach a copy of the "Back to School Framework" guidance document as an attachment, rather than just the embedded link in the State plan.
C1. Consultation	Section C.1. of the ARP ESSER State plan template requires an SEA to describe how it engaged in meaningful consultation with several stakeholder groups in the development of the SEA's ARP ESSER State plan. In its plan, while ISDE provided information related to its consultation efforts, it did not describe how it engaged in meaningful consultation with the following stakeholders representing the interests of: • children and youth in foster care, and • children who are incarcerated. Please describe how ISDE engaged in meaningful consultation with stakeholders representing the interests of these specific groups.
D1i.-ii. Impact of Lost Instructional Time – Evidence-based Interventions and Address Student Groups	Section D.1.i of the ARP ESSER State plan template requires the SEA to describe how it will use the funds it reserves under section 2001(f)(1) of the American Rescue Plan Act of 2021 (ARP) (totaling not less than 5 percent of the State's total ARP ESSER allocation) for activities to address the academic impact of lost instructional time. The SEA must also describe how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the subgroups listed in section A.3.i.-viii. of the ARP ESSER State plan template. While ISDE describes initial priority areas and possible evidence-based interventions in this section, it is unclear which interventions will be funded under this reservation or, if the funds will be allocated to LEAs, how the State will allocate the funds and ensure that the State-set aside is used only for addressing the impact of lost instructional time. Please describe how ISDE intends to use the ARP ESSER funds it reserves under section 2001(f)(1) of the ARP to address the academic impact of lost instructional time. If the funds will be used at the State-level, please also describe how ISDE will ensure that the selected evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain subgroups of students including each of the student groups listed in question A.3.i.-viii. If the funds will be allocated to LEAs, please describe ISDE's process for allocating funds to ensure that they serve students disproportionately impacted by COVID-19 including each of the student groups listed in question A.3.i.-viii.

D.2 (i. and ii.) Summer Learning – Evidence-based Interventions	Under section D.2 of the ARP ESSER State plan template, the SEA must describe how it 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. The SEA must also describe how the evidence-based summer programs will specifically address the disproportionate impact of COVID-19 on the groups of students listed in section A.3.i.-viii. of the ARP ESSER State plan template. In its response, ISDE explained that it will allocate resources to LEAs that will select evidence-based strategies. However, it is unclear if ISDE intends to allocate the full State set-aside funds directly to LEAs. Please describe how ISDE intends to use the ARP ESSER funds it reserves under section 2001(f)(2) of the ARP for summer learning and enrichment programs. If the funds will be used at the State-level, please also describe how ISDE will ensure that the selected evidence-based summer programs will specifically address the disproportionate impact of COVID-19 on certain subgroups of students including each of the student groups listed in question A.3.i.-viii. If the funds will be allocated to LEAs, please describe ISDE's process for allocating funds to ensure that they serve students disproportionately impacted by COVID-19 including each of the student groups listed in question A.3.i.-viii.
D.3 (i. and ii.) Afterschool Programs – Evidence-based Interventions	Section D.3 of the ARP ESSER State plan template requires the SEA to describe how the funds it reserves under section 2001(f)(3) of the ARP (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) will be used for evidence-based comprehensive afterschool programs to address the academic, social, emotional, and mental health needs of students. In its response, ISDE explained that it will allocate resources to LEAs that will select evidence-based comprehensive afterschool programs. However, it is unclear if ISDE intends to allocate the full State set-aside funds directly to LEAs. Please describe how ISDE intends to use the ARP ESSER funds it reserves under section 2001(f)(3) of the ARP for evidence-based comprehensive afterschool programs. If the funds will be used at the State-level, please also describe how ISDE will ensure that the selected evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain subgroups of students including each of the student groups listed in question A.3.i.-viii. If the funds will be allocated to LEAs, please describe ISDE's process for allocating funds to ensure that they serve students disproportionately impacted by COVID-19 including each of the student groups listed in question A.3.i.-viii.
Description for Section 427 of GEPA	As described in Appendix D of the ARP ESSER State plan template, section 427 of the General Education Provisions Act (GEPA) requires each applicant for Federal education funds to include in its application a description of the steps it 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. ISDE does not provide a description of how it is meeting this requirement. Please provide a description to address this requirement.

ATTACHMENT 3

US DEPARTMENT OF EDUCATION

Request for Additional Information (Received August 23, 2021)

Requirement	Feedback for State
Section D	In sections D.1, D.2, and D.3 of its ARP ESSER State plan, ISDE indicates it will use funds to support expanding the data systems needed for research regarding the impact of the pandemic and ongoing monitoring of the impact of strategies implemented by the State and LEAs. Please note that each State reservation may only be used for its statutorily allowed purposes and must be tracked separately (i.e., the State reservation in D.1 may only be used for evidence-based interventions that support learning loss, the State reservation in D.2 may only be used for evidenced-based summer learning and enrichment programs, and the State reservation in D.3 may only be used for evidenced-based comprehensive afterschool programs.) Please describe how ISDE will ensure that the funds in each section for this initiative will be tracked separately and only used for its intended purpose.
D1i.-ii. Impact of Lost Instructional Time – Evidence-based Interventions and Address Student Groups	Section D.1.i of the ARP ESSER State plan template requires the SEA to describe how it will use the funds it reserves under section 2001(f)(1) of the American Rescue Plan Act of 2021 (ARP) (totaling not less than 5 percent of the State's total ARP ESSER allocation) for activities to address the academic impact of lost instructional time. The SEA must also describe how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the subgroups listed in section A.3.i.-viii. of the ARP ESSER State plan template. In its response, ISDE indicates that its Unfinished Learning Workgroup will identify evidence-based interventions but does not indicate what interventions will be identified or when. While no further information is needed at this time, ISDE will be required to amend its plan to provide information, when it is available, on the evidence-based interventions identified by the Unfinished Learning Workgroup for LEAs to use to address the impact of lost instructional time on student groups listed in A.3i-viii.
D.2 (i. and ii.) Summer Learning – Evidence-based Interventions	Section D.2.i of the ARP ESSER State plan template requires an SEA to describe how it will use the funds it reserves under section 2001(f)(2) of the ARP (totaling not less than 1 percent of the State's total ARP ESSER allocation) for evidence-based summer programs and enrichment. In its resubmission, ISDE indicates that it will use state reserve funds to purchase evidence-based tools to support accelerated learning that will be made available to all LEAs and may be used by LEAs in summer learning and enrichment programs. Please note that the funds reserved under this section must be used *only* for evidence-based summer learning and enrichment programs. Please clarify how ISDE will ensure that funds reserved under this section are used only for summer learning and enrichment programs. ISDE will be required to amend its plan to provide information, when it is available, on the evidence-based interventions identified to respond to students' academic, social, emotional, and mental health needs.

D.3 (i. and ii.) Afterschool Programs – Evidence-based Interventions	Section D.3.i of the ARP ESSER State plan template requires an SEA to describe how it will use the funds it reserves under section 2001(f)(3) of the ARP (totaling not less than 1 percent of the State's total ARP ESSER allocation) for evidence-based comprehensive afterschool programs. In its resubmission, ISDE explained that it will purchase statewide tools to support accelerated learning. However, it is not clear that these will be evidence-based interventions only for afterschool programs. Please note that the funds reserved under this section must be used only for afterschool programming. Please clarify how ISDE will ensure that funds reserved under this section are used only for comprehensive afterschool programs. In addition, because ISDE has not selected all of its interventions or tools, ISDE will be required to amend its plan to provide information, when it is available, on the evidence-based interventions that respond to students' academic, social, emotional, and mental health needs.

SUBJECT

Research Findings – COVID-19 Impact on High School Grades

REFERENCE

June 2021	The Accountability Oversight Committee presented its plans for data analysis to be included in its FY 22 Recommendations Report, including Special Focus Data on the impact of the COVID 19 pandemic. They recommended providing support to the State Department of Education in gathering and confirming accurate data.

BACKGROUND/DISCUSSION

This research provides a first look at the impact of the COVID-19 pandemic on Idaho public school students. It uses preliminary data from the State Department of Education on the instructional delivery models used during the 2020-2021 school year to classify districts according to the model used by the school districts and charter schools (i.e. local education agency or LEA). It then examines whether or not the grade point average (GPA) of 9th graders changed from March 2020 to March 2021. It examines if there are differences in the students' reported GPA by the instructional delivery model used and by student demographic characteristics. It finds that 9th grade GPAs decreased for LEAs that utilized a hybrid delivery model or an online delivery model at any point during the 2020-2021 school year. It also finds that, for some LEAs, the GPAs of Hispanic students decreased more than the GPAs of White students, the GPAs of economically disadvantaged students decreased more than the GPAs of students not economically disadvantaged, the GPAs of English Language Learners decreased more than the GPAs of non-English Language Learners, and the GPAs of Migrant students decreased more than the GPAs of students who are not Migrants.

These differential decreases in GPAs did not necessarily translate into differential decreases in the share of students with GPAs eligible for the Opportunity Scholarship or automatic admissions to the eight public postsecondary institutions in Idaho through the Board's Direct Admissions initiative. Only Migrant students experienced a differential decrease in the share of students eligible for these programs than the comparison group. However, even though students with different demographic characteristics were not differentially affected, the base effect was statistically significant. Unless these 9th grade students increase their GPA, there will be fewer students eligible for these programs.

IMPACT

This agenda item provides the Board with an update on the impact on student outcomes from the COVID-19 pandemic.

ATTACHMENTS

Attachment 1 – COVID-19 Impact Series - Part 1

Attachment 2 – COVID-19 Impact Series – Part 2

BOARD STAFF COMMENTS AND RECOMMENDATIONS

During the 2020-2021 school year, LEAs were forced to explore various modes of instruction in an effort to keep students safe. These modes of instruction ranged from moving all students to an on-line format, having all students participate in a hybrid model of instruction where students participated part of the week online and part of the week in person, or hybrid models where academically at-risk students participated in-person, while other student participated online. Additionally, some LEAs were able to keep their students in-person for the majority of the school year if not the entire school year. Overlapping these modes of instruction for the majority of the student bodies were LEA policies around quarantining students that were exposed to the virus or tested positive for the virus. Depending on the length of time of the quarantine, these students could have received all on-line instruction during this time period or no instruction during this time period. Similarly, LEAs moved in and out of the various modes of instruction depending on the level of infection within their local communities. Currently, unweighted GPA is reported by LEAs for high school students only. LEAs report course "grades" for all students, however, grading methodologies may vary widely between schools and LEAs. Examples of grading methodologies include pass/fail, mastery of standard (m, m+, m-, etc.), letter grades, and numbering.

The research findings presented here are preliminary and may be updated once the Accountability Oversight Committee and State Department of Education have gathered and analyzed additional data. The Accountability Oversight Committee will be gathering data and providing the Board with analysis of the scope of the unfinished learning students experienced during the pandemic and the progress Idaho makes in accelerating learning for all students over the next few years. These findings track with national studies using other methodologies indicating COVID-19 and changes in the modes of instruction appear to have exacerbated existing achievement gaps.

BOARD ACTION

This item is for informational purposes only.

SPECIAL BOARD REPORT

Idaho State Board of Education

COVID-19 Impact Series

Part 1: 2020-2021 Instructional Environments in Idaho's K-12 Local Education Agencies[1,2]

OVERVIEW

Some Local Education Agencies Were Disrupted More Than Others

COVID-19 unequally altered the instructional environments of Idaho's K-12 local education agencies (LEAs) in the 2020-2021 school year. For some LEAs, the start of the 2020-2021 school year looked very much like the start of the 2019-2020 school year. These LEAs saw little disruption as they started around the usual date and offered the usual in-person[3] instructional delivery model and persisted in that same model. For other LEAs, there was some disruption. They either offered a hybrid instructional delivery model and persisted in that model or offered a mix of both hybrid and in-person instructional delivery models. Still other LEAs had more disruption. These LEAs used an online instructional delivery model exclusively for at least some period of time.

Classification of Instructional Delivery Models*



In-Person

Districts that used only in-person instructional delivery model.

Hybrid

Districts that used hybrid instructional delivery model for at least some period of time but did not use strictly online instructional delivery model at any point.

Online

Districts that used strictly online instructional delivery model for at least a period of time.

*Classification of districts by instructional delivery model is preliminary. There are known limitations with the data as it currently exists – see Appendix I for more detail.

Purpose

This paper characterizes the instructional delivery models (as defined above) offered by Idaho's LEAs in the 2020-2021 school year.[4] It also examines whether or not different types of students experienced different instructional delivery models.

[1] Author: Dr. Cathleen McHugh, Chief Research Officer, Idaho State Board of Education

[2] LEAs encompass both local school districts and charter schools.

[3] In this paper, "in-person" refers to students in the classroom full-time as opposed to "hybrid" which would refer to a mix of online and in-person instructional delivery models. As of February 15, 2021, only two charter schools that were not previously operating as virtual schools were operating virtually (online). The other charter schools that were operating virtually were charter schools that normally operated virtually. All other districts/charters were operating either in-person or as a hybrid.

[4] Some LEAs did delay the start of the fall semester. However, even if LEAs started later than they did in 2019-2020, they will still meet the minimum required instructional hours.

RESULTS

Overall Trends for LEAS

The vast majority (82 percent) of LEAs offered either an in-person or a hybrid instructional delivery model.

- 46 percent of LEAs offered an in-person model.
- 36 percent of LEAs offered a hybrid model.
- 13 percent of LEAs offered an online model.
- 5 percent of LEAs offered an online model but are established virtual charter schools.

Overall Trends for Students

The majority (67 percent) of students attended LEAs that offered in-person or hybrid instructional delivery models. The share of students attending LEAs that offered an online instructional delivery model (29 percent) was higher than the share of LEAs offering this model (13 percent) because the largest LEAs fell into this group.

- 23 percent of students attended LEAs that offered an in-person model.
- 44 percent of students attended LEAs that offered a hybrid model.
- 29 percent of students attended LEAs that offered an online model.
- 3 percent of students attended established virtual charter schools.

Student Trends by Locale[5] and Region

Cities and Suburbs

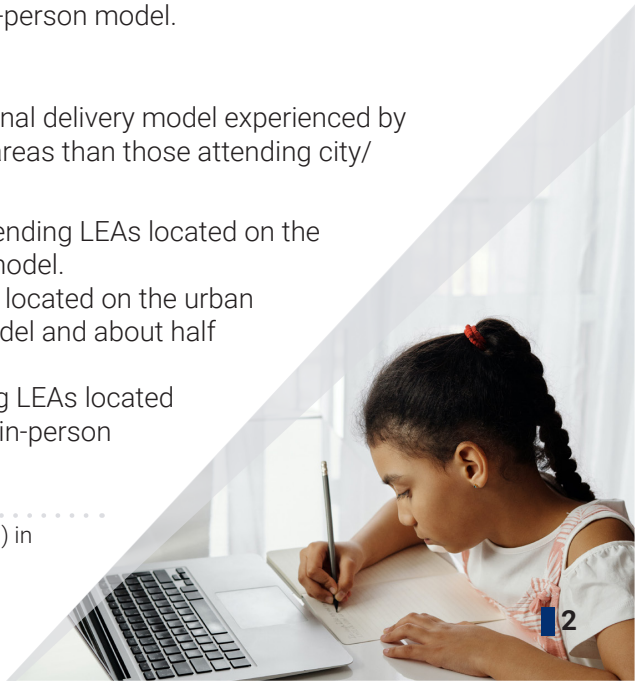
The instructional delivery model experienced by students attending city/suburb LEAs depended on which region the students lived in.

- Almost all Region 3 students who attended city/suburb LEAs experienced an online instructional delivery model. These students made up the vast majority of all students who experienced that model.
- In Regions 1, 5, and 6, the majority of city/suburb students attended LEAs that offered a hybrid model.
- In Region 2, the only city/suburb LEA offered an in-person model.

Fringe Towns and Fringe Rural areas

There was more variation within regions in the instructional delivery model experienced by students attending LEAs located on the fringe of urban areas than those attending city/suburb LEAs.

- In Regions 3, 4, and 6, the majority of students attending LEAs located on the urban fringe attended LEAs that offered a hybrid model.
- In Region 1, about half of students attending LEAs located on the urban fringe attended LEAs that offered an in-person model and about half attended LEAs that offered a hybrid model.
- In Region 5, the vast majority of students attending LEAs located on the urban fringe attended LEAs that offered an in-person model.



[5] See Appendix II for a discussion of locales (city, suburb, town, rural) in Idaho.

Table 1. Number of students by region, locale, and instructional delivery model and share of students in each region and locale experiencing instructional delivery model

		Instructional Delivery Model		
Region	Locale	In-Person	Hybrid	Online
Region 1 	City/Suburb	0 (0%)	15,736 (96%)	618 (4%)
	Fringe	868 (46%)	1,000 (54%)	0 (0%)
	Town	3,316 (53%)	2,624 (42%)	295 (5%)
	Rural	483 (8%)	5,351 (92%)	0 (0%)
Region 2 	City/Suburb	4,482 (100%)	0 (0%)	0 (0%)
	Fringe	0 (0%)	0 (0%)	0 (0%)
	Town	2,104 (46%)	2,495 (54%)	0 (0%)
	Rural	2,135 (66%)	1,123 (34%)	0 (0%)
Region 3 	City/Suburb	571 (1%)	1,282 (1%)	85,293 (98%)
	Fringe	948 (4%)	19,621 (88%)	1,688 (8%)
	Town	5,389 (45%)	6,689 (55%)	0 (0%)
	Rural	5,294 (70%)	2,172 (29%)	150 (2%)
Region 4 	City/Suburb	0 (0%)	0 (0%)	0 (0%)
	Fringe	1,275 (30%)	2,957 (70%)	0 (0%)
	Town	11,413 (38%)	18,389 (62%)	0 (0%)
	Rural	2,224 (63%)	920 (26%)	385 (11%)
Region 5 	City/Suburb	414 (3%)	12,097 (97%)	0 (0%)
	Fringe	2,373 (81%)	540 (19%)	0 (0%)
	Town	3,211 (68%)	1,498 (32%)	0 (0%)
	Rural	11,956 (95%)	681 (5%)	0 (0%)
Region 6 	City/Suburb	198 (1%)	24,248 (99%)	0 (0%)
	Fringe	4,684 (28%)	11,929 (72%)	0 (0%)
	Town	6,619 (95%)	315 (5%)	0 (0%)
	Rural	1,418 (28%)	3,474 (68%)	215 (4%)

Towns

There was also more variation within regions in the instructional delivery model experienced by students attending LEAs located in towns than those attending city/suburb LEAs.

- In Region 4, the majority of students attending LEAs located in towns attended LEAs that offered a hybrid model.
- In Regions 1, 2, and 3, about half of students attending LEAs located in towns attended LEAs that offered an in-person model and about half attended LEAs that offered a hybrid model.
- In Regions 5 and 6, the vast majority of students attending LEAs located in towns attended LEAs that offered an in-person model.

Rural areas

In most regions, the majority of students attending LEAs located in rural areas attended LEAs that offered an in-person model.

- In Regions 2, 3, 4, and 5, the majority of students attending rural LEAs attended LEAs that offered an in-person model.
- In Regions 1 and 6, the majority of students attending rural LEAs attended LEAs that offered an hybrid model.

Trends by Student Group

Figure 1 shows how different groups of students are under- or over-represented in each instructional delivery model.

- There are about 13 percent more American Indian students and Migrant students in the in-person model than what there would be if these groups were perfectly represented in each model.
- There are about 30 percent more Asian and Black students in the online model than there would be if these groups were perfectly represented in each model.

The region and locale divide discussed above is reflected in the types of students who were most likely to experience the different models because students of various demographic groups are not always evenly distributed across the state.

- Approximately 50 percent of American Indian students attended only 5 LEAs while the remaining 50 percent of American Indian students were spread out over 127 LEAs. These 5 LEAs exclusively offered an in-person or hybrid model. This led to American Indian students being over-represented in the LEAs that offered an in-person model.
- A little over 50 percent of Migrant students attended only 6 LEAs while the remaining Migrant students were spread out over 50 LEAs. These 6 LEAs disproportionately offered an in-person or a hybrid model. This led to Migrant students being over-represented in LEAs that offered an in-person model.
- Asian and Black students were highly concentrated in a few LEAs. Slightly over 50 percent of both Asian students and Black students attended two city/suburb LEAs located in Region 3 – both of which offered an online model.

Figure 1. Over-representation or under-representation for each demographic group by instructional delivery model



APPENDIX I
Methodology

LEA Characterization

This paper characterizes LEAs based on information gathered by the State Department of Education (SDE). These characterizations are preliminary. They were gathered mainly using data published on the LEA's website. SDE employees would go through each individual LEA's website to check the status and when all LEAs had been checked, they would cycle through the list again. There could have been several weeks passed between when a specific LEA's status was first checked and when it was checked again.

The characterizations are preliminary because it is possible that the status data was not always updated on the LEA websites. It is also possible that the status changed several times mid-cycle. For instance, if an LEA went from in-person to hybrid and then back to in-person within several weeks, it could have appeared as if there was no status changed. Finally, LEAs were characterized as hybrid or online if any school in that LEA was hybrid or online. Elementary schools may have returned to in-person instruction before high schools did. However, the status for an elementary school would not change until the status for all schools in the LEA changed.

Student Subgroups

This paper uses the same subgroups of students used by SDE in their Report Card. There were several steps to calculate how under- or over-represented a group of students was in each type of instructional delivery model. First, the percentage of students in each type of instructional delivery model who belong to each group was calculated. That was then compared to the percentage of all students who belong to each group. If the difference in these percentages was statistically significant, the percentage of students in each group who would have to move from that particular type of instructional delivery model in order to achieve expected representation was calculated.

For instance, 78 percent of students in the in-person instructional delivery model are White students while only 74 percent of all students are White. This difference is statistically significant and 1 percent of all White students would have to move from the in-person instructional delivery model in order for White students to be perfectly represented in that group.

APPENDIX II
Locales in Idaho

This paper uses the National Center for Education Statistics (NCES) locale framework. The NCES framework depends on the Census Bureau's delineation of areas as either urban or rural.[1] Basically, urban areas have a certain minimum level of population density. Urban areas are further delineated by population into Urbanized Areas (UAs) and Urban Clusters (UCs). UAs are those urban areas with a population of 50,000 or more while UCs have populations less than 50,000.

NCES uses this urban and rural framework to define LEAs as either rural, town, suburban, or city. Rural LEAs are those LEAs that are located in rural areas. Town, suburban, and city LEAs are located in urban areas. Specifically, town LEAs are located in UCs while suburban and city LEAs are located in UAs. City LEAs are located in the principal city of the UA while suburban LEAs are located outside the principal city of the UA.

The NCES framework does include a more granular definition of these locales. Specifically, it subdivides cities and suburbs into large, midsize, and small (reflecting population). It subdivides town and rural into fringe, distant, and remote (reflecting the distance from an UA). This analysis does reclassify those LEAs that normally operate virtually. NCES currently assigns these LEAs a geographic-based locale. However, it is more useful to classify these LEAs separately.

The tables below show how the LEAs used in this paper are classified.

City

City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

LEA Name	LEA Name	Region
1	Boise Independent District	3
454	Rolling Hills Public Charter School, Inc.	3
473	The Village Charter School, Inc.	3
475	The Sage International School Of Boise, A Public Charter School, Inc.	3
511	Peace Valley Charter School, Inc.	3

City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

LEA Name	LEA Name	Region
271	Coeur D'Alene District	1
491	Coeur D'Alene Charter Academy, Inc.	1
340	Lewiston Independent District	2
25	Pocatello District	5
494	The Pocatello Community Charter School, Inc.	5
496	Gem Prep: Pocatello, Inc.	5
91	Idaho Falls District	6
495	Forrester Academy, Inc.	6

[1] The Census Bureau defines urban/rural areas, Urbanized Areas, and Urban Clusters after every Decennial Census. The definitions used in this paper are those from the 2010 Census.

Suburb

Suburban, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

LEA Name	LEA Name	Region
2	West Ada (Joint School LEA Name 2)	3
492	Anser Of Idaho Inc.	3
498	Gem Innovation Schools	3
499	Future Public School, Inc.	3
550	Doral Academy Of Idaho, Inc.	3
768	Meridian Technical Charter High School, Inc.	3
785	Meridian Medical Arts Charter High School, Inc.	3

Suburban, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

LEA Name	LEA Name	Region
131	Nampa School District	3
132	Caldwell District	3
463	Vision Charter School, Inc.	3
478	Legacy Public Charter School, Inc.	3
481	Heritage Community Charter School, Inc.	3
497	Pathways In Education - Nampa, Inc.	3
523	Elevate Academy Inc.	3
528	Forge International, Llc	3
559	Thomas Jefferson Charter School, Inc.	3
795	Idaho Arts Charter School, Inc.	3

Suburban, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

LEA Name	LEA Name	Region
273	Post Falls District	1
93	Bonneville Joint District	6
464	White Pine Charter School, Inc.	6
474	Monticello Montessori Charter School, Inc.	6

Town

Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

LEA Name	LEA Name	Region
3	Kuna Joint District	3
456	Falcon Ridge Public Charter School, Inc.	3
513	Project Impact Stem Academy	3
60	Shelley Joint District	6

Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

LEA Name	LEA Name	Region
41	St Maries Joint District	1
84	Lake Pend Oreille School District	1
487	Sandpoint Charter School, Inc.	1
171	Orofino Joint District	2
281	Moscow District	2
472	Palouse Prairie Educational Organization, Inc.	2
813	Moscow Charter School, Inc.	2
193	Mountain Home District	3
221	Emmett Independent District	3
370	Homedale Joint District	3
371	Payette Joint District	3
373	Fruitland District	3
532	Treasure Valley Classical Academy, Inc.	3
485	Idaho Stem Academy, Inc.	4
201	Preston Joint District	5
381	American Falls Joint District	5
55	Blackfoot District	6
322	Sugar-Salem Joint District	6
468	Idaho Science And Technology Charter School, Inc.	6
477	Blackfoot Charter Community Learning Center, Inc.	6

Town

Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.

LEA Name	LEA Name	Region
101	Boundary County District	1
393	Wallace District	1
244	Mountain View School District	2
431	Weiser District	3
61	Blaine County District	4
151	Cassia County Joint District	4
261	Jerome Joint District	4
331	Minidoka County Joint District	4
411	Twin Falls District	4
413	Filer District	4
414	Kimberly District	4
465	North Valley Academy, Inc.	4
479	Heritage Academy, Inc.	4
488	Syringa Mountain School, Inc.	4
553	Pinecrest Academy Of Idaho	4
150	Soda Springs Joint District	5
291	Salmon District	6
531	Fern-Waters Public Charter School, Inc.	6

Rural

Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

LEA Name	LEA Name	Region
391	Kellogg Joint District	1
480	North Idaho Stem Charter Academy, Inc.	1
508	Hayden Canyon Charter School	1
134	Middleton District	3
135	Notus District	3
139	Vallivue School District	3
451	Victory Charter School, Inc.	3
455	Compass Public Charter School, Inc.	3
458	Liberty Charter School, Inc.	3
493	North Star Charter School, Inc.	3
544	Mosaics Public School	3
231	Gooding Joint District	4
232	Wendell District	4
412	Buhl Joint District	4
462	Xavier Charter School, Inc.	4
52	Snake River District	5
460	The Academy, Inc.	5
483	Chief Tahgee Elementary Academy, Inc.	5
215	Fremont County Joint District	6
251	Jefferson County Joint District	6
321	Madison District	6
461	Taylor's Crossing Public Charter School, Inc.	6
482	American Heritage Charter School	6

Rural

Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

LEA Name	LEA Name	Region
44	Plummer-Worley Joint District	1
83	West Bonner County District	1
272	Lakeland District	1
274	Kootenai District	1
392	Mullan District	1
282	Genesee Joint District	2
283	Kendrick Joint District	2
287	Troy School District	2
305	Highland Joint District	2
341	Lapwai District	2
342	Culdesac Joint District	2
72	Basin School District	3
73	Horseshoe Bend School District	3
133	Wilder District	3
136	Melba Joint District	3
137	Parma District	3
363	Marsing Joint District	3
365	Bruneau-Grand View Joint School District	3
372	New Plymouth District	3
555	Canyon-Owyhee School Service Agency (Cossa)	3
233	Hagerman Joint District	4
415	Hansen District	4
417	Castleford District	4
418	Murtaugh Joint District	4
21	Marsh Valley Joint District	5
58	Aberdeen District	5
148	Grace Joint District	5
202	West Side Joint District	5
383	Arbon Elementary District	5
59	Firth District	6
252	Ririe Joint District	6
486	Upper Carmen Public Charter School, Inc.	6

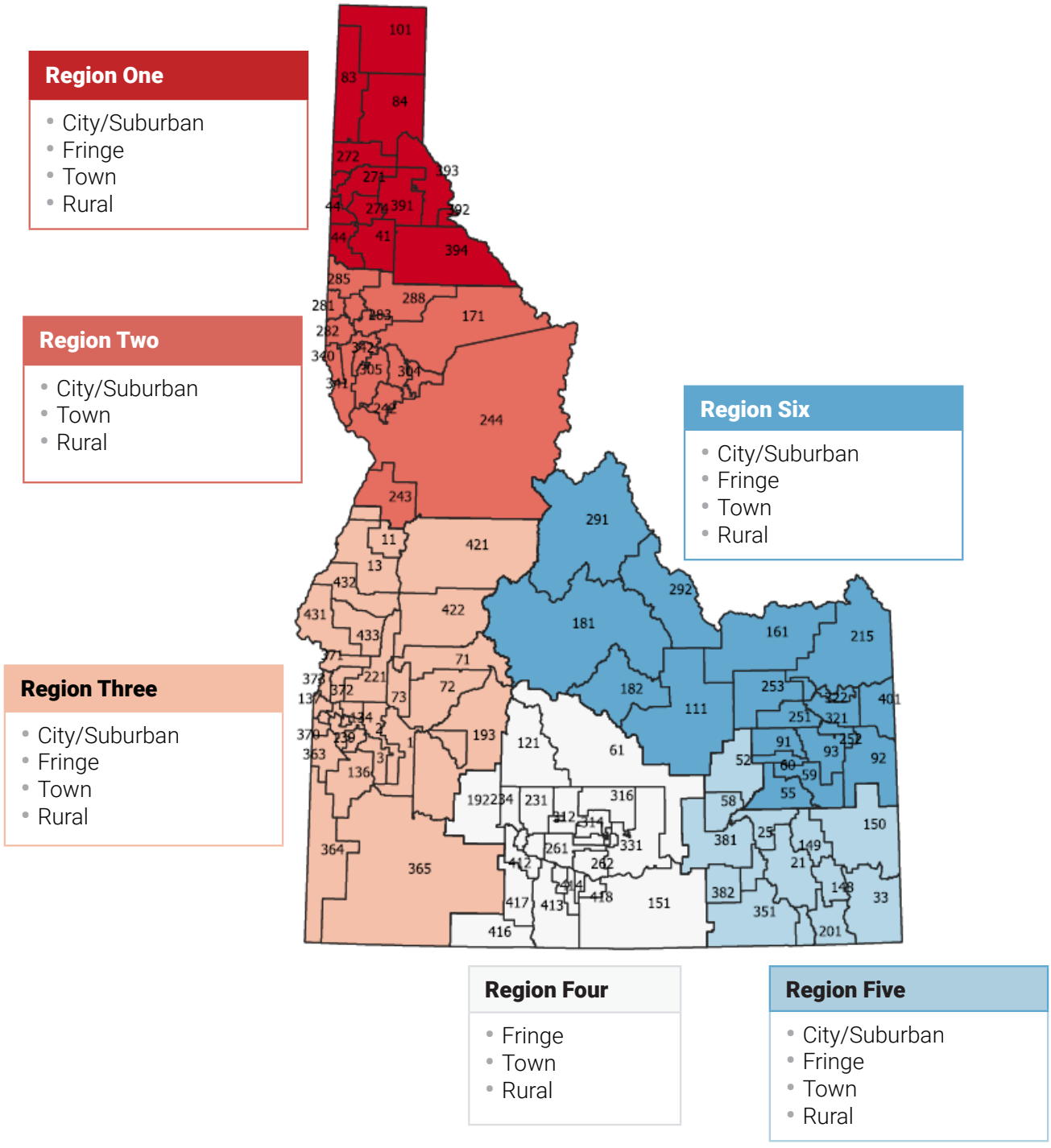
Rural

Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

LEA Name	LEA Name	Region
394	Avery Elementary District	1
242	Cottonwood Joint District	2
243	Salmon River Joint School District	2
285	Potlatch District	2
288	Whitepine Joint School District	2
302	Nezperce Joint District	2
304	Kamiah Joint District	2
11	Meadows Valley District	3
13	Council District	3
71	Garden Valley District	3
191	Prairie Elementary District (191)	3
364	Pleasant Valley Elementary District	3
421	Mccall-Donnelly Joint School District	3
422	Cascade District	3
432	Cambridge Joint District	3
433	Midvale District	3
121	Camas County District	4
192	Glenns Ferry Joint District	4
234	Bliss Joint District	4
262	Valley District	4
312	Shoshone Joint District	4
314	Dietrich District	4
316	Richfield District	4
416	Three Creek Joint Elementary District	4
33	Bear Lake County District	5
149	North Gem District	5
351	Oneida County District	5
382	Rockland District	5
92	Swan Valley Elementary District	6
111	Butte County Joint District	6
161	Clark County District	6
181	Challis Joint District	6
182	Mackay Joint District	6
253	West Jefferson District	6
292	South Lemhi District	6
401	Teton County District	6
540	Island Park Charter School	6

APPENDIX III

Idaho Education Regions & School Districts[1]



[1] Regions are delineated by color. The boundary lines represent school district boundaries. School districts are identified by the school district number. See https://www.sde.idaho.gov/school-choice/charter/files/idaho-schools/Idaho-Charter-Schools-by-Region.pdf for a list of charter schools by region.

SPECIAL BOARD REPORT

Idaho State Board of Education

COVID-19 Impact Series

Part 2: The Impact of COVID-19 on 9th Grade GPA in Idaho Public Schools[1]

OVERVIEW

This paper compares GPAs of 9th grade students as of March 6, 2020 (pre-COVID) with GPAs of 9th grade students as of March 5, 2021 (post-COVID) in order to understand how the pandemic and the resultant changes in instructional delivery models could have affected GPAs. Ninth grade GPA should be more sensitive to any impact than the GPA of other grades as there is not any other year in the calculation that could mitigate that impact. For instance, any effect on 10th grade GPA would be mitigated by one year of pre-COVID GPA, any effect on 11th grade GPA would be mitigated by two years of pre-COVID GPA, and any effect on 12th grade GPA would be mitigated by three years of pre-COVID GPA.

Using the instructional delivery model classifications developed in Part 1 of this series, this paper examines whether or not there were differences in impacts on GPAs across local education agencies (LEAs) that offered the different instructional delivery models and if there were differences across various groups of students experiencing those instructional delivery models. It also estimates if there was a change in the share of 9th grade students with GPAs meeting eligibility requirements for two programs meant to encourage students going on to college. The first is the Opportunity Scholarship. Students must have a GPA of at least 2.7 to be eligible. The second is Direct Admissions. While in the past, Direct Admissions has used both standardized tests and GPA as criteria, the Direct Admissions criterion has shifted to being only GPA-based. In the next year, students will be directly admitted into all 8 Idaho public institutions (Direct Admissions – Group of 8) if they have a GPA of at least 2.6.

Classification of Instructional Delivery Models*



In-Person

Districts that used only in-person instructional delivery model.



Hybrid

Districts that used hybrid instructional delivery model for at least some period of time but did not use strictly online instructional delivery model at any point.



Online

Districts that used strictly online instructional delivery model for at least a period of time.

*Classification of districts by instructional delivery model is preliminary. There are known limitations with the data as it currently exists – see Appendix I for more detail.

[1] Author: Dr. Cathleen McHugh, Chief Research Officer, Idaho State Board of Education

FINDINGS

This paper finds that LEAs that offered either a hybrid or online instructional delivery model did have a decrease in 9th grade GPAs. Ninth grade GPA dropped by 0.13 points in LEAs that offered a hybrid model and by 0.09 points in LEAs that offered an online model. There was not a statistically significant change for LEAs that offered an in-person model.

This decrease did affect the share of 9th grade students with GPAs that would meet the Opportunity Scholarship or the Direct Admissions – Group of 8 threshold. The share of 9th grade students with GPAs meeting the Opportunity Scholarship threshold dropped by 5 percentage points both in LEAs offering a hybrid model and in LEAs offering an online model. The share of 9th grade students with GPAs meeting the Direct Admission threshold dropped by 5 percentage points in LEAs offering a hybrid model and by 4 percentage points in LEAs offering an online model. There was no statistically significant change in LEAs that offered an in-person model.

Findings for Student Subgroups

There were subgroups of students with statistically significant effects. These were:

White Students

- LEAs offering an in-person model: There was not a statistically significant impact on 9th Grade GPA for White students.
- LEAs offering a hybrid model: Ninth grade GPA decreased by 0.10 points. Both the share of those with GPAs eligible for the Opportunity Scholarship and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 4 percentage points.
- LEAs offering an online model: Ninth grade GPA decreased by 0.07 points. Both the share of those with GPAs eligible for the Opportunity Scholarship and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 4 percentage points.

Summary of Findings for White Students									
	In-Person			Hybrid			Online		
	GPA	% Eligible for Opportunity Scholarship	DA Group of 8 Eligibility	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8
Significant Change?	**No**	**No**	**No**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
Decrease or Increase	-	-	-	-0.10 points ↓	-4 percentage points ↓	-4 percentage points ↓	-0.07 points ↓	-4 percentage points ↓	-4 percentage points ↓
% or GPA Change	-	-	-	3.01 to 2.92	69% to 65%	72% to 68%	3.10 to 3.03	74% to 70%	76% to 73%
Students in Analysis	-	-	-	16,709	16,677	16,649	10,289	10,274	10,274

Note: The value reported in the Decrease or Increase row may not match the number computed using the data in the % or GPA Change row due to rounding.

Hispanic Students

- LEAs offering an in-person model: There was not a statistically significant impact on 9th Grade GPA for Hispanic students.
- LEAs offering a hybrid model: Ninth grade GPA decreased by 0.27 points. The difference between this estimate and the estimate for White students was statistically significant. The share of those with GPAs eligible for the Opportunity Scholarship decreased by 8 percentage points and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 9 percentage points. Neither difference between these estimates and the estimates for White students was statistically significant.

» LEAs offering an online model: Ninth grade GPA decreased by 0.16 points. Both the share of those with GPAs eligible for the Opportunity Scholarship and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 5 percentage points. None of the differences between these estimates and the estimates for White students were statistically significant.

Summary of Findings for Hispanic Students									
	In-Person			Hybrid			Online		
	GPA	% Eligible for Opportunity Scholarship	DA Group of 8 Eligibility	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8
Significant Change?	**No**	**No**	**No**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
Decrease or Increase	-	-	-	-0.27 points ↓	-8 percentage points ↓	-9 percentage points ↓	-0.16 points ↓	-5 percentage points ↓	-5 percentage points ↓
% or GPA Change	-	-	-	2.60 to 2.33	51% to 42%	54% to 45%	2.50 to 2.34	48% to 43%	50% to 45%
Students in Analysis	-	-	-	4,162	4,134	4,131	2,741	2,733	2,722

Note: The value reported in the Decrease or Increase row may not match the number computed using the data in the % or GPA Change row due to rounding.

Economically Disadvantaged Students

» LEAs offering an in-person model: There was not a statistically significant impact on 9th Grade GPA for Economically Disadvantaged students.

» LEAs offering a hybrid model: Ninth grade GPA decreased by 0.22 points. The share of those with GPAs eligible for the Opportunity Scholarship decreased by 7 percentage points and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 8 percentage points. None of the differences between these estimates and the estimates for students who are not economically disadvantaged were statistically significant.

» LEAs offering an online model: Ninth grade GPA decreased by 0.23 points. The difference between this estimate and the estimate for students who are not economically disadvantaged was statistically significant. The share of those with GPAs eligible for the Opportunity Scholarship decreased by 9 percentage points and the share of those eligible for Direct Admissions - Group of 8 decreased by 8 percentage points. Neither difference between these estimates and the estimates for students who are not economically disadvantaged was statistically significant.

Summary of Findings for Economically Disadvantaged Students									
	In-Person			Hybrid			Online		
	GPA	% Eligible for Opportunity Scholarship	DA Group of 8 Eligibility	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8
Significant Change?	**No**	**No**	**No**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
Decrease or Increase	-	-	-	-0.22 points ↓	-7 percentage points ↓	-8 percentage points ↓	-0.23 points ↓	-9 percentage points ↓	-8 percentage points ↓
% or GPA Change	-	-	-	2.59 to 2.37	51% to 43%	54% to 46%	2.56 to 2.33	50% to 41%	53% to 45%
Students in Analysis	-	-	-	7,259	7,250	7,240	3,963	3,957	3,947

Note: The value reported in the Decrease or Increase row may not match the number computed using the data in the % or GPA Change row due to rounding.

English Language Learner Students

- LEAs offering an in-person model: There was not a statistically significant impact on 9th Grade GPA for English Language Learner students.
- LEAs offering a hybrid model: Ninth grade GPA decreased by 0.38 points. The difference between this estimate and the estimate for students who are not English Language Learners was statistically significant. The share of those with GPAs eligible for the Opportunity Scholarship decreased by 12 percentage points and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 14 percentage points. Neither difference between these estimates and the estimates for students who are not English Language Learners was statistically significant.
- LEAs offering an online model: Ninth grade GPA decreased by 0.40 points. The difference between this estimate and the estimate for students who are not English Language Learners was statistically significant. The share of those with GPAs eligible for the Opportunity Scholarship decreased by 10 percentage points and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 9 percentage points. Neither difference between these estimates and the estimates for students who are not English Language Learners was statistically significant.

Summary of Findings for English Language Learners									
	In-Person			**Hybrid**			**Online**		
	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8
Significant Change?	**No**	**No**	**No**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
Decrease or Increase	-	-	-	-0.38 points ↓	-12 percentage points ↓	-14 percentage points ↓	-0.40 points ↓	-10 percentage points ↓	-9 percentage points ↓
% or GPA Change	-	-	-	2.40 to 2.02	39% to 27%	44% to 30%	2.41 to 2.00	41% to 31%	44% to 34%
Students in Analysis	-	-	-	915	889	883	813	797	796

Note: The value reported in the Decrease or Increase row may not match the number computed using the data in the % or GPA Change row due to rounding.

Migrant students

- LEAs offering an in-person model: There was not a statistically significant impact on 9th Grade GPA for Migrant students.
- LEAs offering a hybrid model: Ninth grade GPA decreased by 0.42 points. The difference between this estimate and the estimate for students who are not Migrant was statistically significant. Both the share of those with GPAs eligible for the Opportunity Scholarship and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 16 percentage points. Neither difference between these estimates and the estimates for students who are not Migrants was statistically significant.
- LEAs offering an online model: Ninth grade GPA decreased by 0.57 points. The difference between this estimate and the estimate for students who are not Migrant was statistically significant. Both the share of those with GPAs eligible for the Opportunity Scholarship and the share of those with GPAs eligible for Direct Admissions – Group of 8 decreased by 12 percentage points. Both difference between these estimates and the estimates for students who are not Migrants was statistically significant.

	Summary of Findings for Migrant Students								
	In-Person			Hybrid			Online		
	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8	GPA	% Eligible for Opportunity Scholarship	% Eligible for DA Group of 8
Significant Change?	**No**	**No**	**No**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
Decrease or Increase	-	-	-	-0.42 points ↓	-16 percentage points ↓	-16 percentage points ↓	-0.57 points ↓	-12 percentage points ↓	-12 percentage points ↓
% or GPA Change	-	-	-	2.53 to 2.11	49% to 33%	50% to 34%	2.10 to 1.52	26% to 14%	26% to 14%
Students in Analysis	-	-	-	249	237	237	110	104	104

Note: The value reported in the Decrease or Increase row may not match the number computed using the data in the % or GPA Change row due to rounding.

IMPACT

This analysis found statistically significant decreases in the 9th grade GPAs for several groups of students who attended LEAs that offered hybrid or online instructional delivery models. Unless these 9th graders raise their GPA before graduation, it is projected there will be decreases in the number of students eligible for the Opportunity Scholarship and Direct Admissions – Group of 8 programs compared to what there would have been if their GPAs had followed the same pattern that existed pre-COVID.

- There could be about **580**, or 3%, fewer White students eligible for the programs.
- There could be about **250**, or 5%, fewer Hispanic students eligible for the programs.
- There could be about **400**, or **5**%, fewer Economically Disadvantaged students eligible for the programs.
- There could be about **100**, or **10**%, fewer English Language Learner students eligible for the programs.
- There could be about **30**, or 10%, fewer Migrant students eligible for the programs.

Not being eligible to participate in these programs could impact the rate at which different groups of students attend college. For instance, earlier work by OSBE has found that being offered an Opportunity Scholarship increased the probability that a student attended college by 9 percentage points. Unless students are able to increase their GPAs to meet eligibility criteria for these programs, then the secondary to postsecondary pipeline could be affected.

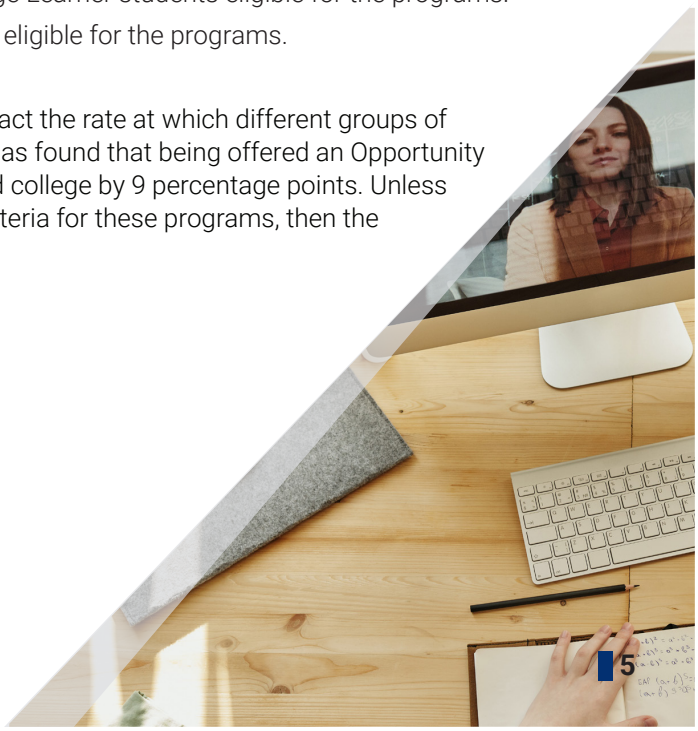


Figure 1. Significant Changes in the GPA of 9th Grade Students in March of 2020 vs. March of 2021 by Demographic Group and Instructionional Delivery Model

		Point Change in GPA			
		Statewide (All Models)	In-Person	Hybrid	Online
Overall	All students			**-0.13** Change in GPA: 2.92 to 2.79 (n = 22,163)	**-0.09** Change in GPA: 2.98 to 2.89 (n = 14,373)
Race	Asian	**-0.20** Change in GPA: 3.45 to 3.25 (n = 599)			
	Hispanic			**-0.27** Change in GPA: 2.60 to 2.33 (n = 4,162)	**-0.16** Change in GPA: 2.50 to 2.34 (n = 2,741)
	White			**-0.10** Change in GPA: 3.01 to 2.92 (n = 16,709)	**-0.07** Change in GPA: 3.10 to 3.03 (n = 10,289)
English Language Learner (ELL) Status	ELL	**-0.27** Change in GPA: 2.35 to 2.09 (n = 2,139)		**-0.38** Change in GPA: 2.40 to 2.02 (n = 915)	**-0.41** Change in GPA: 2.41 to 2.00 (n = 813)
	Not ELL			**-0.12** Change in GPA: 2.95 to 2.82 (n = 21,248)	**-0.08** Change in GPA: 3.02 to 2.94 (n = 13,560)
Homeless Status	Not Homeless			**-0.13** Change in GPA: 2.93 to 2.80 (n = 21,862)	**-0.09** Change in GPA: 3.00 to 2.90 (n = 14,129)
Migrant Status	Migrant			**-0.42** Change in GPA: 2.53 to 2.11 (n = 249)	**-0.58** Change in GPA: 2.10 to 1.52 (n = 110)
	Not Migrant			**-0.13** Change in GPA: 2.93 to 2.80 (n = 21,913)	**-0.09** Change in GPA: 2.99 to 2.90 (n = 14,262)
Military	Not Military Connected			**-0.13** Change in GPA: 2.92 to 2.79 (n = 21,930)	**-0.09** Change in GPA: 2.98 to 2.89 (n = 14,233)
Socioeconomic Status	Economically Disadvantaged	**-0.14** Change in GPA: 2.56 to 2.41 (n = 15,766)		**-0.22** Change in GPA: 2.59 to 2.37 (n = 7,259)	**-0.23** Change in GPA: 2.56 to 2.33 (n = 3,963)
	Not Economically Disadvantaged	**-0.09** Change in GPA: 3.10 to 3.01 (n = 32,239)		**-0.16** Change in GPA: 3.12 to 2.96 (n = 14,904)	**-0.07** Change in GPA: 3.16 to 3.08 (n = 10,410)
Special Education Status	Not Special Education			**-0.14** Change in GPA: 2.98 to 2.84 (n = 19,973)	**-0.10** Change in GPA: 3.04 to 2.94 (n = 13,010)

Notes: Negative numbers indicate a decrease in GPA while positive numbers would indicate an increase in GPA. The number of students included in the analysis is denoted by "n". Only statistically significant changes were reported in this table. Statistical signficance was considered a p-value of less than 0.05.

Figure 2. Significant Changes in the Percentage of 9th Grade Students Eligible for the Opportunity Scholarship or Group of 8 Direct Admissions Letter in March of 2020 vs. March of 2021 by Demographic Group and Instructional Delivery Model

		Percentage-Point Change in Students Eligible for the Opportunity Scholarship				Percentage-Point Change in Students Eligible for the Group of 8 Direct Admissions Letter			
		Statewide (All Models)	In-Person	Hybrid	Online	Statewide (All Models)	In-Person	Hybrid	Online
Overall	**All students**	**-4** 66% to 62% (n = 47,947)		**-5** 65% to 60% (n = 22,151)	**-5** 69% to 64% (n = 14,369)	**-3** 68% to 65% (n = 47,885)		**-5** 68% to 63% (n = 22,111)	**-4** 71% to 67% (n = 14,369)
Race	**American Indian**		**-17** 44% to 27% (n = 141)		**+29** 33% to 62% (n = 54)		**-20** 51% to 31% (n = 143)		
	Asian	**-11** 82% to 71% (n = 383)	**-46** 77% to 31% (n = 22)			**-12** 84% to 72% (n = 372)	**-51** 72% to 21% (n = 18)		**-12** 87% to 75% (n = 282)
	Black		**+38** 36% to 74% (n = 25)						
	Hispanic	**-5** 49% to 44% (n = 8,813)		**-9** 51% to 42% (n = 4,134)	**-5** 48% to 43% (n = 2,733)	**-5** 51% to 46% (n = 8,793)		**-9** 54% to 45% (n = 4,131)	**-5** 50% to 45% (n = 2,722)
	White	**-3** 70% to 67% (n = 35,780)		**-4** 69% to 65% (n = 16,677)	**-4** 74% to 70% (n = 10,274)	**-3** 73% to 70% (n = 35,731)		**-4** 72% to 68% (n = 16,649)	**-3** 76% to 73% (n = 10,274)
English Language Learner (ELL) Status	**ELL**	**-8** 39% to 31% (n = 2,024)		**-12** 39% to 27% (n = 889)	**-10** 41% to 31% (n = 797)	**-9** 43% to 34% (n = 2,017)		**-14** 44% to 30% (n = 883)	**-10** 44% to 34% (n = 796)
	Not ELL	**-4** 67% to 63% (n = 45,811)		**-4** 66% to 62% (n = 21,238)	**-4** 70% to 66% (n = 13,556)	**-3** 69% to 66% (n = 45,750)		**-5** 69% to 64% (n = 21,199)	**-4** 73% to 69% (n = 13,556)
Homeless Status	**Homeless**		**-16** 52% to 36% (n = 161)			**-10** 44% to 34% (n = 654)			
	Not Homeless	**-4** 66% to 62% (n = 47,172)		**-5** 66% to 61% (n = 21,850)	**-4** 69% to 65% (n = 14,125)	**-4** 69% to 65% (n = 47,022)		**-5** 68% to 63% (n = 21,800)	**-4** 72% to 68% (n = 14,125)
Migrant Status	**Migrant**			**-16** 49% to 33% (n = 237)	**-12** 26% to 14% (n = 104)			**-16** 50% to 34% (n = 237)	**-12** 26% to 14% (n = 104)
	Not Migrant	**-4** 66% to 62% (n = 47,366)		**-4** 65% to 61% (n = 21,901)	**-4** 69% to 65% (n = 14,258)	**-3** 68% to 65% (n = 47,304)		**-5** 68% to 63% (n = 21,861)	**-5** 72% to 67% (n = 14,258)
Military	**Military Connected**			**-22** 70% to 48% (n = 209)				**-25** 73% to 48% (n = 201)	
	Not Military Connected	**-4** 66% to 62% (n = 47,484)		**-4** 65% to 61% (n = 21,918)	**-5** 69% to 64% (n = 14,229)	**-3** 68% to 65% (n = 47,422)		**-5** 68% to 63% (n = 21,878)	**-4** 71% to 67% (n = 14,229)
Socioeconomic Status	**Economically Disadvantaged**	**-6** 51% to 45% (n = 15,708)		**-8** 51% to 43% (n = 7,250)	**-9** 50% to 41% (n = 3,957)	**-7** 54% to 47% (n = 15,678)		**-8** 54% to 46% (n = 7,240)	**-8** 53% to 45% (n = 3,947)
	Not Economically Disadvantaged	**-5** 74% to 69% (n = 32,128)		**-7** 74% to 67% (n = 14,834)	**-5** 77% to 72% (n = 10,407)	**-4** 76% to 72% (n = 32,109)		**-6** 76% to 70% (n = 14,836)	**-4** 79% to 75% (n = 10,407)
Special Education Status	**Not Special Education**	**-4** 68% to 64% (n = 43,243)		**-4** 67% to 63% (n = 19,957)	**-5** 72% to 67% (n = 13,006)	**-3** 70% to 67% (n = 43,194)		**-5** 70% to 65% (n = 19,925)	**-5** 74% to 69% (n = 13,006)

Notes: Negative numbers indicate a decrease in eligibility while positive numbers would indicate an increase in eligibility. The number of students included in the analysis is denoted by "n". Only statistically significant changes were reported in this table. Statistical signficance was considered a p-value of less than 0.05.

APPENDIX I
Methodology

GPA Analysis

This paper compares the GPA of students in a particular grade in a particular school as of March 6, 2020 with the GPA of students in that same grade and same school as of March 5, 2021. This analysis does not track GPAs of individual students across these time periods. It is possible that a student's GPA naturally decreases (or increases) as that student progresses through high school. It would require at least 3 years of GPA data to do this sort of analysis. The change between years 1 and 2 would set the baseline for understanding the change between years 2 and 3. In contrast, the analysis done in this paper only requires 2 years of data.

While high school GPA has been collected in ISEE for several years, it is just in 2020 that only unweighted GPA was collected. Prior to that, schools could submit either unweighted or weighted GPA. Thus, there is only one year of data prior to COVID that contains a GPA measure that is consistent with the GPA data after COVID.

This paper analyzes GPAs for all students in the 9th grade[1] according to the instructional delivery model offered by the student's LEA and then repeats that analysis for students of various demographic groups (race/ethnicity, economic disadvantaged, special education, English Language learner status, homeless status, and migrant status). It holds constant the school attended.[2] This means any attributes of the school that did not change from 2020 to 2021 is also held constant. It also did sensitivity analysis using LEA level fixed effects in case students moved between schools within an LEA in response to the pandemic.

LEA Characterization

This paper characterizes LEAs based on information gathered by the State Department of Education (SDE). These characterizations are preliminary. They were gathered mainly using data published on the LEA's website. SDE employees would go through each individual LEA's website to check the status and when all LEAs had been checked, they would cycle through the list again. There could have been several weeks passed between when a specific LEA's status was first checked and when it was checked again.

The characterizations are preliminary because it is possible that the status data was not always updated on the LEA websites. It is also possible that the status changed several times mid-cycle. For instance, if an LEA went from in-person to hybrid and then back to in-person within several weeks, it could have appeared as if there was no status changed. Finally, LEAs were characterized as hybrid or online if any school in that LEA was hybrid or online. Elementary schools may have returned to in person instruction before high schools did. However, the status for an elementary school would not change until the status for all schools in the LEA changed.

Student Subgroups

This paper uses the same subgroups of students used by SDE in their Report Card.

[1] GPAs for 10th, 11th, and 12th graders were also examined. The results for those grades are available upon request.
[2] Specifically, this analysis uses a multiple regression model with school year variables and school level fixed effects.

TAB	DESCRIPTION	ACTION
1	**FY 2023 BUDGET REQUEST**	Action Item
2	**FY 2023 CAPITAL BUDGET REQUESTS AND SIX YEAR CAPITAL PLANS**	Action Item
3	**INTERCOLLEGIATE ATHLETIC REPORTS** NCAA Academic Progress Rate (APR) Scores	Information Item
4	**APPOINTMENT OF IDAHO PUBLIC TELEVISION GENERAL MANAGER**	Action Item
5	**SYSTEM OPTIMIZATION UPDATE—FALCON HIGH PERFORMANCE COMPUTER**	Information Item
6	**STUDENT FEE UPDATE**	Information Item
7	**IDAHO STATE UNIVERSITY** HOLT Arena Seating Project – Construction and Financing	Action Item
8	**IDAHO STATE UNIVERSITY** Mitchell+Palmer Master Services Agreement	Action Item
9	**IDAHO STATE UNIVERSITY** EAMES Phase III Project - Financing	Action Item

TAB	DESCRIPTION	ACTION
10	**UNIVERSITY OF IDAHO** Huron Contract	Action Item
11	**UNIVERSITY OF IDAHO** Ellucian Renewal Agreement	Action Item

AGENCIES AND INSTITUTIONS OF THE STATE BOARD

SUBJECT

FY2023 Line Item Budget Requests

REFERENCE

April 2021	Directed the college and universities to limit Fiscal Year 2023 budget line items requests to up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2022 total General Fund appropriation. Requests for occupancy costs for eligible space and faculty promotions will not count towards the two line item limit or the 5% cap.

APPLICABLE STATUTE, RULE, OR POLICY

Title 67, Chapter 35, Idaho Code
Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.

BACKGROUND/ DISCUSSION

At the April meeting, the Board was informed that the Division of Financial Management (DFM) provided guidance for agencies to operate as they did prior to the COVID-19 pandemic, and the Board directed the college and universities to limit their requests to up to two line items that do not exceed 5% of the institution's FY2022 general fund appropriation.

Subsequently, DFM issued the following guidelines to institutions and agencies: to align ongoing expenses with ongoing revenue, each agency supported by General Fund must prepare its FY 2023 budget with a total General Fund request not to exceed its FY 2022 original ongoing General Fund appropriation by an amount more than 3.1%. This 3.1% growth factor is inclusive of all Maintenance Items such as Enrollment Workload Adjustment, 1% CEC, replacement capital and inflation.

Following Board approval, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 1, 2021.

IMPACT

The approved Line Items will be included with the FY2023 budget requests and submitted to DFM and LSO for consideration by the Governor for his FY2023 Budget recommendations and by the Joint-Finance Appropriations Committee for funding.

ATTACHMENTS

Attachment 1 - Line Items Summary
Attachment 2 - Occupancy Costs
Attachment 3 - 36: Individual Line Items

STAFF COMMENTS AND RECOMMENDATIONS

Each proposed line item set forth has been discussed in consultation with the Division of Financial Management and meets the specific criteria set forth in the June 3, 2021 memo from DFM.

Attachment 1 shows the line items for each institution and agency. It also displays the FY 2022 General Fund Appropriation and the total request for line items. Staff did not provide a percentage of the line items to General Fund in order to compare to the 3.1% limit because the full amount of general fund requests (i.e. replacement capital, inflation, etc.) is unknown at this time.

Board staff acknowledge the very difficult work that has been done at each of the agencies and institutions in preparing these budget line item requests. Staff recommends approval.

BOARD ACTION

I move to approve the Line Items for the agencies and institutions as listed in Attachments 1 and 2, and to authorize the Executive Director to approve the maintenance of current operations and Line Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 1, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

STATE BOARD OF EDUCATION

FY 2023 Line Items - College and Universities

	By Institution/Agency	Attachment	FY 2022 Total General Fund Appropriation	Priority	Institution Specific Initiatives	Total
1	System-wide Needs		$ 6,242,700			$ (163,900)
2	Dual Enrollment	3		1	175,000	
3	Chief Audit Executive - reallocate to OSBE	4 see ATT 34		2	(185,700)	
4	Risk Manager - reallocate to OSBE	5 see ATT 35		3	(153,200)	
5	Boise State University		109,688,200			2,546,500
6	Community Impact Program	6		1	1,804,600	
7	Career Readiness	7		2	497,600	
8	Occupancy Costs	2		3	244,300	
9	Idaho State University		83,592,000			1,200,300
10	High-Demand Workforce Initiatives	8		1	773,100	0
11	Student Retention and Completions	9		2	420,700	0
12	Occupancy Costs	2		3	6,500	0
13	University of Idaho		95,125,900			2,910,300
14	Occupancy Costs	2		1	593,900	0
15	Digital Learning	10		2	2,047,800	0
16	McClure Center	11		3	268,600	0
17	Law Center transfer rent from Supreme Court	12		4		0
18	Lewis-Clark State College		18,460,400			640,900
19	Adult/Non-traditional Learners	13		1	326,400	0
19	Compliance and Safety	14		2	159,700	0
20	Occupancy Costs	2		3	154,800	0
			$ 313,109,200		$ 7,134,100	$ 7,134,100
21						
22	Percentage of FY22 Appropriation excluding		2.1%			
23	Occupancy Costs					

STATE BOARD OF EDUCATION
FY 2023 Line Items - Community Colleges and Agencies

	Priority	By Institution/Agency	FY 2022 General Fund Appropriation	Attachment	Priority	FY 2023 Request	Comments
1		Career Technical Education	68,382,500			2,091,000	
2		State Leadership & Technical Asst.	2,147,900			0	No Line Items
3		Secondary and General Programs	15,154,100			1,071,000	
4		Program Added-Cost Maintenance		15	1	709,600	
5		Idaho Quality Program Standards Grant Expansion		16	2	57,000	
6		Program Quality Support		17	3	111,200	
7		Program Quality Initiative Growth		19	5	193,200	
8		Post-secondary Programs	46,743,800			1,020,000	
9		Postsecondary Operating Support		18'	4	1,020,000	
10		Dedicated Programs	1,499,300			0	No Line Items
11		Related Services	2,837,400			0	No Line Items
12		Community Colleges	50,760,400			1,491,900	
13		College of Eastern Idaho	5,317,600			168,400	
14		Faculty - Math and Engineering		20	1	84,200	
15		Faculty - Biological Sciences		21	1	84,200	
16		College of Southern Idaho	15,293,500			400,400	
17		Bridge to Success Expansion		22	1	140,500	
18		Innovation in Delivery		23	2	135,000	
19		Cybersecurity Specialist		24	3	124,900	
20		College of Western Idaho	17,178,700			593,700	
21		Student Retention		25	1	377,200	
22		Enhanced Enrollment		26	2	216,500	
23		North Idaho College	12,970,600			329,400	
24		Occupancy Costs		2	1	329,400	

STATE BOARD OF EDUCATION
FY 2023 Line Items - Community Colleges and Agencies

	Priority	By Institution/Agency	FY 2022 General Fund Appropriation	Attachment	Priority	FY 2023 Request	Comments
25		Agricultural Research/Extension	32,695,100			351,900	
26		CAFE Support & 4-H STEM Education		27	1	351,900	
27		Occupancy Costs		2	2	0	
28		Health Education Programs	22,329,000			729,400	
29		WIMU Veterinary Education	2,158,800				No Line Items
30		WWAMI Medical Education	6,879,400				No Line Items
31		IDEP	1,760,500				No Line Items
32		Univ. of Utah Med. Ed.	2,446,600	28	1	156,300	3 new psychiatry residents at $52.1k
33		Family Medicine Residencies	6,023,700			260,500	
34		Idaho State University FMR	2,273,700	28	1	52,100	1 new RTT Rexburg resident at $52.1k
35		Family Medicine Residency of Idaho (Boise)	3,010,000			104,200	
36				28	1	52,100	Boise Family Resident at $52.1k
37				28	2	52,100	Addiction Medicine Fellowship at $52.1k
38		Kootenai Health FMR	740,000			104,200	
39				28	1	52,100	CDL Family Medicine Resident at $52.1k
40				28	2	52,100	FM/Behavioral Health Fellowship at $52.1k
41		Boise Internal Medicine Residency	895,000			0	No Line Items
42		Eastern Idaho Regional Medical Center	2,165,000	28	1	312,600	Add 6 new Family Medicine residents at $52.1k
43		Special Programs	26,516,700			44,000	
44		Forest Utilization Research	1,447,700				No Line Items
45		Geological Survey	1,128,300	29	1	28,000	Operating Expense Support
46		Scholarships and Grants	22,234,000				No Line Items
47		Museum of Natural History	637,200				No Line Items
48		Small Bus. Development Centers	698,000	30	1	16,000	Business Development
49		TechHelp	371,500				No Line Items
50		State Board of Education	8,084,500			459,600	
51		Office of the State Board of Education	5,208,100				
52		Software Engineer III		31	1	44,000	
53		Project Coordinator		32	2	76,700	
54		Chief Audit Executive		33	3	185,700	Reallocate funds from Systemwide Needs
55		Systemwide Risk Manager		34	4	153,200	Reallocate funds from Systemwide Needs
56		IT and Data Management	2,876,400				
57		Office of School Safety and Security	254,200				
58		Public Charter Commission	174,100			0	
59							No Line Items

STATE BOARD OF EDUCATION
FY 2023 Line Items - Community Colleges and Agencies

	Priority	By Institution/Agency	FY 2022 General Fund Appropriation	Attachment	Priority	FY 2023 Request	Comments
60	Idaho Public Television		2,719,200			0	
61		Increase in Spending Authority		35	1		$900,000 increase in Dedicated Funds
62							
63	Vocational Rehabilitation		8,202,200			188,000	
64		Vocational Rehabilitation	4,216,300				
65		Extended Employment Services	3,595,800				
66		Council for the Deaf/Hard of Hearing	390,100			94,000	
67		Deaf and HH Program Specialist		36	1	94,000	
68		Total	$ 219,689,600			$ 5,355,800	

STATE BOARD OF EDUCATION

FY 2023 Budget Request

Colleges & Universities

Calculation of Occupancy Costs

Institution/Project	Projected Date of Occupancy	% of Use for Non-Aux. Education	Gross Sq Footage	Non-Aux. Sq Footage	(1) Custodial Costs FTE	(2) Custodial Costs Sal & Ben	(2) Custodial Costs Supplies	(2) Custodial Costs Total	(3) Utility Estimate	(4) Maintenance Costs Repl Value	(4) Maintenance Costs Cost@1.5%	(5) Other	Total Occ Cost	% qtrs used in FY23	Revised FY23
BOISE STATE UNIVERSITY															
University Plaza	April-20	33%	95,558	31,241	1.20	47,200	3,100	50,300	54,700	22,309,008	109,400	29,900	244,300	100%	244,300
IDAHO STATE UNIVERSITY															
Remodel Arts & Letters - Frazier Hall	August-20	100%	150	150	0.01	400	0	400	300	18,000	300	100	1,100	100%	1,100
Davis Field Outbuildings	November-20	100%	1,152	1,152	0.04	1,600	100	1,700	2,000	50,000	800	900	5,400	100%	5,400
					0.05	2,000	100	2,100	2,300		1,100	1,000	6,500		6,500
UNIVERSITY OF IDAHO															
ICCU Arena	September-21	20%	67,130	13,426	0.52	20,600	1,300	21,900	23,500	51,000,000	153,000	18,500	216,900	100%	216,900
Idaho Water Center	January-19	45%	225,227	101,352	3.90	154,100	10,100	164,200	177,400	77,822,149	525,300	106,100	973,000	100%	973,000
Less previous allocations															(596,000)
					4.42	174,700	11,400	186,100	200,900		678,300	124,600	1,189,900		593,900
AG RESEARCH & EXTENSION															
					0.00	0	0	0	0		0	0	0		-
					0.00	0	0	0	0		0	0	0		0
LEWIS-CLARK STATE COLLEGE															
Schweitzer Career & Technical Education Building	January-21	100%	86,169	86,169	3.31	130,400	8,600	139,000	150,800	16,307,207	244,600	79,400	613,800	100%	613,800
Less FY21 allocation					-1.66	-65,000	-4,300	-69,300	-75,400		-122,300	(39,700)	-306,700	100%	(306,700)
Less funding to account for 3.1% General fund request allowance					-1.15	-40,600	-4,300	-44,900	-75,400		-32,000		-152,300	100%	(152,300)
					0.50	24,800	0	24,800	0	16,307,207	90,300	39,700	154,800		154,800
NORTH IDAHO COLLEGE															
North Idaho Collaborative Education Building	June-19	100%	29,000	29,000	1.12	43,400	2,900	46,300	50,800	7,502,600	112,500	28,300	237,900	100%	237,900
Less FY21 allocation					-0.56	-20,200	-1,400	-21,600	-25,400		-56,250	(14,150)	-117,400	100%	(117,400)
Meyer Health & Sciences Expansion	July-22	100%	20,138	20,138	0.77	29,800	2,000	31,800	35,200	8,000,000	120,000	21,900	208,900	100%	208,900
					1.33	53,000	3,500	56,500	60,600		176,250	36,050	329,400		329,400

* Purchase of building did not proceed; returns funding allocated in FY20

** Preliminary notification to DFM and LSO to be provided upon project construction authorization

(1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.

(2) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.
Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category

Salary CU: $22,766.10 CC: $21,682.00

Benefits

FICA		
SSDI salary to $110,100	6.2000%	x salary
SSHI	1.4500%	x salary
Unemployment Insurance	0.0000%	x salary
Life Insurance	0.7210%	x salary
Retirement: PERSI	11.9400%	x salary
Workmans Comp		x salary
Sick Leave	0.0000%	x salary
Human Resources		
	20.3110%	per position
Health Insurance	$11,650.00	
Supplies	0.10	

	BSU	ISU	UI	LCSC	CSI	NIC	CWI	CEI
Workmans Comp	0.83%	0.25%	2.12%	0.99%	4.81%	4.50%	4.35%	4.35%
Human Resources	0.360%	0.360%		0.554%				
	21.5010%	20.9210%	22.4310%	21.8545%	25.1210%	24.8110%	24.6610%	24.6610%

(3) Annual utility costs will be projected at $1.75 per sq ft 1.75

(4) Building maintenance funds will be based on 1.5% of the construction cost (excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings.

(5) Other:

IT Maintenance	1.5000	GSF
Security	0.2200	GSF
General Safety	0.0900	GSF
Research & Scientific Safety Costs	0.5000	GSF
Total	2.3100	
Too High - Used 1/3	**0.7700**	**GSF**
Landscape Greenscape	0.0003	CRV
Insurance Costs	0.0005	CRV
Total	**0.00080**	**CRV**

AGENCY: College and Universities Agency No.: 513 FY 2023 Request
FUNCTION: Systemwide Needs Function No.: 05 Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.01**	Title: **Dual Enrollment**				Priority Ranking 1 of 3
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Stipends	$175,500				$175,500
TOTAL OPERATING EXPENDITURES:	$175,500				$175,500
CAPITAL OUTLAY **by summary object:** 1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$175,500				$175,500

Request Narrative

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

The request is for stipends to be supported by the general fund for 60 teachers taking 6 graduate level credits annually.

The rapid growth in students taking part in the State of Idaho's dual enrollment (DE) Advanced Opportunities (AO) has led to a situation in which the State has a need for qualified DE teachers. This, in turn, has had several impacts on DE offerings in the State. In some schools, for instance, administrators have had to resort to increasing the cap on particular courses, resulting in overcrowding,

compromised instruction, and, at times, misalignment with state board and NACEP[1] standards. In other situations, school administrators have felt compelled to assign DE courses to teachers with limited, and in some cases questionable, credentials in a particular subject area and potentially and unintentionally misleading students about their readiness for college or other post-secondary programming.

Recognizing the barrier this situation presents in providing Idaho's high school students with quality DE opportunities, both BSU and ISU established their own in-house tuition waiver programs that make it possible for practicing teachers to earn the required knowledge and skills needed at the graduate level (or other certification) to teach in a particular subject area. In return, the teachers are allowed to start teaching in their subject of study for their high schools in a manner similar to how post-secondary institutions (PSI) traditionally manage graduate teaching assistantships, as long as: 1) they have met all department requirements; 2) they are continuing to make adequate progress toward degree or certificate completion; and 3) their teaching is determined to be satisfactory according to department guidelines. All parties benefit from these programs. Qualifying teachers can earn their credentials at limited (to no) cost in a time frame that is manageable to them given their heavy PSI teaching loads.

For students, these programs provide increased access not only to instruction in certain areas but in *quality* instruction in these areas. Finally, these programs build stronger relations between high schools and PSIs. In many cases, this levels the playing field for DE seeking students in rural communities and in disciplines that might not otherwise be accessible to them. Given the considerable level of success and numerous benefits of these programs, the PLC recommends the establishment and implementation of a State-level program that formalizes and replaces current PSI-level programs. Given the considerable amount of revenue already dedicated to the State's DE program, teacher training scholarships have the potential for considerable return on investment as described in item 6.

[1]NACEP, an acronym for National Alliance of Concurrent Enrollment Partnerships, is the national accrediting agency for DE programs. State board guidelines are consistent with NACEP accreditation standards.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

In 2014, the State of Idaho approved legislation that resulted in the release of millions of dollars in funding to increase access to Dual Enrollment (DE) opportunities to high school students across the State. The Advance Opportunities program has proven successful in increasing access to higher education opportunities in high schools; at the conclusion of the 2014 AY, 33% of high school graduates had earned any DE credits, a number that increased to 58% in 2020

graduates. This, in turn, has allowed students to shorten their time to degree after matriculating to post-secondary institutions (PSIs).

3. **What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?**

   Consistent with the desire for greater state-wide coordination, applications from teachers interested in the teacher training scholarship program would be submitted to the board office for consideration regardless of the institution for which the high school teacher is interested in teaching (i.e., state institution and/or community college) and the institution for which the teacher is seeking the desired instructional credential.

   This support for 60 teachers taking 6 graduate level credits annually would be exclusively in operating expenses and would not require additional staffing or and new equipment.

4. **What resources are necessary to implement this request?**
   a. **List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.**
      No new positions required.

   b. **Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position.**
      Participating post-secondary institutions will need to provide greater liaison oversight and mentoring of teachers who are working towards certification. Liaisons are compensated by their institutions. Dual enrollment offices across the state will also assist in teacher placement in the appropriate graduate and/training program. This will be an extension of what dual enrollment coordinators/directors already do as part of the teacher certification processes at their institutions.

   c. **List any additional operating funds and capital items needed and note onetime versus ongoing costs**
      This is all ongoing need exclusively from the general fund.

   d. **What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the cost estimates.)**
      The expenditures for these scholarships are calculated under OE, and based on current program costs.

5. **Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example,**

whether there is a new customer base, fee structure changes, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

The Presidents' Leadership Council (PLC) representing the eight public institutions in Idaho agreed with a state-wide working group that it would be highly advantageous to all parties if the state established a dual enrollment (DE) teacher scholarship program for secondary education teachers seeking to become DE teachers in a particular content area. ISU is currently piloting such a program, and BSU has had a similar program in place for several years in an effort to build DE STEM instructional capacity. After carefully reviewing the strengths and limitations of both programs, it seemed that a program embracing the benefits of both programs could be scalable to the state level. The proposed program works by providing teachers with a $3,000 teacher training scholarship annually (as long as the teacher meeting the continuing criteria of the program) paid directly to the institution where instruction is being provided, and the teacher will receive compensation from the sponsoring institution as would any DE enrollment teacher. This training is designed to lead to either an advance degree or certification in a particular content area ensuring that teachers are meeting the expectations of dual credit programs as specified in board policy and accepted by accrediting organizations (e.g., NACEP). The program is based on current graduate-level training models where it is typical to allow students, in this case teachers, to teach DE courses in the content area prior to receiving their advance degree (or other certification), as long as they are making adequate progress to completion. Though different models could obviously be developed, the proposed model stipulates that the teachers need to earn no fewer than six graduate-level credits per year in order to continue to receive the teaching scholarship. Additionally, the sponsoring institution will need to provide more regular and in-depth mentorship and instructional observations to ensure students are receiving instruction that is in line with what one would expect in university-level/college/technical courses.

Implementing such a system would provide numerous advantages to our students, our teachers, and the state. First of all, it could drastically improve the qualifications of our high school teachers in general, which in turn would provide the students with richer and more diverse DE opportunities (with all, this implies for time to degree and go-on rates at the post-secondary level). In addition, it would encourage the DE teachers to improve their employability, as well as increasing their level of compensation. Finally, it provides high school students across the state, including in rural areas, training opportunities that are key to building an adaptable workforce.

6. **Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

The anticipated expense of this program as outlined and based upon average cost of 6 graduate credits per year for each participating teacher is $175, 426.20. (See attached document.) The average cost for 6 credits across state institutions is just under $3,000 per/year/teacher. This would be an ongoing request. It will provide educational opportunities for up to 60 teachers per year across all institutions in an effort to enhance delivery and access to DE opportunities for high school students. As noted by the PLC working group, the ROI on this request where participating teachers provide DE instruction to approximately 40 students a year would result in 7,200 more students served in rural and underserved communities and in disciplines that meet the training needs of the state.

7. **Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

   The increased opportunities available to high school students in the State of Idaho to earn DE credits via Advanced Opportunities funding has been a very positive development. However, a byproduct of the extremely rapid development has been a number of issues that ultimately limit the efficiency and efficacy of the program—including a teacher shorter and limited number of qualified DE high school teachers. By addressing these limitations, the state will be able to solidify a program that not only maximizes opportunities for our students, but also serves the needs of our constituents.

AGENCY: Colleges and Universities Agency No.: 510 FY 2023 Request

FUNCTION: Boise State University Function No.: 02 Page ___ of __ Pages

Original Submission _X_ or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.01**	Title: **Community Impact Program**				Priority Ranking of
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	12.00				12.0
PERSONNEL COSTS:					
1. Salaries	$592,000				$592,000
2. Benefits	$261,600				$261,600
3. Group Position Funding	$51,700				$51,700
TOTAL PERSONNEL COSTS:	$905,300				$905,300
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$27,000				$27,000
2. Operating	$872,300				$872,300
TOTAL OPERATING EXPENDITURES:	$899,300				$899,300
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$1,804,600				$1,804,600

Request Narrative

1. Explain the request and provide justification for the need.

   This request significantly expands the existing Community Impact Program (CIP) at Boise State University. Launched in Fall 2020, CIP provides specialized educational programming and student support in three hub communities: McCall (West-Central Mountains Region), Mountain Home (Elmore County Region), and Payette (Western Treasure Valley Region). The effort leverages the 53+ fully online degree programs offered by Boise State, and is augmented by community based instruction (delivered in the community), deep community involvement in planning, design, delivery, and outcomes, and specialized experiential learning opportunities for participating students.

   In its first year alone, CIP generated eight (8) entrepreneurial start-ups, attracted Apple, Inc. to invest equipment and high value programming to local school districts and libraries, and resulted in significant increases in students coming to Boise State from these regions (based

on a three year running average): 28.6% increase from West Central Mountains, 17.5% increase from Elmore County, and 25% increase from Payette/Western Treasure Valley. Conversely, the comparison of control communities showed a corresponding decrease in students coming to Boise State of between 6.5% and 52%.

The Community Impact Program links directly with the strategies and outcomes in the 2017 Higher Education Taskforce Recommendations and builds on significant work already in place. The requested resources will be used to:

- Expand the number of hub communities served from 3 to 8.
- Intensify the focus and volume of activities dedicated to underserved communities.
- Create and advocate for tailored institutional support for the needs and long-term success of rural students and their communities of choice.
- Provide a clear "front door" to the university that enables rural Idaho communities to leverage resources and connections across Boise State.
- Expand external funding opportunities through a clarified focus, cross-institutional collaborations, and community partnerships.
- Establish structures to support an active institutional research agenda focused on rural students and communities.
- Enhance economic and workforce development efforts in underserved regions of the state.
- Increase partnerships that strengthen localized business and industry sectors.
- Support localized entrepreneurial start-up centers.
- Connect an expert cadre of university faculty and staff to serve the needs of these communities and populations.

2. If a supplemental, what emergency is being addressed?

   N/A, not supplemental

3. Indicate existing base of PC, OE, and/or CO by source for this request.

   Boise State currently has budgeted $265,000 in base funding for this program.

4. What resources are necessary to implement this request?

   The foundational aspect of this program is deep engagement with communities and students within their communities. The geographic distribution and volume of communities to be served requires significant personnel resources to achieve successful outcomes.

   A total of 31 positions are needed for the expansion of Community Impact Programs. Of those, 8 are full-time, including 2 faculty and 8 are part-time navigators based directly in the hub communities to be served. The remaining 15 positions are part-time adjunct and assistant faculty positions.

Operating expenses for this program include travel, general office supplies, marketing, sponsored community events (i.e. planning meetings, summits, student showcases, etc.), Room rentals for community based course offerings, and a dedicated vehicle lease.

Financial support for students is requested to reduce program costs.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	**Salary**	**FT or PT**	**Benefit Elig**	**Date of Hire**	**Term Service**
Admin. Asst. 2	$37,000	FT 1 @ 1.00 FTE	Yes	July 1, 2022	12-month
Community Navigators	$160,000	PT 8 @ .5 FTE	Yes	July 1, 2022	12-month
High School Ambassadors	$47,000	FT 1 @ 1.00 FTE	Yes	July 1, 2022	12-month
Business Faculty	$75,000	FT 1 @ 1.00 FTE	Yes	July 1, 2022	12-month
Experiential Learning Faculty	$64,000	FT 1 @ 1.00 FTE	Yes	July 1, 2022	12-month
Adjunct Faculty	$23,100	PT 7 @ Adjunct 2 Rate of $3,300 per semester	No	Variable	Semester x 3
Assistant Instructors	$24,000	PT 8 @ AI rate of $1,000 per semester x 3 semesters	No	Variable	Semester x 3
Communications and Marketing Professional	$50,000	FT 1 @ 1.00 FTE	Yes	July 1, 2022	12-month
Senior Outreach Coordinator	$47,000	FT 1 @ 1.00 FTE	Yes	July 1, 2022	12-month
Professional and Continuing	$60,000	FT 1 @ 1.00 FTE	Yes	July 1, 2022	12-month

Education Instructor					
Operations Manager	$52,000	FT 1 @ 1.00 FTE	Yes	July 1, 2022	12-month

6. Will staff be re-directed? If so, describe impact and show changes on org chart

   All staff included in the budget will augment existing staff supporting the existing Community Impact Program effort.

7. Detail any current one-time or ongoing OE or CO and any other future costs.

   Current One Time: Boise State has provided $160,000 per year in financial support for students in FY21 and FY22. These funds have been used to lower the cost of the program by discounting tuition by 50% for 30 people per year. Unfortunately, these funds are one time and will be exhausted at the end of the FY22 fiscal year.

   Ongoing OE will be $96,800 for travel, general office supplies, marketing, room rentals, and sponsored events (i.e. student recruitment, community planning, summits, and student showcases).

   Ongoing costs for reduced tuition will be $802,500.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies

   N/A

9. Provide detail about the revenue assumptions supporting this request

   N/A

10. Who is being served by this request and what is the impact if not funded.

    The target population for this program include individuals living, working, starting businesses, raising families, etc. in the communities of their choice. Failure to fund this expansion initiative will prevent Boise State from building on this proven concept, thus failing to engage with Idaho's rural communities using innovative, outcomes driven methods that directly align with the 2017 Higher Education Taskforce recommendations.

AGENCY: Colleges and Universities Agency No.: 510 0FY 2023 Request
FUNCTION: Boise State University Function No.: 02 Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.02**	Title: **Career Readiness**				Priority Ranking 2 of 2
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	7.00				7.00
PERSONNEL COSTS:					
1. Salaries	$345,000				$345,000
2. Benefits	$152,500				$152,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$497,600				$497,600
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
2. Operating					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$497,600				$497,600

Request Narrative

1. Explain the request and provide justification for the need.

   The proposed initiative will better enable Boise State students to connect their educational experience to a future career while ensuring graduates are prepared and ready for the careers that await them. This proposal embeds career services into most of the academic colleges. This embedded model will connect classroom learning, academic advising and support, and career counseling/job search advising. Funding will add career specialists to most of the colleges to provide direct student contact in the form of one-on-one career counseling/advising, job search advising, workshops/classroom presentations, and career courses. College Career Specialists will also work directly with faculty and staff in each college to embed career education in the classroom and better integrate the academic and career components of a student's education (both in and out of the classroom).

Funding this request will provide the necessary resources for Boise State University to provide a more connected curricular and co-curricular educational experience that prepares students for work and *life beyond the blue*. This, in turn, will provide employers and community partners with a more career ready workforce.

2. If a supplemental, what emergency is being addressed?

   N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

   Boise State currently has budgeted $574,959 of appropriated funds in the Career Center and $160,520 in local funds.

4. What resources are necessary to implement this request?

   Academic Colleges – Career Specialists – (7)

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	**Salary**	**FT or PT**	**Benefit Elig.**	**Date of Hire**	**Term Service**
Career Specialist-- College of Arts and Sciences	$49,292	FT 1.00 FTE	Yes	July 1, 2022	12-month
Career Specialist-- College of Arts and Sciences	$49,292	FT 1.00 FTE	Yes	July 1, 2022	12-month
Career Specialist-- College of Arts and Sciences	$49,292	FT 1.00 FTE	Yes	July 1, 2022	12-month
Career Specialist -- College of Business and Economics	$49,292	FT 1.00 FTE	Yes	July 1, 2022	12-month
Career Specialist -- College of Engineering	$49,292	FT 1.00 FTE	Yes	July 1, 2022	12-month
Career Specialist -- College of Health Sciences	$49,292	FT 1.00 FTE	Yes	July 1, 2022	12-month
Career Specialist -- School of Public Service	$49,292	FT 1.00 FTE	Yes	July 1, 2022	12-month

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

   N/A

7. Detail any current one-time or ongoing OE or CO and any other future costs.

   N/A

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

   N/A

9. Provide detail about the revenue assumptions supporting this request.

   N/A

10. Who is being served by this request and what is the impact if not funded?

    This request directly serves students and graduates of Boise State University. Employers, community partners, and the State of Idaho's economy are also positively impacted. The infrastructure described in this proposal will improve student participation in early career planning and access and participation in high-impact educational practices ultimately positively impacting retention and graduation rates, first destination results, and alumni satisfaction and affinity for Boise State University.

AGENCY: Idaho State University Agency No.: FY 2023 Request

FUNCTION: General Education Function No.: 05 Page ___ of __ Pages

ACTIVITY: Activity No.: Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title:	**High-Demand Work Force Initiatives**		Priority Ranking 1 of 2	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	7.00				7.00
PERSONNEL COSTS:					
1. Salaries	526,000				526,000
2. Benefits	189,200				189,200
3. Group Position Funding	14,900				14,900
TOTAL PERSONNEL COSTS:	730,100				730,100
OPERATING EXPENDITURES **by summary object:**					
1. Travel (ongoing)					
2. Materials/Supplies (ongoing)	22,500 20,500				22,500 20,500
TOTAL OPERATING EXPENDITURES:	43,000				43,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation (one-time)					
2. Office Furniture (one-time)					
3. Sim. Equipment (one-time)					
4. Telehealth Equip. (one-time)					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	773,100				773,100

Request Narrative

Idaho State University and the Kasiska Division of Health Sciences respectfully submit this appropriation request for FY23. ISU would like to thank the State Board of Education,

the Governor and his office, and the Idaho Legislature for their ongoing support of our health science programs.

This appropriation request is based on workforce needs in the state. Registered Nurses (RN) are high-paying, in-demand jobs that are needed in the state. There is a projected shortage of over 500 registered nurses in the state of Idaho.

This appropriation request specifically enhances programs prioritized in our budgeting and planning processes and is based on workforce needs to alleviate the shortage of registered nurses across the state of Idaho. It also is intended to improve not only the students' clinical experiences within the Nursing program but all the clinical placements for all students pursuing health care professions at ISU.

1. Explain the request and provide justification for the need.

   Nursing – Five full-time faculty positions as well as ongoing operating costs are being requested to alleviate the shortage of baccalaureate prepared nurses in the state of Idaho by increasing the number of students in the southeast Idaho accelerated nursing program at ISU from 20 students to 30 students. The data in the 2020 Idaho Nursing Report shows that 2020 there was a shortage of 514 Nurses in Idaho and a projected shortage of Idaho nurses of 528 in 2021 and 560 in 2022. In addition, it is projected that 100+ additional registered nurses will be needed because of new facilities opening in Eastern Idaho. To mitigate this workforce shortage problem ISU has been working to increase the number of new nursing graduates. Expansion of nursing programs are limited by clinical placement sites (community health system partners) and accreditation-mandated faculty to student ratios. The accelerated nursing program is designed for individuals who have a baccalaureate degree in a field other than nursing. Students complete their baccalaureate degree in nursing over a 12-month period.

   Office of Clinical Education & Compliance – Two full-time staff positions as well as ongoing operating costs are being requested to support the creation of an office of clinical education and compliance. A HIPAA compliance officer is necessary to support all of ISU's health clinics including the University Health Center. Without a HIPAA compliance officer, ISU is subject to significant legal and regulatory exposure. With the emerging shortfall of clinical rotation sites due to the pressures of additional organizations also needing these sites, it has become necessary to have an office and full-time Director of Clinical Placement Coordination specifically responsible for the continued coordination of these efforts across all of the health science programs at ISU. Once up and running, the goal is to coordinate this function with other Idaho universities.

2. If a supplemental, what emergency is being addressed?
   NA

3. Indicate existing base of PC, OE, and/or CO by source for this request.

   Nursing – This additional expansion of the undergraduate accelerated nursing program in Eastern Idaho will run concurrently with the existing, and very popular, accelerated nursing program in Meridian. The Southeastern Idaho undergraduate accelerated nursing program is slated to start in FY2022 and this increase in funding will allow ISU to further expand the program from 20 students in Eastern Idaho to 30 students. This request will increase the total FTE for the undergraduate accelerated nursing program at ISU from 7.00 FTE to 13.00 FTE.

   Office of Clinical Education & Compliance – Additional professional staff are necessary to provide the coordination of clinical placements, the development and sustainment of preceptor sites for students needing clinical training, the development/improvement of a HIPAA-compliant privacy program and ensuring privacy policies to protect the integrity of PHI are enforced, overseeing and ongoing training, risk assessments and HIPPA-compliant procedures. This is a new office and does not currently have any personnel.

4. What resources are necessary to implement this request?

   Nursing – The five full-time faculty positions as well as the operating expenses for travel and the supplies for students will be ongoing. There will be other anticipated increase in expenses, but these will be covered by the anticipated increase in revenue do to professional fees.

   Office of Clinical Education & Compliance – The salaries for the Director of Clinical Placement and the HIPPA Compliance Officer, as well as the operating expenses for travel and supplies will be ongoing.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Nursing

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Clinical Assist. Prof.	72,000	FT 1.00 FTE	Yes	July 2022	12-month
Clinical Assist. Prof.	72,000	FT 1.00 FTE	Yes	July 2022	12-month
Clinical Assist. Prof.	72,000	FT 1.00 FTE	Yes	July 2022	12-month
Clinical Assist. Prof.	60,000	FT 1.00 FTE	Yes	July 2022	9-month
Sim. Lab Coord.	65,000	FT 1.00 FTE	Yes	July 2022	12-month

Office of Clinical Education and Compliance

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
HIPAA Compliance Officer	110,000	FT 1.00 FTE	Yes	July 2022	12-month
Dir. Clinical Placement Coord.	75,000	FT 1.00 FTE	Yes	July 2022	12-month

6. Will staff be re-directed? If so, describe impact and show changes on org chart

Nursing – This line item request is for new accelerated nursing faculty position. The existing nursing faculty members within the School of Nursing will Continue to assist in teaching the additional students using distance learning technology, online content, and clinics and laboratory sessions.

Office of Clinical Education & Compliance – This line item request is for new staff. The current structure of clinical training is handled for each program specifically within that program. The current faculty and support personnel will continue to assist in clinical training but this office will be in charge of coordinating these efforts to increase efficiencies, identify additional clinical training sites, and provide opportunities for students to receive that training in areas of the state that have been designated as medically underserved population areas. ISU's legal counsel will continue to offer assistance for HIPAA compliance issues as needed. This office will report to the Associate Vice President for Health Sciences (see attached organizational chart).

7. Detail any current one-time or ongoing OE or CO and any other future costs

Nursing – An ongoing request for additional operating funds for travel, materials and supplies and equipment that fall below the $5K SCO capitalization threshold will be needed.

Ongoing Requests for Operating Expense – Accelerated Nursing:	
Operating – Travel	$12,500
Operating – Materials, Supplies, and Equipment	$12,500
Total Request for Ongoing Operating Expense:	**$25,000**

Office of Clinical Education & Compliance – An ongoing request for additional operating funds for travel, communications, materials and supplies, and equipment that fall below the $5K SCO capitalization threshold will be needed.

Ongoing Requests for Operating Expense – Office of Clinical Education & Compliance:

Operating – Travel	$10,000
Operating – Materials, Supplies, Services, Equipment	$ 8,000
Total Request for Ongoing Operating Expense:	**$18,000**

8. Describe method of calculation (RFI, market cost, etc.) and contingencies

Accelerated Nursing – Additional full-time faculty are required to provide clinical oversight at required ratios for accreditation and to ensure the competence and safety of future graduates. Salaries for faculty were based on current market trends and recent hiring experiences.

Office of Clinical Education & Compliance – Additional professional staff are necessary to provide the coordination of clinical placements, the development and sustainment of preceptor sites for students needing clinical training, the development/improvement of a HIPAA-compliant privacy program and ensuring privacy policies to protect the integrity of PHI are enforced, overseeing and ongoing training, risk assessments and HIPPA-compliant procedures.

9. Provide detail about the revenue assumptions supporting this request

Nursing – With the increase of 10 students there will be new tuition and professional fees collected. These increased professional fees will be used to cover additional operating and adjunct costs not requested in this line item request.

Office of Clinical Education & Compliance – With one office coordinating all clinical placements for all health science programs at ISU, we are anticipating increased positive partnerships/preceptorships with existing health care clinics across the state. We are also expecting the development of many new partnerships/preceptorships with smaller more rural clinics across the state to improve access to health care.

10. Who is being served by this request and what is the impact if not funded?

The citizens of Idaho are the benefactors of this request. Preparing more primary care providers will increase access to care for citizens of Idaho. With the accelerated increase in Idaho's population, it is anticipated that Idaho needs more than the reported 73 additional primary care providers (https://data.hrsa.gov/tools/shortage-area/hpsa-find) to meet the targeted minimum provider/population ratio. Creating

additional baccalaureate prepared nurses in underserved areas within the state provides better care for the residents of those areas.

The health of Idaho citizens is expected to improve because of this request. Access to care, particularly in rural and underserved areas is known to be associated with higher morbidity and mortality in nearly all chronic health conditions.

Idaho employers seeking to hire Registered Nurses will benefit because a greater number of licensed providers will be available to hire. This request is to expand the number of licensed providers where the greatest current and projected need for these providers exists. Expansion of the accelerated nursing program to the eastern and southern parts of Idaho will allow employers to have a greater number of nurses in Twin Falls, Pocatello, and Idaho Falls.

Idaho students who seek an education to become a licensed provider benefit from this request because we will be increasing the number of seats available for Registered Nurses through our accelerated nursing program. The cost of these in-state graduate programs is substantially less than out-of-state or private academic institutions. Increasing the number of seats available in this graduate program will provide more opportunities for Idaho Residents to receive the education they desire while reducing the student debt incurred while pursuing that education. Expansion of the accelerated program in the eastern and southern parts of Idaho provides convenience to students who live in those areas and allows them to capitalize on the clinical placements in Twin Falls, Pocatello, and Idaho Falls without having to travel.

If this line item request is not funded then ISU will not be able to increase the number of primary care providers or registered nurses within the state.

IT Narrative (If applicable) [not applicable]

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Idaho State University | Agency No.: 513 | FY 2023 Request

FUNCTION: General Education | Function No.: 05 | Page ___ of __ Pages

ACTIVITY: | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.02** Title: **Student Retention and Completion** Priority Ranking 2 of 2

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	6.00				6.00
PERSONNEL COSTS:					
1. Salaries	272,000				272,000
2. Benefits	100,000				100,000
3. Group Position Funding	48,700				48,700
TOTAL PERSONNEL COSTS:	420,700				420,700
OPERATING EXPENDITURES **by summary object:** 1. Travel 2. Materials and Services					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:** 1. PC and workstation (onetime)					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	420,700				420,700

Request Narrative

1. Explain the request and provide justification for the need.

Idaho State University is uniquely focused on improving retention and graduation rates of current students and decreasing the number of students stopping out prior to receiving a degree or certificate. This request is designed to expand academic advising and tutoring services, which will provide students needed guidance and support to ensure timely degree completion. Proactive and consistent academic advising, combined with accessible tutoring and academic support services has a significant impact on student retention and degree completion. The objective of this request is to make both advising and tutoring more robust, and to create a greater connection between these important student support services.

Academic Advisors provide support to all students at ISU, with a focus on first- and second-year students. Current caseloads of up to 400 students per advisor is a barrier to providing optimal guidance to students, so that they can receive a degree or certificate as expeditiously as possible. Additional advising capacity will enable us to provide essential advising services to all students, particularly those struggling or considering stopping out.

Similarly, ISU's tutoring services support all students, however, demand currently exceeds capacity. ISU recently invested in a new student success platform to proactively identify students struggling academically to then provide targeted intervention. Once ISU has the ability to identify these students, it will be important to be able to support students by providing increased access to both advisors and tutors. Scaling up the capacity of tutoring services will ensure our ability to meet the needs of students and their goals of timely degree completion.

Implementation of these additional resources will better position ISU to meet and exceed currently established goals of student retention and degree completion.

2. If a supplemental, what emergency is being addressed?

   NA

3. Indicate existing base of PC, OE, and/or CO by source for this request.

   These investments will increase advising and tutoring services by 6.0 FTE, representing a 15% increase over current levels.

4. What resources are necessary to implement this request?

   Personnel:

   Academic Advisors (4)
   Provide academic advising to newly admitted and current undergraduate students including regular communications, outreach, personalized assistance, program and career advising.

   First-Year Success Coordinator
   Serves on the front line of the institution's commitment to increasing retention as most students who stop-out do so in their first year. The primary focus of this role would be the management of several broad and impactful first year initiatives that would improve the success and persistence of our first- year students.

   Tutoring Supplemental Instruction Coordinator
   Oversees the Supplemental Instruction program Provides comprehensive support and encourages student achievement through individualized instructional plans.

   Tutoring Support
   Provides additional part-time tutors and academic support staff to meet the current student demand for these services.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Academic Advisor	$43,000	FT 1.0 FTE	Yes	July 1, 2022	12-month
Academic Advisor	$43,000	FT 1.0 FTE	Yes	July 1, 2022	12-month
Academic Advisor	$43,000	FT 1.0 FTE	Yes	July 1, 2022	12-month
Academic Advisor	$43,000	FT 1.0 FTE	Yes	July 1, 2022	12-month
First-Year Success Coordinator	$50,000	FT 1.0 FTE	Yes	July 1, 2022	12-month
Tutoring Supplemental Instruction Coordinator	$50,000	FT 1.0 FTE	Yes	July 1, 2022	12-month
Tutoring Support	$48,726	PT	No	July 1, 2022	12-month

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

   Additional staff will be incorporated into current advising structures. The additional part-time tutors (tutoring support) will be housed in academic advising to facilitate seamless integration of advising and tutoring services.

7. Detail any current one-time or ongoing OE or CO and any other future costs

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

   Costs are calculated based on base salary ranges for positions and standard operating costs associated with new positions.

9. Provide detail about the revenue assumptions supporting this request.

   NA

10. Who is being served by this request and what is the impact if not funded?

    This request serves and impacts all current and future ISU students by impacting their retention and graduation rates. ISU must expand academic support structures to avoid students stopping out prior to receiving the degrees or certificates that increase their employability upon graduation. If these positions are not funded ISU will continually face a barrier in providing adequate support services to ensure timely degree completion.

AGENCY: College and Universities Agency No.: 510 FY 2023 Request
FUNCTION: University of Idaho Function No.: 04 Page 1 of 3 Pages
Original Submission X or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.02 Title: **Digital Learning** Priority Ranking 2 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5.00				5.00
PERSONNEL COSTS:					
1. Salaries	$555,000				$555,000
2. Benefits	167,800				167,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$722,800				$722,800
OPERATING EXPENDITURES **by summary object:**					
1. Marketing and Communications	$340,000				$340,000
2. Unit operations	10,000				10,000
3. IT (see detailed table)	675,000				675,000
TOTAL OPERATING EXPENDITURES:	$1,025,000				$1,025,000
CAPITAL OUTLAY **by summary object:**					
1. IT (see detailed table)	$300,000				$300,000
TOTAL CAPITAL OUTLAY:	$300,000				$300,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$2,047,800				$2,047,800

Request Narrative

1. **Explain the request and provide justification for the need**.

In Spring 2020, the University of Idaho convened a working group to examine how the university could move rapidly into the online course and program delivery market. The focus of this group was to examine the opportunities available to the university in online education and to develop a plan to set in motion the development of a robust and stable online education function at the University of Idaho.

The outcome of this working group was a recommendation for a university-wide approach to online education with a single office overseeing and coordinating the online efforts and programming. This request includes funding for the Vice Provost for Digital Learning, who will lead this office, as well an assistant director, two instruction designers and a learning management system administrator. These positions will be key to developing and maintaining high quality online programming and ensuring a positive experience for online learners.

The working group also indicated a need for a robust and well-resourced marketing and communications strategy to create visibility for the university in the online education marketplace. This strategy will include identification of programs, analysis of the competitive environment, the creation of startup grants to get new and exciting programs moving forward and other initiatives focusing on undergraduate students, community college transfer students, students with some college credit but no degree, and dual credit students. This request includes $350,000 in ongoing operating costs to support marketing and communications needs as well as to cover the day-to-day operations of the digital learning office.

Finally, the working group recommended investment in technological and user experience upgrades across the university's state-wide footprint. These investments include both ongoing and one-time needs which are detailed in the table below. Investment in technology is key to the success of this initiative as it enables the university to provide a positive experience both to faculty creating online offerings and to online learners.

2. **If a supplemental, what emergency is being addressed?**

   N/A

3. **Indicate existing base of PC, OE, and/or CO by source for this request.**

   The University of Idaho currently has a Center for Teaching Innovation and a Distance/Extended Education office. These units receive $226,063 in base General Education funding for salary, benefits and operation which provides funding for 2.25 FTE.

4. **What resources are necessary to implement this request?**

   Personnel cost support of $722,800 to fund 5.00 FTP, $1,025,000 in ongoing operating funding, and $300,000 in onetime capital outlay funding is necessary to implement this request.

5. **List positions, pay grades, full/part-time status, benefits, terms of service**.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Vice Provost – Digital Learning	$195,000	1.0 FTP Full-time	Yes	July 26, 2021	12-month
Assistant Director – Digital Learning	$100,000	1.0 FTP Full-time	Yes	July 1, 2022	12-month
Instructional Designers (2)	$80,000 ea $160,000 ttl	2.0 FTP Full-time	Yes	July 1, 2022	12-month
Learning Management System Administrator	$100,000	1.0 FTP Full-time	Yes	July 1, 2022	12-month

6. **Will staff be re-directed? If so, describe impact and show changes on org chart**.

N/A

7. **Detail any current one-time or ongoing OE or CO and any other future costs**.

   $10,000 in ongoing expenses to support 5.00 FTE, $340,000 in OE for marketing, $675,000 in IT ongoing operating costs and $300,000 in one-time capital outlay for IT investments.

IT Items	Ongoing Operating	One-Time Capital Outlay	Total
Lecture Recording, Steaming and Cloud Distribution	$ 85,000	$ 100,000	$ 185,000
Cloud/Virtual Computer Laboratory Enhancements	100,000	100,000	200,000
Studio and Classroom Ongoing Repair and Replacement Program	200,000		200,000
Proctoring Software / Service	75,000		75,000
Enhancement Learning Management System Student Support Contract	40,000		40,000
Microsoft Software Licensing	175,000	100,000	275,000
Total	$ 675,000	$ 300,000	$ 975,000

8. **Describe method of calculation (RFI, market cost, etc.) and contingencies**.

   Salary rates are based on existing position salary rates as well as peer salaries. IT estimates provided by University of Idaho CIO/VP for Information Technology based on current market costs.

9. **Provide detail about the revenue assumptions supporting this request.**

   N/A

10. **Who is being served by this request and what is the impact if not funded?**

This request allows the University of Idaho to further develop its online education presence. It will provide students from Idaho and beyond a learning platform that meets their needs: the University of Idaho will be able to serve "Any Student, Anywhere" which was a key focus of the working group. Many potential students are limited in their ability to relocate to a college campus. Strong online options will allow active learning, leading to better earning potential, for students who are place bound or for whom an on-campus experience is not preferable.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
    a. All IT purchases are made in alignment with University of Idaho IT protocols and in accordance with purchasing requirements
2. Is your IT plan approved by the Office of Information Tech. Services?
    a. N/A
3. Does the request align with the state's IT plan standards?
    a. N/A
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
    a. N/A
5. What is the project timeline?
    a. The university plans to make IT equipment purchases during FY2023 to the extent possible.

AGENCY: College and Universities Agency No.: 510 FY 2023 Request
FUNCTION: University of Idaho Function No.: 04 Page _1_ of _4_ Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.03	Title: **McClure Center**				Priority Ranking 3 of 4
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	3.95				3.95
PERSONNEL COSTS:					
1. Salaries	$173,000				$173,000
2. Benefits	70,600				70,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$243,600				$243,600
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$20,000				$20,000
TOTAL OPERATING EXPENDITURES:	$20,000				$20,000
CAPITAL OUTLAY **by summary object:**	$5,000				$5,000
1. Laptop for new FTE					
TOTAL CAPITAL OUTLAY:	$5,000				$5,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$268,600				$268,600

Request Narrative

1. **Explain the request and provide justification for the need**.

The James A. and Louise McClure Center for Public Policy Research was established by the University of Idaho, working with former U.S. Senator Jim McClure and his wife Louise. With a focus on critical issues facing the state, region, nation, and world, the McClure Center conducts evidence-based research to inform public policy, communicates reliable policy findings in an accessible manner, convenes and collaborates with a diverse group of stakeholders, engages students in public policy, while advancing the University of Idaho as a leader in public policy research. Since the McClure Center opened nearly fifteen years ago, it has become Idaho's most trusted and preeminent public policy entity.

Current appropriated funding support is minimal, and supports 1.48 FTE. This funding level is not sustainably adequate for the McClure Center's mission, and it is impacting the ability of the McClure Center's portfolio to support state priorities. The McClure Center currently bridges operational funding needs through grant and contract work, which require contractual obligations that limit the McClure Center's statewide purview.

This request will provide ongoing appropriated funding (salary and benefits) for existing staff and support a new full-time economist (3.95 FTE total). Through this dedicated funding, the McClure Center will continue its work that supports Idaho. Examples include publishing *Idaho at a Glance* public policy briefs, facilitating collaborative processes (Governor's Salmon Workgroup), evaluating collaborative processes (Owyhee Initiative), hosting the Idaho Science and Technology Policy Fellowship, supporting applied learning and research programs in public policy for University of Idaho students, and conducting nonpartisan research on many topics of importance to the state. This request also will provide dedicated funding to support a full-time Economist, who will conduct benefit-cost analysis and demography research, producing studies that support planning and strengthen Idaho's economy. Idaho has neither a State Economist nor a State Demographer; most states have one or both. These critically important services are needed as Idaho's population increases, and the integration of economics, demography, and public policy research is part and parcel of the McClure Center's approach.

The McClure Center currently has no ongoing funding for travel across Idaho. To uphold the McClure Center mission and statewide purview, the McClure Center needs to visit the Moscow campus and other University of Idaho locations several times per year, travel around the state, and present work at seminars and conferences.

Capital Outlay: Laptop equipment needed for added FTE (Economist).

2. **If a supplemental, what emergency is being addressed?**
   N/A

3. **Indicate existing base of PC, OE, and/or CO by source for this request.**
   This request will provide annual support for current McClure Center staff necessary for daily operations and will increase the McClure Center by 1.00 FTE (Economist).

4. **What resources are necessary to implement this request?**
   Personnel: Dedicated Gen Ed funding to fully support current McClure Center staff, which includes the Director (1.00 FTE), Research and Program Manager (1.00 FTE), Grants and Research Associate (0.75 FTE), and Administrative Support (0.20 FTE/shared with the President's Office at 1.00 FTE). New position: Economist (1.00 FTE).

5. **List positions, pay grades, full/part-time status, benefits, terms of service**.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Director	$13,000	FTE 1.00 FT	Yes	July 1, 2017	12-month
Research and Program Manager	$35,000	FTE 1.00 FT	Yes	July 1, 2017	12-month
Administrative Support	$5,000	FTE 0.20 FT (shared with Pres. Office 80-20)	Yes	July 1, 2017	12-month
Grants and Research Associate	$45,000	FTE 0.75 FT	Yes	July 1, 2019	12-month
Economist	$75,000	FTE 1.00 FT	Yes	July 1, 2022	12-month

6. **Will staff be re-directed? If so, describe impact and show changes on org chart**. N/A

7. **Detail any current one-time or ongoing OE or CO and any other future costs**. Ongoing Expenses: Ongoing travel funding to Moscow campus and across the state; this is ongoing, as the McClure Center is based in Boise.

   Capital Outlay: Needed for laptop, monitors, peripherals, software, and workstation for new 1.00 FTE (Economist).
   - High-end laptop: $2,000
   - Flat-panel monitors (2): $600
   - Peripherals: $500
   - Specialized software: $1000 (economic modeling, statistical analysis)
   - Workstation: $900

8. **Describe method of calculation (RFI, market cost, etc.) and contingencies**. Salary for additional FTE (Economist) is based on current University of Idaho market-based compensation and market costs compared to similar positions regionally and nationally. The remining salaries are based on current salaries of existing positions.

9. **Provide detail about the revenue assumptions supporting this request.** N/A

10. **Who is being served by this request and what is the impact if not funded?** The McClure Center was established to provide the state of Idaho with information to make sound policy decisions, using open dialogue and robust, nonpartisan research. The McClure Center is Idaho's premiere public policy institution. Its placement within the University of Idaho creates a conduit for students, faculty, and staff to be an integral part of that mission. Current funding limits the capacity of the McClure Center to maintain student programs, advance statewide and regional outreach, and conduct nonpartisan research and analysis in an adaptive and nimble manner.

    Not funding the McClure Center – and the Economist position – puts University of Idaho at a disadvantage when working with government entities (local, state, and federal levels); businesses; non-profit organizations; universities; and others. Without this funding, funding core operations that satisfy the McClure Center's mission and purview will be impacted and diminished. Specifically, *Idaho at a Glance* policy briefs will be published on a limited schedule, facilitation and evaluation of collaborative processes both inside Idaho and including Idaho stakeholders will be reduced, the Idaho Science and Technology Policy Fellowship may shift to an every other year program, the number of University of Idaho students in applied learning and research programs will decrease, the breadth and number of nonpartisan research studies on topics of importance to Idaho will decrease substantially, and dedicated benefit-cost economic analysis will be unavailable to Idaho governments, businesses, and nonprofit organizations. Without this funding, the McClure Center will need to seek project contracts that support essential staff. By contracting such services, time and effort lines within the McClure Center will be constricted; programs that do not have funding will cease to occur. This includes student and faculty programs, as well as public policy briefs and full-length research reports.

IT Narrative (If applicable)

N/A

1. How does this request conform with your agency's IT plan?
    a. All IT purchased are made in alignment with University of Idaho IT standards and through approved U of I purchasing processes
2. Is your IT plan approved by the Office of Information Tech. Services?
    a. No.
3. Does the request align with the state's IT plan standards?
    a. N/A
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
    a. N/A
5. What is the project timeline?
    a. N/A

AGENCY: College and Universities Agency No.: 510 FY 2023 Request
FUNCTION: University of Idaho Function No.: 04 Page 1 of 3 Pages
Original Submission X or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: 12.04 Title: **College of Law Lease** Priority Ranking 4 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	0.00				0.00
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES **by summary object:** 1. Dept of Admin MOU Payment 2. Front Street, Boise Lease payment	(300,500) 300,500				(300,500) 300,500
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	0				0

Request Narrative

1. **Explain the request and provide justification for the need**.

The University of Idaho currently receives $300,500 in state general fund support for its payment to the State of Idaho Department of Administration for space in the University of Idaho Law and Justice Learning Center; however this space is no longer adequate in size to meet program needs. In order to address the need for additional space, the university recently entered into a 30-year lease with option to buy agreement for a building located on Front Street in Boise, which was recently vacated by the Concordia Law School. The new Front Street location, which is fully furnished, will provide substantially more space

for the College of Law's operations in Boise, allowing the UI to better meet the College of Law's immediate and long-term needs in the Treasure Valley.

The move to this new location, scheduled to occur during the course of FY2022, will result in the College of Law vacating its space in the Law and Justice Learning Center thereby eliminating its payment to the State of Idaho Department of Administration. This request is seeking approval to retain the funding received for the Department of Administration payment and redirect it towards the cost of the new Front Street lease. This would be an overall net zero increase to the University of Idaho's state general fund appropriation.

2. **If a supplemental, what emergency is being addressed?**
   N/A

3. **Indicate existing base of PC, OE, and/or CO by source for this request.**
   N/A

4. **What resources are necessary to implement this request?**
   No new resources are necessary. This is requesting that the university be allowed to retain and redirect existing state general fund resources.

5. **List positions, pay grades, full/part-time status, benefits, terms of service**.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
N/A					

6. **Will staff be re-directed? If so, describe impact and show changes on org chart**.
   N/A

7. **Detail any current one-time or ongoing OE or CO and any other future costs**.
   Ongoing expense of new lease offset by elimination of payments to Department of Administration.

8. **Describe method of calculation (RFI, market cost, etc.) and contingencies**.
   N/A.

9. **Provide detail about the revenue assumptions supporting this request.**
   N/A

10. **Who is being served by this request and what is the impact if not funded?**
    This request allows the university to redirect existing funding towards a non-state owned leased facility capable of housing the Boise College of Law in a single location. This will allow the College of Law adequate space to meet current and long-term needs and best serve its students.

IT Narrative (If applicable)
N/A

1. How does this request conform with your agency's IT plan?
    a. N/A
2. Is your IT plan approved by the Office of Information Tech. Services?
    a. N/A
3. Does the request align with the state's IT plan standards?
    a. N/A
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
    a. N/A
5. What is the project timeline?
    a. N/A

AGENCY: Lewis-Clark State College | Agency No.: 511 | FY 2023 Request

FUNCTION: General Education | Function No.: 05 | Page ___ of __ Pages

ACTIVITY: Adult/Non-Traditional Learners | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01** Title: **ADULT/NON-TRADITIONAL LEARNERS** Priority Ranking 1 of 2

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.0
PERSONNEL COSTS:					
1. Salaries	$203,000				$203,000
2. Benefits	64,400				64,400
TOTAL PERSONNEL COSTS:	$267,400				$267,400
OPERATING EXPENDITURES **by summary object:**					
1. Operating Expenses	$53,000				$53,000
TOTAL OPERATING EXPENDITURES:	$53,000				$53,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$6,000				$6,000
TOTAL CAPITAL OUTLAY:	$6,000				$6,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$326,400				$326,400

Request Narrative

1. Explain the request and provide justification for the need.

   LC State seeks funding to develop and sustain a robust adult/non-traditional learner program (ALP) inclusive of support services. The request is intended to support one of the fastest growing segments of the potential college-going population – the adult/non-traditional learner. According to the National Student Clearinghouse Research Center's 2019 publication *Some College, No Degree,* nearly 165,000 Idaho citizens had started college and left without completing a credential. The Idaho State Board of Education's strategic plan (Goal 3) and the College's strategic plan (Goal 2, Performance Measure 2) both underscore the need to widen access to higher education for people of all ages in our state.

   This request seeks funds to support and expand current staffing hours and services, to target adult/non-traditional student needs. Specifically, this request includes: (a) two

FTE (i.e., mental health counseling and adult learner/prison ed coordination); and (b) funds to support workload and hour expansion and strengthen employee retention.

Mental health challenges on the part of college students have become more pronounced over the last decade. Adult/non-traditional learners have unique stresses associated with the balance they must find in pursuing their post-secondary credentials while also balancing the demands of work and often providing for a family. As the College seeks to support more adult learners, an investment in mental health counseling and non-traditional-student administrative coordination are paramount. If funded, a new mental health counselor would assist in expanding the hours and modalities in which counseling services would be made available. The addition of a new counselor will allow us to assist between 20 - 30 more students per week and provide support services to adult/non-traditional learners.

In 2020, the U.S. Department of Education announced that, starting in Fall 2023, federal financial aid would be available to residents in state and federal penitentiaries who otherwise qualify to enroll in post-secondary education. The College is moving discussions forward with the Idaho Department of Corrections to work with the state's prisons to deliver educational programs that provide current inmates with education opportunities leading to meaningful employment upon release.

To support adult/non-traditional learners, faculty and staff will be called upon to modify instructional and support services, approaches and modalities. The College has and will continue to modify its business model to serve greater numbers of students who wish to access courses and services in the evenings, on the weekends, or via virtual environments (all three apply especially to adult learners). Retaining and compensating employees, who have gained experience in andragogy already, and investing to expand capacity for evening and weekend support, and instructional services and portfolio assessments, will expedite the College's ability to make education accessible to adult/non-traditional learners. Additionally, the College is implementing clearer and more direct competency-based pathways for adult/non-traditional learners to earn college credit based on prior and/or current life and work experiences (e.g., portfolios, etc.).

2. If a supplemental, what emergency is being addressed?

   Not applicable

3. Indicate existing base of PC, OE, and/or CO by source for this request.

   LC State currently has 2.58 mental health counselors, one of whom serves as Director of the Student Counseling Center and Student Health Services while also providing direct counseling services to students. The Student Counseling Center also utilizes interns from graduate programs in counseling or social work and has hired mental health professionals as part-time Irregular Help employees. The mental health counselors are currently funded with a combination of appropriated funds and student fees.

LC State is utilizing existing resources and staff for the adult learning program as it is currently constituted. Staff from Admissions, for example, conduct outreach to regional employers to offer enrollment services to prospective adult learners. Students who left the college in good standing without completing a degree receive invitations to re-engage with their studies through Admissions, Registrar/Records, and instructional divisions. The College also maintains a list of options students may pursue to earn credit based on prior learning. These functions are managed primarily by the Dean of Liberal Arts and Sciences as well as Registrar/Records. We seek funds to expand our outreach, to provide better administrative coordination for all aspects of adult learning, and to make this an otherwise more robust program. We have resources for prison education through our non-credit adult basic education program and workforce training. With changes in federal regulations permitting prisoners to access Pell Grants to assist with college expenses, the College is exploring how for-credit degree options may also be offered to prisoners within the State of Idaho. This, too, will require administrative coordination.

4. What resources are necessary to implement this request?

   The overall dollar amount for this request is $326,400, and includes a Mental Health Counselor and an Adult Learner/Prison Education Coordinator, as well as funds to support employee retention and expanded hours and services.

   To enhance and capitalize on adult/non-traditional learning opportunities, a Mental Health Counselor position and an Adult Learner/Prison Education Coordinator are requested. Because the mental health counselor position would be embedded within the existing student health unit, operating and capital costs would be minimal ($3,000 for one-time capital outlay and $3,000 in ongoing operating expenses). Beyond $3,000 for a computer and equipment, the adult/non-traditional learner coordinator position request includes $50,000 in operating funds, which would primarily be used to promote adult learning opportunities via a multi-media strategy targeting the College's entire service region. The ALP program will necessitate a more traditional marketing approach, therefore operating expenses are requested to initiate a strong marketing campaign by diversifying with print, out-of-home (billboards, signage, etc.), radio, television, and digital ads.

   LC State's education mission focuses on teaching; serving students through high-touch, interpersonal, connected education experiences. Retaining quality faculty and staff is paramount to achieving and sustaining this mission. To that end, this request prioritizes salary/fringe ($99,800) to support employee retention and expand current staffing hours and services to assist in implementing a robust adult/non-traditional learner program.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Mental Health Counselor	$60,000	1.00 FTE	Yes	July 1, 2022	12-month
Adult/Non-Traditional Learner/Prison Education Coordinator	$60,000	1.00 FTE	Yes	July 1, 2022	12-month
Support Employee Retention and Expand Current Staffing Hours and Services	$83,000	N/A	Yes	July 1, 2022	9-12-months

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

   Staff who are currently supporting degree-seeking students (i.e., traditional, full-time/part-time, adult learners, etc.) will continue to play a direct supporting role, though there may be some organizational changes should the College secure funding for the coordinator position. Key enrollment offices (e.g., Registrar/Records, Admissions, Financial Aid, and the Advising Center) will continue to offer services to the adult student population but these services will be better coordinated, refined and targeted to meet the unique needs of adult/non-traditional learners if the coordinator position is funded.

7. Detail any current one-time or ongoing OE or CO and any other future costs.

   The request is for ongoing personnel and operating expenses from the general fund. Operating funds for the positions include basic office support, supplies, and professional developing totaling $6,000 for both new positions. Additionally, one-time capital outlay is needed to purchase computers and equipment for the new personnel totaling $6,000. Finally, because the positions target adult/non-traditional student populations, program marketing / launch funding in the amount of $47,000 is requested.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

   CUPA medians for each position and market demand, such as for Mental Health Counselors informed the salaries. Operating expenditures were estimated based on current advertising costs and an estimate for supplies and professional development.

9. Provide detail about the revenue assumptions supporting this request.

   In partnership with Boise State University, the College is assessing the potential demand for credit-bearing classes and degree programs among the state's prison population. This will provide a reasonable estimate of the number of inmates who may take advantage of this opportunity. Without factoring in the prison population, the College could see an increase of up to 100 new adult/non-traditional learners within two years of filling the coordinator position. The counseling position should allow for an increase of between 20 - 30 counseling sessions per week, which will contribute to student retention.

10. Who is being served by this request and what is the impact if not funded?

    The ALP will serve adult/non-traditional learners in LC State's service regions. Receipt of funding will allow for excellent instruction, accessible support services and a safe campus environment. LC State is committed to meeting the needs of non-traditional students and adult learners; and recognizes that post-pandemic retooling for the future will become increasingly relevant and important across student/learner ages and demographics.

    Note: While the focus of this request is on a new adult/non-traditional learner program, each of the requested positions will also benefit current and future LC State students.

IT Narrative (If applicable) [not applicable]

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Lewis-Clark State College | Agency No.: 511 | FY 2023 Request

FUNCTION: General Education | Function No.: 05 | Page _1__ of _4 Pages

ACTIVITY: Compliance and Safety | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.02**	Title: **COMPLIANCE AND SAFETY**			Priority Ranking 2 of 2	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	$42,000				$42,000
2. Benefits	20,100				20,100
TOTAL PERSONNEL COSTS:	$62,100				$62,100
OPERATING EXPENDITURES **by summary object:**					
1. Operating Expenses	$94,600				$94,600
TOTAL OPERATING EXPENDITURES:	$94,600				$94,600
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$3,000				$3,000
TOTAL CAPITAL OUTLAY:	$3,000				$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$159,700				$159,700

Request Narrative

1. Explain the request and provide justification for the need.

   An assessment of compliance and safety measures on campus indicates that in order to effectively manage: (a) the requirements of the Governor's Task Force on Cyber-Security, and (b) the full implementation of LC State's Title IX compliance plan, current staffing and technology must be supplemented to an extent that requires more than merely reallocating internal funding.

   Cybersecurity software and resources are requested to fully implement the Governor's Cybersecurity Executive Order 2017-02, and to address critical and increasing security controls and needs included in the Order. The request derives from priorities established through LC State's annual assessment process, which is an outgrowth of the program prioritization initiative established by the State Board of Education. The

campus assessment included the on-going two-year statewide analysis of all agencies, which has been led by cybersecurity experts in the governor's office. In order to meet the expectations of Executive Order 2017-02, it became apparent that the current technology utilized by LC State is not sufficient in addressing growing cybersecurity needs and demands. The Cybersecurity request will help LC State build a more secure infrastructure and monitor internal irregularities as well as external threats. In short, Cybersecurity software and resources will allow the College to address potential cyber threats in a more comprehensive and effective manner.

To address athletic Title IX obligations, the addition of a full-time Athletic Trainer (AT)/Instructor to provide on-field medical support to student-athletes is necessary (a personnel resource that must be expanded as student-athlete numbers are increased). An additional trainer/instructor will assist in (a) meeting Title IX objectives, as well as safety objectives through adherence to the standards set forth in the Recommendations and Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics (AMCIA) and the NAIA, (b) support students engaged in the College's successful athletic programs, and (c) further the College's ability to provide instructional staff for the growing movement and sport science programs.

Specific to athletic training: The NAIA adopted the National Athletic Training Association's (NATA), appropriate medical coverage recommendations and guidelines. These guidelines were established to help institutions protect against liability-related issues associated with providing adequate care to student-athletes. LC State's athletics' menu includes 12 sports. As such, LC is currently not in compliance with the NATA's AMCIA recommendations pertaining to athletic training staffing levels and appropriate healthcare for student-athletes. Based on the guidelines, LC State should have 4.0 full-time athletic trainers, not including the increased requirements associated with growing current sport roster numbers and potentially adding a women's sport, as per the College's Title IX plan. LC State currently employs two full-time athletic trainers. A 3rd AT is essential to making meaningful progress on the Title IX plan. This position will also supplement instructional needs associated with LC's exercise science and kinesiology curricula – particularly in areas of sport fitness and wellness.

2. If a supplemental, what emergency is being addressed?

   Not applicable

3. Indicate existing base of PC, OE, and/or CO by source for this request.

   LC State currently has 2.00 full-time FTE in athletic trainers and limited Cybersecurity resources. The athletic trainers are funded by general/tuition funds. This request will significantly increase our capacity in IT and Athletics.

4. What resources are necessary to implement this request?

A cybersecurity fundamentals toolset to aid the information technology staff in securing and monitoring our environment. The toolset will include annual operating funds for: 1) DUO ($27,000) for multi-factor authentication; 2) A Security Information and Event Monitoring (SIEM) System ($25,000/year) to collect security information and provide passive security alerting; 3) Cisco Umbrella Cloud Security ($15,000) to block malicious websites; 4) 3rd party penetration testing ($24,600).

The 1.00 FTE Athletic Trainer/Instructor will need modest ongoing operating expenses of $3,000 and $3,000 in one-time capital outlay for general office supplies, professional development, and computer equipment.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	**Salary**	**FT or PT**	**Benefit Elig**	**Date of Hire**	**Term Service**
Athletic Trainer/Instructor	$42,000	1.00 FTE	Yes	July 1, 2022	12-month

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

   LC State underwent significant budget reductions leading into FY 2021. With operations at minimal staffing levels, no positions can be redirected to assist with these functions.

7. Detail any current one-time or ongoing OE or CO and any other future costs.

   The request is for ongoing personnel and operating expenses from the general fund. The Cybersecurity software and resources request is $91,600 in ongoing operating expense funding for necessary cybersecurity software and testing. Ongoing operating funds for basic office support, supplies, and professional development for the Athletic Trainer/Instructor positions totals $3,000. Additionally, one-time capital outlay is needed to purchase a computer and equipment for the new personnel totaling $3,000.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

   CUPA median for the position and market demand informed the salary.

9. Provide detail about the revenue assumptions supporting this request.

   The request is to assist with compliance, safety, and cybersecurity vulnerabilities. An indirect revenue assumption is to decrease future exposure that could lead to a monetary impact.

10. Who is being served by this request and what is the impact if not funded?

    The requested items support existing and/or future students. Although the institution has engaged in the continual reallocation of funds to support the cybersecurity directive and move forward to meet its Title IX athletics obligations, the costs to do so continues to outpace our ability to reallocate funding. The College acknowledges that compliance support may seem a little less attractive for funding purposes but is essential to address the growing areas of required compliance and safety. The College requests the support to better advance its efforts in these areas and meet fundamental, bread-and-butter, needs.

    If the position is not funded, the liability exposure of the institution will continue to increase, creating both a financial and a reputational risk.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?

LC State has adopted the State of Idaho's IT security plan and guidelines for agencies.

2. Is your IT plan approved by the Office of Information Tech. Services?

LC State adopted the NIST Framework, as was required by the State of Idaho for all agencies.

3. Does the request align with the state's IT plan standards?

Yes, LC State follows the ITA policies and associated standards and guidance: https://ita.idaho.gov/resources/.

4. Attach any supporting documents from ITS or the Idaho Tech. Authority.

See links at https://ita.idaho.gov/resources/ for P4110 – IT Security Coordinator and P4140 – Cybersecurity Framework.

5. What is the project timeline?

Umbrella was implemented in March 2021 with one-time funding, everything else will be implemented when funded.

AGENCY: Idaho Division of Career Technical Ed Agency No.: 503 FY 2023 Request
FUNCTION: Secondary and General Function No.: EDEB Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.01**	Title: **Program Added-Cost Maintenance**			Priority Ranking 1 of 5	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:** 1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$709,600				$709,600
LUMP SUM:					
GRAND TOTAL	$709,600				$709,600

Request Narrative

1. Explain the request and provide justification for the need.

   To provide career opportunities for students and provide skilled employees for Idaho business, CTE program added-cost funding must be sufficient to meet enrollment growth in existing programs.

   The purpose of program added-cost funding is to provide additional funding resources to CTE programs to ensure high quality equipment and supplies are made available to teachers and programs. Program added-cost funding also provides the necessary resources for ongoing teacher professional development, extended work contracts for activities outside the annual teacher contract and travel to required career technical student activities.

Program added-cost funding ensures a quality program will develop the necessary student learning outcomes to prepare a graduate for their transition to a postsecondary program, apprenticeship or into the workforce.

Program added-cost funding must increase to meet the ongoing annual demand of existing program enrollment growth.

2. If a supplemental, what emergency is being addressed?
   N/A
3. Indicate existing base of PC, OE, and/or CO by source for this request.
   TB base of $8,117,400 of General Fund.
4. What resources are necessary to implement this request?
   None
5. List positions, pay grades, full/part-time status, benefits, terms of service.
   None
6. Will staff be re-directed? If so, describe impact and show changes on org chart.
   No
7. Detail any current one-time or ongoing OE or CO and any other future costs.
   N/A. Ongoing TB only.
8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
   Based on requests from secondary school districts.

209,600	New program requests for FY 2021
300,000	New program requests for FY 2022
200,000	Middle school CTE programs
709,600	

9. Provide detail about the revenue assumptions supporting this request.
   No revenue is expected from this program.
10. Who is being served by this request and what is the impact if not funded?
    Program added-cost funds collectively benefits students, their teachers, postsecondary faculty, and industry through increased participation, training and collaboration.

    If this request is not funded, the Division will not be able to financially support the enrollment growth of new and existing secondary CTE programs in Idaho.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Idaho Division of Career Technical Ed Agency No.: 503 FY 2023 Request

FUNCTION: Secondary and General Function No.: EDEB Page ___ of __ Pages

Original Submission _X_ or

ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.02** Title: **Idaho Quality Program Standards Grant Expansion** Priority Ranking 2 of 5

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:** 1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$57,000				$57,000
LUMP SUM:					
GRAND TOTAL	$57,000				$57,000

Request Narrative

1. Explain the request and provide justification for the need.

During the 2014 legislative session, the Idaho Quality Program Standards (IQPS) grant was created as part of the Idaho Ag Ed Initiative. The initial fiscal note anticipated $504,000 for incentive grants and $100,000 for new program start-up grants. In FY 2017, $325,000 was appropriated from the General Fund for 30 $10,000 incentive grants and one $25,000 start-up grant. In FY 2020, $25,000 was appropriated for one additional start-up grant.

Since FY 2020, base funding has been $350,000 until an ongoing 2% reduction in FY 2021 removed $7,000 for a net ongoing appropriation of $343,000. Per IDAPA rules, the grants must be in increments of $10,000 (IDAPA 55.01.04.100.04b) and start-up grants in increments of $25,000 (IDAPA 55.01.04.200.04). This leaves an unusable amount of $3,000. The Division

received DFM approval to use other resources to make whole grants during FY 2021.

Applications for incentive grants continue to exceed appropriations. As the success of the IQPS program increases, the Division is requesting ongoing funding of an additional $57,000 to be passed through to Agriculture programs in the form of five additional incentive grants. In total, this would provide 35 $10,000 incentive grants and two $25,000 start-up grants.

2. If a supplemental, what emergency is being addressed?
   N/A
3. Indicate existing base of PC, OE, and/or CO by source for this request.
   TB base of $343,000 of General Fund.
4. What resources are necessary to implement this request?
   None
5. List positions, pay grades, full/part-time status, benefits, terms of service.
   None
6. Will staff be re-directed? If so, describe impact and show changes on org chart.
   No
7. Detail any current one-time or ongoing OE or CO and any other future costs.
   N/A. Ongoing TB only.
8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
   Based on requests from secondary school districts.
9. Provide detail about the revenue assumptions supporting this request.
   No revenue is expected from this program.
10. Who is being served by this request and what is the impact if not funded?
    CTE students in districts with existing Agriculture & Natural Resources will benefit from this funding, as it would allow the district to invest additional resources to invest in program improvement. If the request is not funded, it may limit the ability of some districts to fully invest in the infrastructure for a robust and well-equipped program.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Idaho Division of Career Technical Ed Agency No.: 503 FY 2023 Request
FUNCTION: Secondary and General Function No.: EDEB Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.03** Title: **Program Quality Support** Priority Ranking 3 of 5

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$75,100				$75,100
2. Benefits	27,500				27,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$102,600				$102,600
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$5,000				$5,000
TOTAL OPERATING EXPENSE:	$5,000				$5,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$3,600				$3,600
TOTAL CAPITAL OUTLAY:	$3,600				$3,600
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$111,200				$111,200

Request Narrative

1. Explain the request and provide justification for the need.
   The State Board of Education created and task group to evaluate this agency. The group found the Division to be providing inadequate communication and support of CTE partners.

   This position would enable additional agency support and responsiveness to secondary school districts and higher education partners in CTE success throughout Idaho.
2. If a supplemental, what emergency is being addressed?
   N/A
3. Indicate existing base of PC, OE, and/or CO by source for this request.
   Existing team of program quality managers and support staff with ongoing operating expenditures.

4. What resources are necessary to implement this request?
   None
5. List positions, pay grades, full/part-time status, benefits, terms of service.
   None
6. Will staff be re-directed? If so, describe impact and show changes on org chart.
   No
7. Detail any current one-time or ongoing OE or CO and any other future costs.
   Ongoing 1.0 FTP with regional travel costs and one-time CO for a computer and workstation.
8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
   100% of policy rate for pay grade M. We request exemption from the 80% limit to maintain alignment of equity within existing teams.
9. Provide detail about the revenue assumptions supporting this request.
   No revenue is expected from this program.
10. Who is being served by this request and what is the impact if not funded?
    School district administrators, higher education and other CTE program managers that support positive outcomes for students and alignment with industry skilled-labor demands. If not funded, the agency will continue to strive for excellence in communication and responsiveness within its fiscal means.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Idaho Division of Career Technical Ed Agency No.: 503 FY 2023 Request
FUNCTION: Postsecondary Function No.: EDEC Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.04** Title: **Postsecondary Operating Support** Priority Ranking 4 of 5

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	11.25				11.25
PERSONNEL COSTS:					
1. Salaries	$654,400				$654,400
2. Benefits	248,700				248,700
3. Group Position Funding	0				0
TOTAL PERSONNEL COSTS:	$903,100				$903,100
OPERATING EXPENDITURES by summary object:					
1. Employee Development	0				0
2. Repair and Maintenance Services	0				0
3. Administrative Services	0				0
4. Computer Services	0				0
5. Employee Travel	$1,500				$1,500
6. Administrative Supplies	7,700				7,700
7. Computer Supplies	0				0
8. Institutional Supplies	0				0
9. Specific Use Supplies	0				0
10. Miscellaneous	0				0
TOTAL OPERATING EXPENSE:	$9,200				$9,200
CAPITAL OUTLAY by summary object:					
1. Computer Equipment	$107,700				$107,700
2. Educational Materials/Equipment	0				0
TOTAL CAPITAL OUTLAY:	$107,700				$107,700
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$1,020,000				$1,020,000

Description:

Summary page for the following 37 pages of support.

AGENCY: Idaho Division of Career Technical Ed Agency No.: 503 FY 2023 Request
FUNCTION: Secondary and General Function No.: EDEB Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.05**	Title: **Program Quality Initiative Growth**			Priority Ranking 5 of 5	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: 1. Salaries 2. Benefits 3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES **by summary object:** 1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:** 1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$193,200				$193,200
LUMP SUM:					
GRAND TOTAL	$193,200				$193,200

Request Narrative

1. Explain the request and provide justification for the need.

   The Program Quality Initiative (PQI) contains three separate grant programs designed to establish, improve and then maintain high-quality CTE secondary programs. Two of the PQI programs cover all five non-Ag programs areas, while Technical Assistance includes Ag programs and all six major program areas. The Division receives many excellent applications but is unable to fund many of them.

   Incentive Grants: 25-30 grants provided annually to high-performing programs.
   Technical Assistance Grants: Receives at least $600,000 in annual requests.
   Program Quality Establishment Grants: Designed to assist districts with purchasing essential CTE equipment for new programs and pathways. FY 2021 had over $850,000 in requests.

2. If a supplemental, what emergency is being addressed?
   N/A
3. Indicate existing base of PC, OE, and/or CO by source for this request.
   TB base of $686,000 of General Fund.
4. What resources are necessary to implement this request?
   None
5. List positions, pay grades, full/part-time status, benefits, terms of service.
   None
6. Will staff be re-directed? If so, describe impact and show changes on org chart.
   No
7. Detail any current one-time or ongoing OE or CO and any other future costs.
   N/A. Ongoing TB only.
8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
   Based on requests from secondary school districts and program success and then limited within the 3.1% General Fund cap. This request will vary as the budget is developed to adjust within the 3.1% cap.

$	33,200	Incentive Grants
	80,000	Technical Assistance Grants
	80,000	Program Establishment Grants
$	193,200	

9. Provide detail about the revenue assumptions supporting this request.
   No revenue is expected from this program.
10. Who is being served by this request and what is the impact if not funded?
    This would expand PQI funding for both high-performing secondary CTE programs and those programs in need of additional support and technical assistance, including new programs and pathways. This performance-based approach more clearly demonstrates the return on investment provided by career technical education and holds CTE programs more accountable for producing quality results based on established performance metrics. The PQI Technical Assistance and the Program Quality Establishment grants are competitive grant awards. It is difficult for most districts to purchase all the essential equipment and supplies needed for CTE programs, to update old equipment or add capacity to their programs. The PQI grant programs provide districts with some resources to fill some of that need. Without this additional funding, many requests from school districts would continue to go unfunded.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

ATTACHMENT 20

AGENCY: Community Colleges | Agency No.: 505 | FY 2023 Request

FUNCTION: College of Eastern Idaho | Function No.: 2 | Page 1 of 2 Pages

ACTIVITY: Board approved category | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01**	Title:	**Faculty - Math and Engineering**			Priority Ranking 1 of 2
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1				0
PERSONNEL COSTS:					
1. Salaries	$55,000				$55,000
2. Benefits	25,200				25,200
3. Group Position Funding					-
TOTAL PERSONNEL COSTS:	$80,200	-			$80,200
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$800				$800
2. Operating	200				150
					-
					-
TOTAL OPERATING EXPENDITURES:	$1,000	-			$1,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$3,000				$3,000
					-
					-
TOTAL CAPITAL OUTLAY:	$3,000	-			$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$84,200	-			$84,200

Request Narrative

1. Explain the request and provide justification for the need. CEI has experienced significant growth and will continue to grow in the future. Every student, including AAS, AS, or AA programs, have to take a math class to fulfill programmatic requirements. It is difficult to find adjunct instructors who are qualified to teach Math, and as we are building our Math program, we need full time faculty to do that work. We also need to start to offer introductory engineering courses. We need to build curriculum for these types of classes and we need full time faculty to work to build these courses and then to also deliver these courses as well. Engineering is an area that we have not been able to expand into yet, because we haven't had a dedicated full time faculty member to help with the development of these types of courses. This is critical to our development as a community college, in an area that has the INL in its community. We would also like to work to help support our CTE programs that utilize both Math and Engineering disciplines and courses.

2. If a supplemental, what emergency is being addressed? NA

3. Indicate existing base of PC, OE, and/or CO by source for this request. This is an OE request that will increase existing OE by $84,100 per year plus performance increases.

4. What resources are necessary to implement this request? Operating resources would include office supplies, professional development oportunities, course books, advertising for new higher level math courses. Capital outlay include desktop computer, desk, phone, and likely a Surface Book for online instruction.

5. List positions, pay grades, full/part-time status, benefits, terms of service. Full time benefitted status on an 11 month renewable contract.

6. Will staff be re-directed? If so, describe impact and show changes on org chart. N/A

7. Detail any current one-time or ongoing OE or CO and any other future costs. See number 4. All would be ongoing except the desktop computer, phone, desk, and Surface Book expenses.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies. N/A

9. Provide detail about the revenue assumptions supporting this request. CEI is a growing institution that will serve many more students in the future and most of them will need to take at least one math class. This is a position that will contribute to the foundational faculty needed to continue to grow. We need another full time instructor to keep up with the pace of growth, especially as we continue to build the mathematics program. We plan to offer more upper 200 level courses to students who want to move towards engineering disciplines. This instructor could be someone who could help us continue to improve our mathematics offerings, and also help us build curriculum in appropriate engineering disciplines. By doing this foundational expansion, it could

encourage students to stay with CEI and get as many classes done here as possible, before moving on to a four year institution, as well as encourage new students to consider CEI as an option to take these foundational classes before moving on. This expansion could increase the revenue for our institution by being able to serve students in courses that otherwise they would have to take at another institution. We believe that building a very solid mathematics department is critical for forward movement on disciplines such as computer science and engineering, which we would like to eventually expand into.

10. Who is being served by this request and what is the impact if not funded? As discussed above, any student wishing to finish an AAS, AS, or AA degree must take at least one math class. This is a significant portion of our students and is growing quickly. If not funded, we will not be able to expand offerings for students who wish to stay and get as much of their math completed with CEI as possible. This means students will have to take these classes that we can't provide due to staffing insufficiency at a 4 year institution at a much higher cost. We would like to continue to serve our student population by increasing our abilities to expand into more math courses and also into introductory engineering courses.

ATTACHMENT 21

AGENCY: Community Colleges | Agency No.: 505 | FY 2023 Request

FUNCTION: College of Eastern Idaho | Function No.: 2 | Page 1 of 2 Pages

ACTIVITY: Board approved category | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.02**	Title: **Faculty - Biological Sciences**			Priority Ranking 2 of 2	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1				0
PERSONNEL COSTS:					
1. Salaries	$55,000				$55,000
2. Benefits	$25,200				25,200
3. Group Position Funding					-
TOTAL PERSONNEL COSTS:	$80,200	-			$80,200
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$800				$800
2. Operating	200				200
TOTAL OPERATING EXPENDITURES:	$1,000	-			$1,000
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$3,000				$3,000
TOTAL CAPITAL OUTLAY:	$3,000	-			$3,000
GRAND TOTAL	$84,200	-			$84,200

Request Narrative

1. Explain the request and provide justification for the need. CEI has experienced significant growth and will continue to grow in the future. Our Biological Science courses are critical for not only our science majors students, but also for supporting some of the largest CTE programs on campus in the Health and Human Services division. We are always in need of faculty for courses that would fall under the Biological Sciences Department due to the growing nursing programs. Courses from this discipline make up the prerequisite courses for these programs and they are consistently filled with waitlists every semester. We often have to open additional sections for these courses and we are consistently looking for qualified adjunct instructors. This is one of the fastest growing area on campus and would benefit from having another committed instructor for this discipline and it is also needed to keep up with the growth rate and demand of these courses.

2. If a supplemental, what emergency is being addressed? NA

3. Indicate existing base of PC, OE, and/or CO by source for this request. This is an OE request that will increase existing OE by $84,100 per year plus performance increases.

4. What resources are necessary to implement this request? Operating resources would include office supplies, professional development oportunities, course books, advertising for new higher level math courses. Capital outlay include desktop computer, desk, phone, and likely a Surface Book for online instruction.

5. List positions, pay grades, full/part-time status, benefits, terms of service. Full time benefitted status on an 11 month renewable contract.

6. Will staff be re-directed? If so, describe impact and show changes on org chart. N/A

7. Detail any current one-time or ongoing OE or CO and any other future costs. See number 4. All would be ongoing except the desktop computer, phone, desk, and Surface Book expenses.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies. N/A

9. Provide detail about the revenue assumptions supporting this request. CEI is a growing institution that will serve many more students in the future. The healthcare programs are some of the most in demand programs at CEI. They are continuing to grow and gain a very good reputation in the community, which will encourage more students to enroll in these type of courses. In addition to serving healthcare, these courses also serve students going into the biological science disciplines. Our growth in the other areas of biological sciences is rapid and we need to continue to expand in our faculty in this area to accomodate this growth. This is a position that will contribute to the foundational

faculty that is needed to continue to grow. By being able to offer a more comprehensive program, we will continue to see upward movement with regards to student demand and therefore revenue. This expansion could increase the revenue for our institution by being able to serve more students in courses that are required by CTE programs as prerequisite courses. In addition, students majoring in Biology would have the opportunity to complete as much curriculum at CEI before moving on to another institution and do it at a much reduced tuition rate.

10. Who is being served by this request and what is the impact if not funded? As discussed above, students wishing to pursue healthcare disciplines through our CTE programs have to take prerequisite courses in biological science disciplines. We also have a growing population of science majors students who want to take as many courses possible through CEI before moving on. This area has been an area of significant growth consistently since becoming a community college. If not funded, we will not be able to expand offerings for students who wish to stay and get as much of these courses completed with CEI as possible. This means students will have to take the classes that we can't provide due to staffing insufficiency at a 4 year institution at a much higher cost. We would like to continue to serve our student population by increasing our abilities to serve more students and maintain a high quality of instruction. This is important because we are serving potential healthcare providers. We want them to have the best foundation for their programs as possible. We also want to provide opportunities to link students with opportunities around the state in the disciplines of biological sciences. We need to have a good full time faculty foundation to work together to find and connect students with summer research opportunities, opportunities with other institutional research and other external opportunities that are available around the state.

AGENCY: Community Colleges
FUNCTION: College of Southern Idaho
ACTIVITY: Bridge to Success Expansion

Agency No.: 505
Function No.:
Activity No.:

FY 2023 Request
Page ___ of __ Pages
Original Submission _X_ or
Revision No. ___

A: Decision Unit No: 12.01	Title: **Bridge to Success Expansion**				Priority Ranking 1 of 3
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
PART-TIME POSITIONS (PTP)	2.0				2
FULL -TIME POSITIONS (FTP)	1.0				1
PERSONNEL COSTS:					
1. Salaries 1 FT	$40,000				$40,000
Salaries 2 PT	29,000				29,000
2. Benefits	23,400				23,400
3. Group Position Funding	20,000				20,000
TOTAL PERSONNEL COSTS:	$112,400				$112,400
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
2. Software					
3. Operating Supplies	$28,100				$28,100
TOTAL OPERATING EXPENDITURES:	$28,100				$28,100
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$140,500				$140,500

Request Narrative

1. Explain the request and provide justification for the need

The College of Southern Idaho's Bridge to Success program introduces students to the academic expectations of college, specifically for degrees that require challenging first-semester course work in math, since math is often a key indicator of student success and degree completion. Moreover, the program develops 21st century skills that are essential in the classroom and in the workplace; promotes community

engaged learning; familiarizes students to valuable campus resources to increase student success; fosters social and academic relationships with peers, faculty, and staff; and provides academic coaching. Since its inception in 2016, the Bridge to Success Summer program has served nearly 300 first-time, degree-seeking students. The program has retained 78% of its students with over 70% of those graduating on time or within 150% of time. When compared to all CSI students, Bridgers perform significantly better toward achievement of their educational goals by having a higher semester GPA, a higher percentage of completing 30 or more credits per academic year, a higher percentage of success in a college-level math course after taking a remedial math course, and a higher percentage of completing a gateway math course within two years of enrollment.

Over the past five years, we've noted that not all students can begin the program in the summer semester and not all students can attend the program on the main campus. Recognizing there are many more students who can benefit from the program, this request is to expand Bridge to Success from a summer semester program to include additional cohorts during the fall and spring semesters and to offer the program at off-campus centers in Mini-Cassia, Blaine County, and Jerome/Gooding. This request involves hiring two part-time assistants, tutors to provide instructional support, and operational supplies to support the students and program.

4. What resources are necessary to implement this request?

Financial Support to support students participating in the program. We anticipate 500 students (4 cohorts per academic year: 200 participants summer semester; 200 fall semester; 50 fall flex start; 50 spring semester).

Operating Supplies:

- $5,000: Community Engaged Learning to include leadership, teamwork, service learning, and 21st Century skill development.
- $18,100: Instructional support
- $ 5,000: Office Supplies—marketing, promotion, general supplies
  - Total $28,100

Part-time tutors: $20,000

5. List positions, pay grades, full/part-time status, benefits, terms of service

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
FT	$40,000	FT 1.00 FTE 1.00	Yes	July 1, 2022	12-month
PT	$29,000	PT 2.00 FTE 1.00	No	July 1, 2022	12-month

Two (2) part-time assistants are being requested for a) the coordination of the Bridge program in the summer, fall, and spring semesters, b) academic support (tutoring) for Bridge participants, and c) operational monies to support students and the program.

Two (2) part-time assistants: $29,000 (2 @ $14,500 per year) Part-time assistants no benefits, Hire Date of July 1, 2022, 12-month employee.

Part-time tutors: $20,000 (total), part-time, no benefits, August 1, 2022, summer, fall, and spring contract.

- We have a Bridge to Success Coordinator in place. Part-time assistants will be trained and supervised by the Bridge to Success Coordinator.
- We have a Learning and Tutoring commons Coordinator in place. Part-time tutors will be trained and supervised by the Coordinator.
- We have Academic Advisors in place. New Bridge to Success students will be advised by these academic advisors.

9. Provide detail about the revenue assumptions supporting this request.

   This request is for on-going funds to support new students entering the college.

10. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

    The request is to expand the Bridge to Success Program to include additional cohorts in the fall and spring semesters and to add offerings at off-campus centers in Mini-Cassia, Blaine County, and Jerome/Gooding. By expanding the program, more first time, degree seeking students will have quicker progress into and successful completion of college math as well gaining valuable insight to the academic expectations of college. Students will develop 21st century skills that are essential in the classroom and in the workplace; will have access to community engaged learning; will become familiar with valuable campus resources to increase student success; will develop social and academic relationships with peers, faculty, and staff; and will get personalized academic and career coaching. We expect to see immediate results in retention and math completion rates. With additional cohorts, CSI expects to see increased results in degree completion and graduation rates.

    If this request is not funded, we will continue to run the summer Bridge to success program, but it will not have the desired major impact on increasing access, enrollment, and completion rates.

Supports institution/agency and Board strategic plans:

Idaho State Board of Education Strategic Plan

Goal 3; Objective A: Increase completion of certificates and degrees through Idaho's educational system.

Goal 3; Objective C: Access – Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Goal 4; Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.

College of Southern Idaho Strategic Plan

STRATEGIC GOAL: DRIVE STUDENT SUCCESS

Strategy #3, 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.

Strategy #3, Objective 3.3: Develop student support services to ensure a supportive and equitable environment for all.

Performance Measure:

- Increase the percentage of first-time, degree-seeking freshmen successfully completing Math 043, Math 123, Math 143, and Math 153 by 10% by fiscal year 2023 (May 2023). Fall 2018 benchmark.
- Increase the percentage of first-time, degree-seeking freshmen completing a gateway math course within two years by at the College of Southern Idaho by 10% by fiscal year 2023 (May 2023). Fall 2021 benchmark.
- Increase the percentage of first-time, full-time, degree-seeking students retained or graduated the following year by 10% by fiscal year 2023 (May 2023) – IPEDS definition of Fall to Fall retention rate. Fall of 2018 benchmark.
- Increase the number of students earning degree or certificates by 10% by fiscal year 2023 (May 2023). Fall 2018 benchmark.

AGENCY: Community Colleges Agency No.: 505 FY 2023 Request
FUNCTION: College of Southern Idaho Function No.: Page ___ of __ Pages
Original Submission _X_ or
ACTIVITY: Adult Learner Services Activity No.: Revision No. ___

A: Decision Unit No: **12.02**	Title: **INNOVATION IN DELIVERY**				Priority Ranking 2 of 3
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	$80,000				$80,000
2. Benefits	44,200				44,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$124,200				$124,200
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$3,000				$3,000
2. Supplies	2,800				2,800
3. Services (incl. marketing)	3,000				3,000
4. Software Subscription	2,000				2,000
TOTAL OPERATING EXPENDITURES:	$10,800				$10,800
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$135,000				**$135,000**

Request Narrative

1. Explain the request and provide justification for the need.
   CSI seeks staff for the primary purpose of providing coordination of scheduling and program availability to support non-traditional working students seeking to continue their education or seek upgraded skills and/or credentials. In addition, the staff (1.0 FTE Coordinator and 1.0 FTE Office Specialist) would support alternative credit activities, including work-based learning functions. The office created would satisfy the need for staff dedicated to:

a. Coordination of programming at alternative days, times, and modalities to better support and accommodate incumbent workers.
b. Coordination of work-based learning opportunities including but not limited to cooperative education, internships, externships, preceptorships, and clinical activity.
c. Coordination with College units to support regional employer needs and connecting CSI students with those future employers.
d. Coordination of alternative credit activities including credit for prior learning.

2. If a supplemental, what emergency is being addressed?
NA

3. Indicate existing base of PC, OE, and/or CO by source for this request.
This is a new request.

4. What resources are necessary to implement this request?
The request includes PC for 2.0 new FTP (as noted below), along with OE for travel (visits to local employers and professional development of staff), general office supplies and services, the necessity of a marketing budget to inform constituents.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	**Salary**	**FT or PT**	**Benefit Elig**	**Date of Hire**	**Term Service**
Coordinator	$50,000	FT 1.00 FTE	Yes	July 1, 2022	12 month
Office specialist	$30,000	FT 1.00 FTE	Yes	July 1, 2022	12 month

6. Will staff be re-directed? If so, describe impact and show changes on org chart.
No change to organization. This would be a new unit at CSI reporting through the Office of the Provost.

7. Detail any current one-time or ongoing OE or CO and any other future costs
No one time funding requested

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
Salaries and benefits are taken from the CSI salary and classification schedule along with current cost of benefits with anticipated increased for FY2023.

9. Provide detail about the revenue assumptions supporting this request.
The priority goal is to enhance services to students, employers, and the general public, not as a specific revenue source. However, the activity would logically increase college participation and consequent tuition revenue, which would be directed to the CSI General Fund.

10. Who is being served by this request and what is the impact if not funded? This proposal provides multiple benefits to many constituents and provides a significant value-add to the regional service responsibilities of the College. In particular:
    a. Serves regional employers by providing a connecting point for they and their future employees.
    b. Serves students by providing a clear gateway to future employment as well as opportunities to "learn and earn" as they participate in work-based learning activities.
    c. Serves non-traditional students by providing a dedicated office to address their unique needs and circumstances.
    d. Serves the current College operation through optimizing expertise in work-based learning, non-traditional students, credit for prior learning, and other essential functions that are currently spread throughout the organization without central coordination.

    If not funded, CSI will continue to struggle with serving our students and employers in these particular areas of concern. This proposal is considered a high priority for regional economic and workforce development for southern Idaho.

AGENCY: Community Colleges
FUNCTION: College of Southern Idaho
ACTIVITY: Cyber Security Support

Agency No.: 505
Function No.:
Activity No.:

FY 2023 Request
Page ___ of __ Pages
Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.03**	Title: **CYBERSECURITY SUPPORT**				Priority Ranking 3 of 3
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	$70,000				$70,000
2. Benefits	27,900				27,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$97,900				$97,900
OPERATING EXPENDITURES **by summary object:**					
1. Comprehensive Penetration Test	$20,000				$20,000
2. Travel	2,500				2,500
3 Operational Expenses	4,500				4,500
TOTAL OPERATING EXPENDITURES:	$27,000				$27,000
CAPITAL OUTLAY **by summary object:**					
1.	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$124,900				$124,900

Request Narrative

1. Explain the request and provide justification for the need.

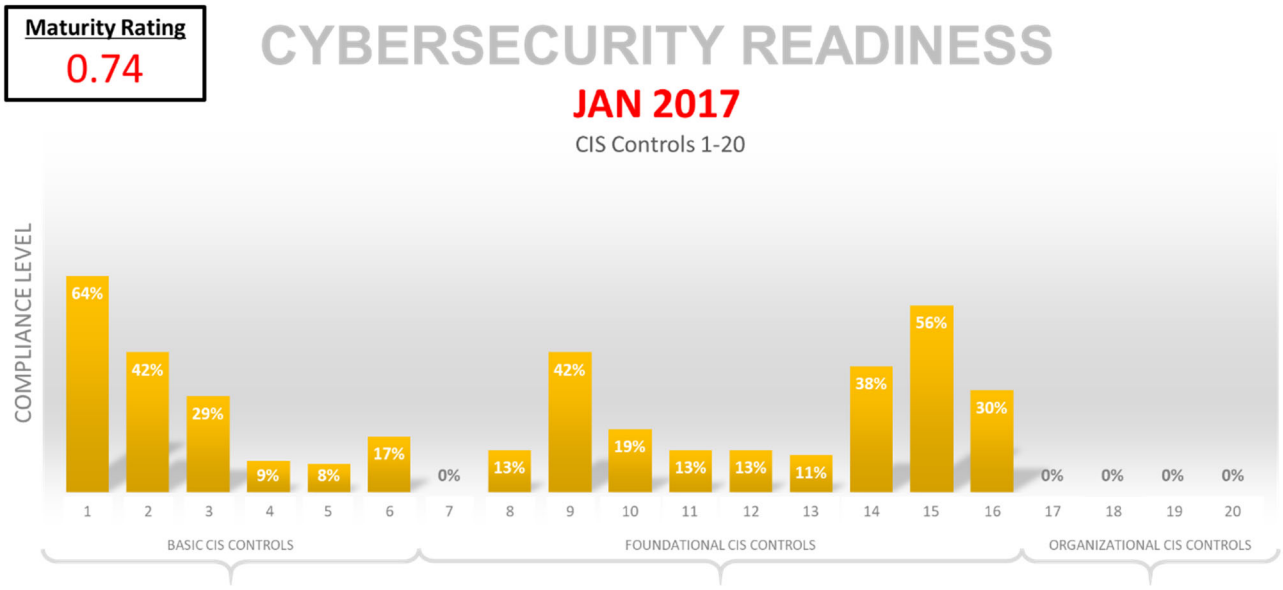
This request encompasses 1 full-time personnel resource dedicated to cybersecurity operations, and ongoing support to perform annual comprehensive threat assessments (via penetration testing). The sheer volume, types, and level of complexity of cybersecurity attacks that CSI encounters daily exceed the capacity and expertise of existing personnel resources. If funded, this request will help CSI increase its compliance with Idaho Governor's Executive Order 02-2017, formalize its cybersecurity program, and strengthen the institution's disaster resilience.

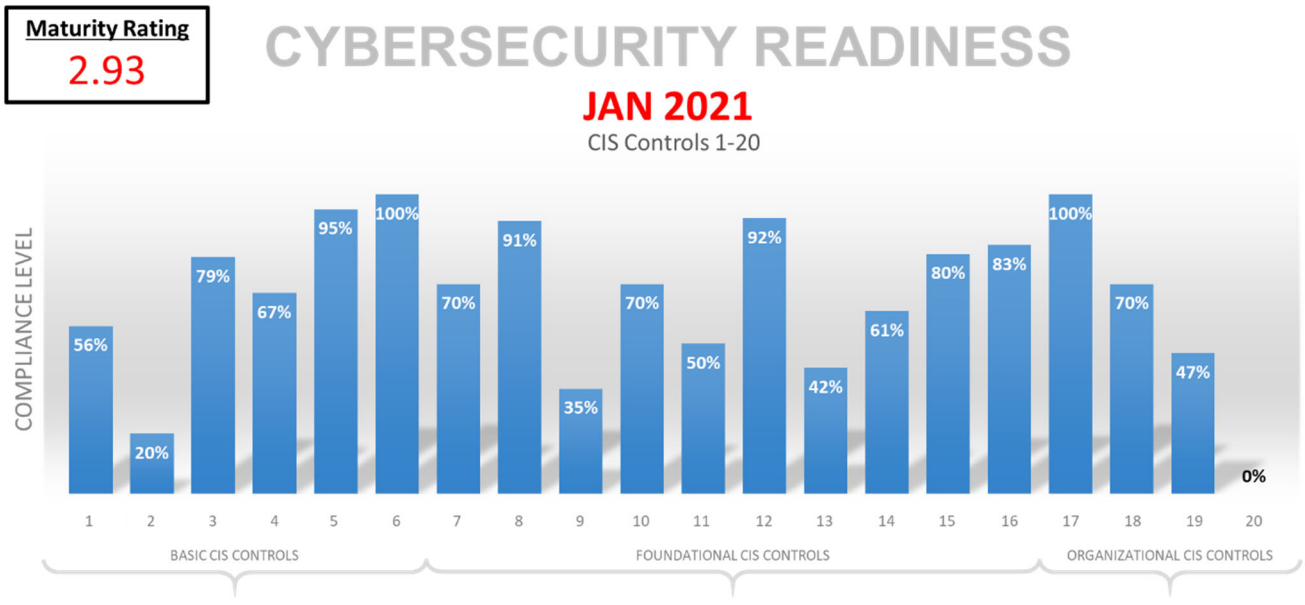
CSI has aggressively pursued alignment with industry standards for cybersecurity. Our institution actively collaborates with state and national agencies including the Idaho Higher Education Technology Leadership Council (IHETLC), Idaho Higher Education Cybersecurity Council (IHECC), Idaho Counties Risk Management Program (ICRMP), Multi-State Information Sharing

& Analysis Center (MS-ISAC), Pacific Northwest Economic Region (PNWER), and the U.S. Department of Homeland Security (DHS).

In addition, CSI's agency plan aligns to industry standard frameworks to increase cybersecurity resilience. Frameworks used at CSI include the National Institute of Standards and Technology (NIST), Control Objectives for Information and Related Technology (COBIT), Information Technology Infrastructure Library (ITIL), and The Open Group Archtiecture Framework (TOGAF). Along with other Idaho state agencies, CSI also aligns to the standards for cybersecurity controls published by the *Center for Internet Security* (https://cisecurity.org). These standards include 20 measurable cybersecurity controls that govern CSI's cybersecurity strategy.

The illustrations below show the progress made to comply with all 20 security controls over the last 4 years. Gaps remain with inadequate compliance for multiple security controls due to the lack of personnel and funding to support cybersecurity audits and comprehensive penetration testing. Funding for this request will enable CSI to continue improving its cybersecurity resilience by increasing compliance for all 20 security controls.





4. What resources are necessary to implement this request.

Currently, CSI does not have any dedicated resources responsible for cybersecurity. CSI has not completed a comprehensive cybersecurity audit or penetration test for at least 7 years due to lack of personnel and funding to engage external auditors. The new position will be 100% dedicated to supporting and managing CSI's cybersecurity operations and completing the tasks associated with annual cybersecurity audits along with other duties associated to increasing the cybersecurity resilience of the institution.

Operating Expenditures

This request includes ongoing funding for salary and benefits of the new position and estimated service fees to perform cybersecurity threat analysis and comprehensive penetration testing of CSI's digital environment at least once per year. Completing these threat tests on a yearly basis will meet multiple requirements outlined in the 20 security controls that govern CSI's cybersecurity resilience strategy.

Cost Estimates

The estimate for base compensation for the requested position is determined according to market value in the local region. The pay range is far below competing markets such as Boise, Salt Lake City, and Bozeman. However, the base salary gives us a reasonable opportunity to recruit qualified candidates that possess the skills and expertise needed to be effective in this role. The estimate for completing the cybersecurity analysis and penetration tests range from $10,000 - $30,000. We are confident that a budget for a middle-tier auditing process will be sufficient for the type of computing environment we provide. This is also balanced with the maturity of technologies we currently have in place.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Cyber Security Specialist	$70,000	FT 1.00 FTE	Yes	July 1, 2022	12-month

One (1) full time employee, full benefits, hire date of July 1, 2022, 12-month contract.
Cybersecurity Specialist - $70,000 base salary

This position will report to the Director of IT Operations and serve as a senior member of the technical staff, working closely with the enterprise architecture team members. The general scope of responsibility will include protection of electronic information and software systems by managing access privileges, controlling structures, identifying abnormalities, reporting violations, and implementing security improvements. The scope also includes investigating security breaches, identifying vulnerabilities, managing security software systems and appliances, and developing and implementing organization-wide security policies, protocols, and processes that support the cybersecurity strategy defined by the Chief Information Officer and/or Chief Information Security Officer.

Projected Timeline

The intent is to hire the position immediately after funding is secured. Work would begin soon after to prepare for the audit and penetration activities, all of which would be completed prior to December 31, 2022.

AGENCY: Community Colleges Agency No.: 505 FY 2023 Request

FUNCTION: College of Western Idaho Function No.: 07 Pages 1 of 6 Pages

Original Submission _X_ or

ACTIVITY: Activity No.: Revision No. ___

s

A: Decision Unit No: **12.01** Title: **Student Retention added assistance to At Risk Students** Priority Ranking 1 of 6

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5.0				5.0
PERSONNEL COSTS:					
1. Salaries	$258,600				$258,600
2. Benefits	112,600				112,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$371,200				$371,200
OPERATING EXPENDITURES **by summary object:**					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation	$6,000				$6,000
TOTAL CAPITAL OUTLAY:	$6,000				$6,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$377,200				$377,200

Request Narrative

1. Explain the request and provide justification for the need
   This request has several pieces to a multiprong strategy.
   A. The fist strategy is to add two (2) full time positions to support the Math Solutions Center (MSC) in its mission to provide mathematics guidance and coaching to students within the student's first semester at CWI. Students entering college (particularly those who are first-generation college students, English Language Learners, or who come from lower socio-economic backgrounds) are typically overwhelmed by their own mathematical insecurities, as well as understanding their college mathematics course and remediation options. Research indicates that persistence and retention rates are directly linked to successful completion of math requirements related to the students' programs. Having one-on-one access to a trained CWI Math instructor during the assessment of current skills completed at the start of a student's academic journey provides the most effective opportunity to help students better understand how to choose the right math course and/or remediation option based on the student's skillsets, previous experiences, mathematical self-confidence, and degree requirements.

B. The second strategy is to make the Center for Teaching and Learning a permanent part of the College.

   The Center for Teaching and Learning supports innovative, quality classroom experiences through intentional distribution of best practices, technology adoption, training and instruction design for traditional, hybrid and online learning environments. The Instructional Designer and Curriculum Designer positions were created and funded through the CARES grant where funding will run out at the end of FY2022.

   With the dynamic shifts that have taken place in education throughout the pandemic, we are continuing to move additional programs to online and hybrid modalities to meet the needs of our learners. The role of these positions is to support faculty in labor-intensive development of courses. Their work includes designing quality, online learning experiences that enhance student learning with clear, measurable outcomes that allows CWI to expand its ability to improve the lives of students in the Treasure Valley.

C. The third strategy is to increase student retention through dedicated advising. Student retention metrics are lower than desired; it is imperative that advising resources be available to our most at-risk (based on progress towards completion and other factors) students. This Senior Advisor for Retention will be dedicated to focusing on interventions for students who are struggling and may not achieve their academic goals

2. If a supplemental, what emergency is being addressed?

   [NA]

3. Indicate existing base of PC, OE, and/or CO by source for this request.
   Strategy A). The Math Solutions Center is staffed by full time and part time instructors. This request represents an expansion of existing MSC services that would allow individual mathematical coaching opportunities for students to occur prior to the student's enrollment in a particular mathematics course.

   Strategy B) Increase the CTL from 6.00 FTE to 8.00 FTE in the staff that directly supports faculty in the creation of content and delivery of quality, distance education programs.

   Strategy C) requires the addition of 1 FTE in a new position that has not been funded in prior years. This advising position is designed to improve persistence, retention, and graduation rates.

4. What resources are necessary to implement this request?
   Five total new personnel required along with a computer for each staff member

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig.	Date of Hire	Term Service
Teaching Faculty	$50,500	FT 2.00	Yes	August 1, 2022	12 month
Course Designer	$57,200	FT 1.00	Yes	July 1, 2022	12 Month
Instructional Designer	$50,400	FT 1.0	Yes	July 1 2022	12 Month
Advisor, Student Success	$50,000	FT 1.0	Yes	July 1, 2022	months

6. Will staff be re-directed? If so, describe impact and show changes on org chart.
   Staff will not be re-directed.

7. Detail any current one-time or ongoing OE or CO and any other future costs.
   Continued funding for salary and benefits is requested.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
   The dollar value utilized aligns with the mid-point of the current salary allocated to these types of position at CWI. New positions are determined using Economic Resource Institute (ERI) & CUPA-HR survey (if current data is available) median for minimum # years of experience and then put it within a current CWI salary range that is most relevant to similar positions.

9. Provide detail about the revenue assumptions supporting this request.
   The addition of these positions will reduce dependency on adjunct faculty. These coaching and advising positions are anticipated to improve retention and math completion thus leading to increased degree and certificate completion. Based on trends and impacts from the pandemic, we anticipate continued growth in our distance education programs, particularly in the area of hybrid modalities. Increasing these opportunities for students, particularly in our CTE programs and within the new Online Idaho initiative, will increase our ability to reach more students in providing them quality educational programs that meet demands for our community.

10. Who is being served by this request and what is the impact if not funded?
    A) It is the expectation that math coaching opportunities for students during the first semester of college enrollment would reduce the likelihood of mathematics being a barrier to the student's attainment of a college degree or certificate. Without the addition of these two faculty positions, fewer students will receive this level of support.

    B) These positions impact the development of quality online content and the ability of CWI to extend current degrees and certificates to be provided in online and hybrid

modalities. Non-traditional students, students with full-time jobs, families are other responsibilities would be most impacted by the lack of quality online courses and programs.

C) Students will be positively impacted by our increased ability to serve them quickly and accurately, having accounted for their individual needs. Not funding this position will mean that we are unable to address unique and complex student needs.

AGENCY: Community Colleges Agency No.: 505 FY 2023 Request

FUNCTION: College of Western Idaho Function No.: 07 Pages 4 of 6 Pages

ACTIVITY: Activity No.: Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.02**	Title:	**Enhanced Enrollment Through the addition of Student Support**		Priority Ranking 2 of 2	
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$151,500				$151,500
2. Benefits	65,000				65,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$216,500				$216,500
OPERATING EXPENDITURES **by summary object:**					
1. Travel & Training					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL REQUEST	$216,500				$216,500

Request Narrative

1. Explain the request and provide justification for the need. This initiative also reflects a three-pronged approach to drive enrollment and make CWI more attractive to students.
   A. With the implementation and expansion of a cybersecurity program there is/will be a need for dedicated Network systems support for both IT Instructional and campus Cyber security programs.
   B. We have tremendous need for data mining and report writing relative to student success metrics and interventions. Additionally, we have a need for divisional support of institution-wide initiatives relative to student success and completion metrics (via data and system management). This Analyst will be housed within student services, but function across all divisions to collaborate for individual and collective student success.
   C. We do very well to recruit students from high schools in our service area, but we are not equipped to be as successful as we want to be in recruiting mid-career professionals. The Adult Education Enrollment Counselor will be focused

exclusively on recruiting employed and under-employed persons to begin or complete their degree at CWI.

2. If a supplemental, what emergency is being addressed?
Not applicable.

3. Indicate existing base of PC, OE, and/or CO by source for this request.
These 3 FTE positions are new positions that have not been funded in prior years. The existing IT support base will be increased by 1 FTE; The advisor for student success will complement existing analysts in other areas; The advisor for Student retention position is designed to improve persistence, retention, and graduation rates.

4. What resources are necessary to implement this request?
This request is for 3.0 FT. Each position will need a new computer and desk, and the IT position will need training on software/hardware that is used in the IT programs.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	**Salary**	**FT or PT**	**Benefit Elig**	**Date of Hire**	**Term Service**
Network Systems Administrator	$56,500	FT 1.0	Yes	July 1, 2022	12 months
Advisor, Student Success	$55,000	FT 1.0	Yes	July 1, 2022	12 months
Advisor, Student Retention	$40,000	FT 1.0	Yes	July 1, 2022	12 months

6. Will staff be re-directed? If so, describe impact and show changes on org chart.
Not applicable – existing staff will not be reallocated.

7. Detail any current one-time or ongoing OE or CO and any other future cost.
All equipment will come out of the programmatic budgets.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.
Salaries are based on estimated market costs. Internal compensation and leveling practices were utilized, in accordance with state standards. Supplemental internal funding may be required depending on market conditions at the time of hiring.

9. Provide detail about the revenue assumptions supporting this request.
A) Not applicable – No revenue is tied to this position. The position supports programmatic enrollment growth.
B) This position will make current processes more efficient and effective for the entire

division of Enrollment & Student Services (105 staff members). It is assumed that this will increase recruitment and retention, and thus increase revenue.
C) This position will work with faculty and staff members to save students who may, without intervention, not be successful. It is assumed that they will support student success which will lead to an increase in revenue.

10. Who is being served by this request and what is the impact if not funded?
A) Students and faculty of IT programs will be served by this position. Inefficient or ineffective access to achieve student outcomes will impact if the request is not funded.
B) Even as the primary persons served by the Analyst will be faculty and staff members, students will be positively impacted by our increased ability to serve them quickly and accurately, having accounted for their individual needs. Not funding this position will leave cracks in the system that students will fall through.
C) The community will be the recipient of the services provided by this individual; mid-career professionals need continual education whether they change careers or not. If not funded, we will not be able to successfully recruit those who have some credits, but no degree and we will not be supporting the state economy in a number of ways that are possible with this funding.

AGENCY: Agricultural Research & Ext	Agency No.: 514	FY 2023 Request
FUNCTION:	Function No.: 02	Page 1 of 6 Pages
		Original Submission _X_ or
ACTIVITY:	Activity No.:	Revision No. ___

A: Decision Unit No: **12.01** Title: **CAFE Support & 4-H STEM Education** Priority Ranking 1 of 1

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.0				3.0
PERSONNEL COSTS:					
1. Salaries	$182,400				$182,400
2. Benefits	66,200				66,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$248,600				$248,600
OPERATING EXPENDITURES **by summary object:**					
1. Travel - 4-H STEM	$10,000				$10,000
2. Educational resources	20,000				20,000
3. Travel - CAFE operations	7,500				7,500
4. Materials & supplies - CAFE	25,000				25,000
TOTAL OPERATING EXPENDITURES:	$62,500				$62,500
CAPITAL OUTLAY **by summary object:**					
1. PowerProbe Soil Sampler	$40,800				$40,800
TOTAL CAPITAL OUTLAY:	$40,800				$40,800
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$351,900				$351,900

Request Narrative

1. Explain the request and provide justification for the need.

The University of Idaho's Center for Agriculture, Food, and the Environment (CAFE) based in Rupert is critical to the Governor's Building Idaho's Future initiative. Design of the CAFE research dairy is nearly complete with construction set to begin in 2022. In addition, significant agronomic research activities have begun in the fields surrounding the dairy site. The agronomic research has a strong focus on impact of manure production

and application to soil and water health, and methods to mitigate environmental impacts. The success of future research in this area is dependent upon gathering baseline data on the attributes of current soil and water quality on the CAFE acreage (640 acres) at Rupert. Since U of I's acquisition of the Rupert property, substantial soil sampling has been conducted including installation of numerous sensors to monitor soil moisture, environment, and fluxes of various gases. Over 1,600 samples (4,000 pounds) of soil have been collected at CAFE the past 2 years, with soil samples being transported to the U of I Moscow campus for analysis, and taken back to Rupert for storage for the future.

Hiring staff to support the ongoing operations at the Rupert site is critical to launch the long term research efforts at CAFE on environmental impacts of dairy production on soil and water health. Faculty and staff from other Research and Extension Centers (IAES) that comprise the university's Idaho Agriculturlal Experiment Station have spent considerable time at the Rupert site to demonstrate the value for research.

This request follows the model of operations at other IAES Research and Extension Centers in which an operations manager oversees the operations and support staff ensure the research runs smoothly. We request two (2) comparable positions to support operations and research at Rupert.

The first position at CAFE requiring requested funding is the **operations manager** at the Rupert site. This position is requested to coordinate the research and demonstration plots on site, and prepare for cows to be on site in 2023. The operations manager will oversee maintenance of the land and facilitation of researchers needs; provide assistance in evaluating timelines, proposed research systems and procedures to facilitate multiple concurrent research objectives; and make recommendation for operational changes when necessary and assist in implementation of new processes. In short, the operations manager will improve access for research, which has already provided a return on investment by bringing large amounts of competitive federal, state, and industry funding (over $10 million to date) for research at the Rupert site.

The second position at the CAFE Rupert site is a **research support scientist** who is needed to sample soil and monitor and maintain the various data gathering sensors, weather monitoring equipment, and irrigation systems in the 640 acres located there. Care of the valuable research infrastructure requires a skilled support scientist who can continuously evaluate conditions and data while supporting further federal- and industry-funded grant submissions. This individual will report to the operations manager to assist in coordination of field use while aiding faculty from across the state who have established long-term research studies at Rupert.

We are also requesting funding to establish one (1) new **4-H STEM Area Extension Educator** to deliver critical STEM education to Idaho youth in the areas showcased through precision and regenerative agriculture research conducted at CAFE. As important as CAFE is to determining important research findings for the long term sustainability of Idaho's dairy and agricultural industries to Building Idaho's Future, educating Idaho's youth on the technology and scientific principles that create that research can be

accomplished through support of an additional 4-H STEM Area Extension Educator. This request includes supporting funds for programmatic expenses and travel funds, related to education of Idaho's youth in STEM areas consistent with the vision for economically and environmentally sustainable Idaho diary production. This STEM Extension Educator is being requested to increase engagement with more youth, 4-H volunteers, and community leaders in Idaho communities in the development of STEM knowledge and skills, postsecondary educational opportunities, and career awareness particularly related to precision agriculture technology, and biological/chemistry concepts related to sustainable and regenerative agriculture.

Currently, UI Extension 4-H Youth Development offers non-formal K-12 educational programming in all counties in Idaho serving over 55,000 youth annually. UI Extension 4-H has led in developing STEM opportunities for Idaho youth, reaching 13,000 youth annually. Demand for these programs has grown rapidly, and has increased with the learning loss many of our Idaho youth experienced in 2020 and 2021 due to COVID-19. These STEM opportunities include programs in Agricultural, Natural and Biological Sciences, Technology and Engineering, such as Water Quality, Animal Health, Robotics and Drones, Coding, Electronics, 3-D Printing, Physical Computing, and other exciting STEM activities. Additional capacity to run quality educational 4-H STEM programs is needed to meet growing demand from rural and urban communities across Idaho.

2. If a supplemental, what emergency is being addressed?

N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

This request is for continuous funding for expanded program development at CAFE and in 4-H activity tied to precision agriculture – areas that are critical to the efficient and effective use of Idaho's natural resources in support of Idaho's vibrant dairy industry and Idaho's large food processing industry.

4. What resources are necessary to implement this request?

See below.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Operations Manager	$65,000	FT 1.00 FTE	Yes	July 1, 2023	12-month
Research Support Scientist	$45,000	FT 1.00 FTE	Yes	July 1, 2023	12-month
4-H STEM Educator	$72,404	FT 1.00 FTE	Yes	July 1, 2023	12-month

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

Staff will not be re-directed.

7. Detail any current one-time or ongoing OE or CO and any other future costs.

This request is for continuous funding for expanded program development tied to CAFE and precision agriculture. UI Extension is an established network throughout Idaho with a long history of supporting Idaho communities by providing youth and adult educational programs in many needed areas such as agriculture, horticulture, economics, citizenry, and health. As noted earlier, UI Extension 4-H has also made great progress in implementing many STEM programs. However, the newer STEM programs are at capacity with the current staffing level and in some cases are detracting from other community desired programs. Therefore, the requested position would build onto the STEM programs already being conducted by one 4-H Area Educator that was funded in 2019, local institutional knowledge and university-driven expectation for high-quality programs to enable a focus on educational STEM programs.

The request includes ongoing OE funding.

- Educational resources fund of $20,000/year for the 4-H STEM Educator
- Annual travel budget for the 4-H STEM Educator to reach rural communities at $10,000
- Annual travel budget of $7,500 for CAFE operations staff to support maintenance and improvements
- Annual operation expenses of $25,000 for materials and supplies to maintain equipment, sensors, weather stations, and infrastructure at CAFE in Rupert

Total ongoing request for operating funds is **$62,500.**

For capital outlay, funds ($40,840) are requested for a one-time purchase of a **PowerProbe automated soil sampler** (equipment made by a local manufacturer AMS, Inc., in American Falls, ID) to aid in precision sampling of soil at CAFE and throughout the IAES Research and Extension Centers. Soil sampling at Rupert to support decision making in precision agriculture is currently every 0.4 acres to a depth of bedrock or 3 meters. Over 1,600 samples (4,000 pounds) of soil have been collected at CAFE the past 2 years. This extensive sampling will be aided by the PowerProbe system which can be tied to GPS controls for extreme accuracy. In addition, this unit can be moved easily to other locations for use.

Total one-time request for CO is **$40,840**.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

All costs are based on market data and costs for comparable positions/research.

9. Provide detail about the revenue assumptions supporting this request.

N/A

10. Who is being served by this request and what is the impact if not funded?

This request is designed to serve the citizenry of the State of Idaho as it addresses key societal issues related to the economic and environmental sustainability of Idaho's dairy production and the feed industries that support it.

Agriculture is one of the biggest industries in Idaho providing a strong economic foundation for the state's success. Idaho's dairy industry has grown dramatically over the past three decades, ranking third nationally with cash receipts exceeding $2.9 billion in 2020 while employing directly and indirectly nearly 51,000 Idahoans. CAFE provides a base to study the effects of dairies on both crop- and livestock-based agriculture, food-processing and surrounding communities.

Agricultural production associated with dairy in Idaho impacts Idahoans' quality of life in many ways. CAFE research will improve sustainability in the industry by enabling producers, dairies and food processors to adopt practices and policies to meet the sustainability requirements of their customers. These practices include STEM principles as precision and monitoring are inherent.

CAFE research will also address the economic, social and cultural sustainability of rural communities and diverse populations as well as the quality and sustainability of air, land and water resources of the rural communities impacted by the dairy industry.

Additionally, research through CAFE will support the economic vitality of agricultural and food production by expanding markets and food products to increase Idaho's GDP. CAFE will encourage the development of innovative agricultural practices that will support new STEM-related industries developing sensors, critical control modules, and the intellectual

capacity to use these tools in decision-making. Demonstrating to Idaho's youth through 4-H will aid in creating the next generation of skilled labor for Idaho agriculture.

UI Extension 4-H leads STEM programs open to all youth in both rural and urban communities throughout Idaho. This request is designed to build the capacity to scale up our programs to meet the demand to involve and serve more youth across Idaho.

The expected, immediate impacts of this request if funded would be a doubling to tripling of the number of youth in STEM programs such as precision agriculture technology and biological/chemical soil/water processes. We have confidence in this expectation because of feedback from participants and county staff. With this support, we will be able to retain current 4-H members year-to-year by providing higher level education and challenges, and we will be better able to engage new members by making more room for them and by providing the educational support for keeping them involved.

The expected longer-term impacts are increased Go-On Rates and increased interests in pursuing STEM fields. We are confident in stating this impact because our robotics programs alone have improved youth interest in pursuing post-secondary training in STEM fields. Many youth have reported in post-season surveys that they very likely to pursue engineering as a result of their involvement in robotics.

If the funding is not provided, coordinated research and 4-H STEM educational activity via CAFE will be limited leading to a lack of objective, science-based answers to publicly important questions that would educate Idaho’s youth and aid Idaho’s producers and agricultural industry in adopting practices critical to the industry’s sustainability for generations.

IT Narrative (If applicable) – N/A

1. How does this request conform with your agency's IT plan?
2. Is your IT plan approved by the Office of Information Tech. Services?
3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Health Education Programs Agency No.: 515 FY 2023 Request
FUNCTION: Graduate Medical Education Function No.: 04 Page 1_ of _3 Pages
Original Submission _X_ or
ACTIVITY: Strategic Initiative Activity No.: Revision No. ___

A: Decision Unit No: **12.01**	Title: **Graduate Medical Education**				Priority Ranking 1 of 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$37,000				$37,000
2. Benefits	15,100				15,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$52,100				$52,1000
OPERATING EXPENDITURES **by summary object:**					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	$521,000				$521,000
LUMP SUM:					
GRAND TOTAL	$573,100				$573,100

Description:

Due to the 3.1% limit on general fund increases, the GME line items are as follows:

Family Medicine Residencies, $260,500:

FMRI Boise:	$52,100 for one Boise Family Medicine Resident
	$52,100 for one Addiction Medicine Fellowship
ISU FMR:	$52,100 and 1 FTP for RTT Rexburg Resident
Kootenai FMR:	$52,100 for one CDL Family Medicine Resident
	$52,100 for one FM/Behavioral Health Fellowship

Eastern Idaho Medical Residencies: $312,600 for six Family Medicine Residents
University of Utah: $156,300 for three Psychiatry Residents

Attachment Three - FY 2023 Budget Request of the Ten Year GME Plan with 3.1% Funding Cap

Ten Year GME FY 2023 Budget Increase Request

Draft 07.19.21

Program	Funding per FTE	Existing Residents/Fellows (FY2022) FTEs	Existing Residents/Fellows (FY2022) No Increased Funding	New Residents / Fellows (FY 2023) FTEs	New Residents / Fellows (FY 2023) Funding at $38,368	Other FTEs	Other	Total FY 2023 Requested Funding Increase
Family Medicine Residency of Idaho	$40,000							
Boise Family Medicine		35		1	$ 52,100		$ -	$ 52,100
Caldwell FM Rural Training Track		9			-		-	-
Magic Valley FM Rural Training Track		6			-		-	-
Nampa Family Medicine		18	*funded*					
Fellowships (SM, HIV, GER, OB)		4	*funded*					
Addiction Medicine Fellowship				1	*52,100*			52,100
Boise Pharm D Resident						1*		
Boise Clinical Psychology Intern						1	funded	
	Total	72	$ -	2	$ 104,200	2	$ -	$ 104,200
Idaho State University	$40,000							
Pocatello Family Medicine		21		2*			$ -	$ -
RTT Rexburg Resident		4	*funded*	1	52,100		-	52,100
ISU Offset							*75,000	
	Total	25	$ -	3	$ 52,100		$ -	$ 52,100
Kootenai	$40,000							
Coeur d'Alene Family Medicine		18		1	$ 52,100		$ -	$ 52,100
FM/Behavioral Health Fellowship				1	$ 52,100			$ 52,100
				1*				
	Total	18	$ -	2	$ 104,200		$ -	$ 104,200
Boise Internal Medicine	$20,000	(Increase to 22,500)						
Boise Internal Medicine		29		1*				$ -
Preliminary Year Intern Program		4					-	-
IM Chief Resident		2						
Addiction Medicine Fellowship				2*			-	
	Total	35	$ -	0	$ -		$ -	$ -
Western Idaho Psychiatry	$49,725							
Boise Core Program		16	(Already funded above $45K)	0			$ -	
	Total	16	$ -	0			$ -	$ -
Eastern Idaho Regional Medical Center	$40,000							
Internal Medicine		30	(Funded)					
Family Medicine		12	(Funded)	6	$ 312,600			$ 312,600
Psychiatry				4**				
	Total	42	*funded*	6	$ 312,600		$ -	$ 312,600
Eastern Idaho / ISU/Psychiatry	$60,000							
UU/ISU Psychiatry		9	*funded*	3	$ 156,300		$ -	$ 156,300
	Total	9	*funded*	3	$ 156,300		$ -	$ 156,300
	Grand Total	217	$ -	14	$ 729,400	2	$ -	**$ 729,400**

*If additional funding becomes available in FY 2023

** If psychiatry program accreditation occurs in FY 2022 and additional funding becomes available in FY 2023

AGENCY: Special Programs Agency No.: 516 FY 2023 Request
FUNCTION: Idaho Geological Survey Function No.: 02 Page 1 of 5 Pages
Original Submission _X_
ACTIVITY: Activity No.: or Revision No. ___

A: Decision Unit No: **12.01**	Title: **Operating Expense Support**				Priority Ranking 1 of 1
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	0.00				0.00
PERSONNEL COSTS: 1. Salaries 2. Benefits (40.8%) 3. Group Position Funding					
TOTAL PERSONNEL COSTS:	0				0
OPERATING EXPENDITURES **by summary object:** 1. General operating expenses (detailed in #7)	$28,000				$28,000
TOTAL OPERATING EXPENDITURES:	$28,000				$28.,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$28,000				$28,000

Request Narrative

1. Explain the request and provide justification for the need.

The legislative mandate of the Idaho Geological Survey (IGS) is to collect, interpret and publicly distribute geologic data for the State of Idaho. IGS has been operating on minimal operational funding, typically in the order of a few thousand dollars from the state appropriation. This funding level is not appropriate for the Survey's mission, and it is impacting the ability of IGS to conduct work focused on state priorities. IGS currently bridges the funding needs through grant and contract work, which creates available salary savings used for operational expenses, but ties IGS to contractual obligations taking away from a statewide mandate. Only a few programs can land successful grant funding, and critical programs are left with minimal to no funding (e.g., Geologic Hazards, Economic Geology, Oil & Gas, Hydrogeology). IGS presence on the State territory is currently dictated entirely by contract obligation and does not address directly needs for societal, economic, and public safety priorities of the state of Idaho. Investment in operational

funds for IGS has potential for high return as evident in many well-established economic assessments on benefits for basic geologic investigation[1].

2. If a supplemental, what emergency is being addressed?

N/A

3. Indicate existing base of PC, OE, and/or CO by source for this request.

Requesting $28,000 in ongoing OE funding to support IGS operations and reduce sole reliance on salary savings achieved through grant and contract work which take away from IGS's ability to meet its statewide mandate.

4. What resources are necessary to implement this request?

$28,000 in ongoing OE funding.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

N/A

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

N/A

7. Detail any current one-time or ongoing OE or CO and any other future costs.

The request for $28,000 in continuous funding for OE includes minimum estimate for multi-day trips for economic geologist to mine sites, multi-day trips for hazard related research and monitoring, multi-day trips for hydrogeology related research, multi-day trips for energy related research, State Geologist trips to Boise for Agency governance and interagency collaboration, State Geologist trips to national meetings and government liaisons, specialty software annual licenses and maintenance, support for Oil & Gas research, support for Hydrogeological investigation, and support for geologic hazard related research (landslide and earthquake).

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

All costs for travel are based on state allowed per-diem and mileage. All costs in support of research programs are estimated on IGS 5-year average historic expenditures[2].

[1] E.g.: https://www.sciencedirect.com/science/article/pii/S0301420714000804#s0065

[2] For context, in FY21 the response to the 03/2020 Stanley earthquake alone costed to date > $53,000.

9. Provide detail about the revenue assumptions supporting this request.

The current request directly benefits public safety, contributes to minimizing potential losses from natural hazards, and supports and incentivizes industry presence and collaboration across the state.

We do not anticipate increase in revenue for IGS.

10. Who is being served by this request and what is the impact if not funded?

This request is designed to serve the constituents of the State of Idaho as it instrumental to address key scientific, economic, and public safety issues related to the stewardship of natural and mineral resources and the understanding and mitigation of natural hazards.

The Idaho Geological Survey is charged by legislative mandate with addressing geological investigations over the vast and complex territory of the State of Idaho, and to serve citizens and stakeholders in response to specific local, regional, and state-wide needs. Data acquired through monitoring, instrumentation, and direct observation in the field and its interpretation and communication are in support of the economic vitality of industry and private citizens, affect the security and safety of public infrastructure including transportation corridors, and guarantee sustainable management practices for continued prosperity of the numerous state industries, including forestry, agriculture, water, and mineral resources.

As the leading state agency for geological data, IGS' collective knowledge provides critical information to numerous prospective and current companies that are attracted by Idaho's natural resources, with direct impact on the economy of local communities, especially in rural areas, which provide a source of revenue for private businesses and municipalities.

At a broader scale, the services that will be made available through the proposed request will serve the entirety of the state through increased basic scientific and applied knowledge, with direct application to hazard mitigation, infrastructure resilience and limiting losses associated with geologic disasters.

If funding is not provided, the IGS' priorities and ability to operate across the state will be dictated by contractual obligations from external funding sources, leading to a lack of objective, science-based answers to publicly important questions.

IT Narrative (If applicable)

1. How does this request conform with your agency's IT plan?

All IT purchases are processed in alignment with UI IT standard and go through approved UI purchasing processes.

2. Is your IT plan approved by the Office of Information Tech. Services?

No.

3. Does the request align with the state's IT plan standards?
4. Attach any supporting documents from ITS or the Idaho Tech. Authority.
5. What is the project timeline?

AGENCY: Special Programs | Agency No.: 516 | FY 2023 Request
FUNCTION: Small Business Development Center | Function No.:05 | Page 1 of 10 Pages
ACTIVITY: | Activity No.: | Original Submission __ or Revision No. ___

A: Decision Unit No: **12.01** Title **Business Development** Priority Ranking 1 of 1

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS: *Rural Impact* *(see below for detailed breakdown)* **TOTAL PERSONNEL COSTS:**	$16,000				$16,000
OPERATING EXPENDITURES: **TOTAL OPERATING EXPENDITURES:**					
CAPITAL OUTLAY by summary object: **TOTAL CAPITAL OUTLAY:**					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	**$16,000**				**$16,000**

*****11.7 FTP reflects the *total* of what is being requested (under General column) and the *existing* FTPs that serve the mission of this line item request that are funded through outside sources (under Federal and Other).

1. **Explain the request and provide justification for the need.**

Supports institution/agency and Board strategic plans:
This request to add additional business consultants at the Idaho Small Business Development Center supports:

- *Governor Little's Vision & Priority of creating a "Robust Economy in Idaho" specifically his initiative to diversify Idaho's economy in Rural areas.*
- *The State Board of Education's objectives around innovation and economic development, and the increase of access to education for all Idahoans regardless of socioeconomic status, age, or geographic location.*
- *Boise State University's core theme for community commitment.*
- *The Boise State College of Business and Economics' goal to support economic development through collaboration with public and private organizations.*
- *The host college and university goals for outreach to communities and support of economic development.*

Description:

The Idaho Small Business Development Center (SBDC) has been providing no-cost consulting and coaching to Idaho's small businesses and entrepreneurs since 1986 through a network of 6 offices hosted by Idaho's colleges and universities that service all 44 counties in the state. The Procurement Technical Assistance Center (PTAC) has also been providing assistance to businesses on government procurement since 1986. In 2015, the PTAC transitioned from the Idaho Department of Commerce to the Idaho SBDC to complement the services being provided to small businesses.

The COVID-19 Pandemic and ensuing economic crisis affected every part of Idaho. The SBDC network responded to this crisis by being on the front lines of the economic recovery. Critical information was relayed to Idaho Businesses looking to keep their doors open, Agency partners like Labor and Commerce, and the Financial Management leveraged the SBDC network as a trusted voice to deliver information about unemployment, funding opportunities, and grants for Idaho businesses.

Demand for the Idaho SBDC's professional consultants increased by 94% in 2020 over 2019, and year to date is still up 66% over 2019. This significant and sustained increase in demand requires our network to expand to meet this need, particularly in Rural areas of Idaho.

This request is part of a larger initiative to significantly increase the availability of businesses consultants to rural parts of Idaho.

Rural Impact

On average over the past eight years, 23% of Idaho SBDC clients have been located in rural areas. The time spent with these clients has resulted in rural Idaho accounting for; 23% of all new business starts, 26% of all capital raised, 26% of all jobs created, and 25% of all sales in the past six years (from SBDC clients).

Historical Data for SBDC Rural Client Impact:

	2013	2014	2015	2016	2017	2018	2019	2020
% of Rural Clients	23.12%	19.32%	21.65%	23.52%	22.66%	21.80%	22.18%	27.44%
% of Total Rural Impact from all SBDC Clients								
Business Starts	33.82%	13.54%	24.10%	13.10%	16.50%	25.00%	21.21%	38.81
Capital Raised	12.90%	20.00%	13.55%	25.65%	30.67%	53.90%	24.69%	28.62%
Jobs Created	27.30%	16.25%	19.95%	26.00%	45.80%	25.90%	26.60%	19.62%
Sales Growth	17.93%	22.66%	32.82%	40.79%	25.75%	24.75%	18.62%	16.35%

While these statistics are encouraging, there is need and opportunity for improvement. Even with its strong track record of performance, under the current resources, the Idaho SBDC has not been able to significantly increase these measures. The Idaho SBDC conducted a rural awareness study in 2018 that found 47% of the businesses in the study were aware of the SBDC, but only 27% specifically knew about, and utilized its services. To effectively reach rural business owners with one-one-one consulting and high-quality training, the SBDC needs to expand its presence and awareness in rural Idaho.

The request focuses on increasing "on-the-ground" rural development support with remotely located consultants servicing rural communities in Northern Idaho.

The Idaho SBDC has a proven track record of utilizing state and federal funds to deliver solid results for Idaho's economy. (see table below) We have currently optimized our regional offices across the state, and have the opportunity to focus on the rural need and opportunity, which needs additional resources to effectively reach Idaho's rural areas. The initial targeted areas will be Sandpoint, Driggs/Victor, and Lewiston

Idaho SBDC Impact Data	**2018**	**2019**	**2020**
Jobs Created	998	808	586
Clients Served	1,661	1,845	2,179
Businesses Started	100	99	67
Sales Growth	$67M	$61M	$40M
Capital Raised	$50M	$48M	$71M
Training Events	265	312	349

Consulting Hours	19,368	20,436	27,070
Current Percent of Rural Clients Served	24%	26%	27%

2. **If a supplemental, what emergency is being addressed?**
   N/A

3. **Indicate existing base of PC, OE, and/or CO by source:**

Ongoing funding is requested to increase the available hours of one part-time position with the long term goal being to increase the funding beyond the 3.1% cap requested by the Governor ($16,000) to increase hours for three existing positions and travel to best serve rural areas.

Rural outreach is not something that needs one-time or short-term funding. Our staff need to have a sustained footprint within the rural parts of each region to host training, build relationships, increase our awareness and be available for one-on-one consulting in order to most effectively provide the Idaho SBDC services needed to assist rural businesses succeed.

Two SBDC regional offices have tested a distributed staffing model, whereby business consultants are remotely located in rural areas. This approach has allowed the SBDC consultants to be more responsive to needs of local companies, has built stronger community relationships, and delivered quality consulting. The Idaho SBDC is seeking to expand this approach in additional rural parts of Idaho.

4. **What resources are necessary to implement this request?**

One office will receive funding to increase hours of one part-time remote rural consultant position. The long term plan is to increase our statewide rural reach by adding new part-time positions to three of our six regions. However, this request is focused on North Idaho as it our most immediate opportunity.

- Personnel: Three new remotely located part-time positions
  - Region I: Rural SBDC Consultant for north Idaho (Sandpoint)

5. **List positions, pay grades, full/part-time, benefits, terms of service**

Location	*Sandpoint*
FTP	*.5 FTP*
Title	*Rural Service Consultant*

Role Description	*New position dedicated to a rural location*
Personnel	$11,200.00
Fringe	$4,800.00
Travel	$0.00
Total	$16,000.00

6. **Will staff be redirected? If so, describe impact and show changes on org chart**
   N/A
7. **Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

$16,000 is being requested to increase .25 FTP to the SBDC network to increase hours of rural consulting in Coeur d'Alene.

The request is for ongoing funding that would be added to the base.

8. **Describe method of calculation**

   This request used market rates based on current consultant salaries.

9. **Provide detail about the revenue assumptions supporting this request**
   Every dollar invested into the SBDC provides a sizable return to the state of Idaho in tax revenue based on new jobs created in the state. Additionally, each State dollar invested into the SBDC network can be leveraged to increase Federal grants that support the economic development of Idaho. Over the past 10 years, the SBDC has averaged a **5:1 return on investment** for Idaho State funds put into the network. We expect this return ratio to continue upon this increase in base funding.

10. **Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

The request is designed to primarily serve businesses located in Rural parts of Idaho, which accounts for roughly 23% of the total clients served by the Idaho SBDC. Last year the SBDC helped create 586 jobs in the state of Idaho. Of those jobs created, 217 were located in rural parts of Idaho (37% of jobs created). The SBDC also helped rural businesses retain and additional 55 jobs. Those rural businesses accessed $20.7 million in capital and had sales growth of over $12.3 million. There is opportunity and need to increase assistance and the economic impact to rural Idaho.

If this request is not funded, the Idaho SBDC will continue serving businesses in the more rural parts of the state in a limited capacity. However, without additional funding, we expect to deliver only a fraction of the impact to small businesses we believe possible in the rural communities; thus not realizing the potential for increased growth of Idaho's businesses.

AGENCY: Board of Education | Agency No.: 501 | FY 2023 Request
FUNCTION: Administration | Function No.: 02 | Page 1_ of _3 Pages
Original Submission _X_ or
ACTIVITY: | Activity No.: | Revision No. ___

A: Decision Unit No: **12.01** Title: **Software Engineer III** Priority Ranking 1 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$70,800				$53,200
2. Benefits	25,800				25,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$96,600				$96,600
OPERATING EXPENDITURES **by summary object:**					
One time knowledge transfer vendor 1	2,500				
One time knowledge transfer vendor 2	2,500				
AWS Training and Certification	400				1,100
Reduction in IT contracts	(61,000)				
			5		
TOTAL OPERATING EXPENDITURES:	($55,600)				$1,100
CAPITAL OUTLAY **by summary object:**					
1. Computer, docking station and monitors	3,000				
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$44,000				$100,700

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

We are requesting a full-time permanent Software Engineer III to shift development of the Board's student focused web-applications for Apply Idaho, Scholarship Idaho, and Next Steps Idaho from two external vendors to one internal resource. This approach would support development of integrations among and between these applications as well as the State Department of Education's Advanced Opportunities portal.

These integrations will improve access, support, and usability for Idaho student's as they navigate state-supported postsecondary opportunities by:

- Reducing the number of unique logins from four down to one.
- Allowing students easier access to their postsecondary planning tools outside of the classroom.
- Reducing the number of times students must respond to similar questions across the four web-applications.

Additionally, it would provide the Board office complete oversight for development, maintenance, and hosting these applications.

a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.

N/A

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

This position would support the following Idaho State Board of Education student focused initiatives: Direct Admissions (included in Apply Idaho), Apply Idaho, Scholarship Idaho, and Next Steps Idaho as well as work with the incumbent Software Engineer III on the State Department of Education's Advanced Opportunity portal.

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

Currently development for Apply Idaho, Scholarship Idaho and Next Steps Idaho is completed by outside vendors working under contract for the Board office.

Apply Idaho and Scholarship Idaho

Current State: The first vendor provides development and maintenance services for Apply Idaho and is currently building Scholarship Idaho in four phases with the final phase completed by June 30, 2022. OSBE currently hosts both applications on internal servers.

Future State: Hiring an additional Software Engineer III would allow the Board office to have full control of new development, maintenance and hosting going forward and would lead to less investment in outside vendor costs. We expect current OE expenditures which cover maintenance, enhancements, and project management with our vendor ($26,000 for both applications) would shift to cover PC expenditures for this position as well as cover a one-time training expenditure for the current vendor to provide a knowledge transfer of existing systems and technologies implemented to the new position. In the long term we anticipate cost savings by having one Software Engineer III working on both applications by leveraging code between the two. CO costs would continue as-is.

Next Steps Idaho
Current State: Next Steps Idaho is currently designed and developed by a vendor selected through the state's procurement process (RFP). This same vendor is also responsible for overseeing hosting utilizing Amazon's Web Services (AWS). Additionally, the contract with this vendor includes brand management and creative strategies, market research, media strategy, buying and reporting as well as public relations.

Future State: With this position request we would reduce our investment in an external vendor by $185,500 through assigning development, project management and hosting oversite to our Technology Services unit. We would continue to utilize $124,000 in OE for outside expertise obtained via an RFP for user experience design as well as continued brand management and creative strategies, market research, media strategy, buying and reporting as well as public relations.

We believe we can commit $51,000 of this reduction in investment previously and reallocate it toward the new position:

- PC to cover salary and benefits for the new position,
- OE to cover a one-time knowledge transfer from the current vendor on existing systems and technologies implemented to the new position; on-going training for Technology Services staff on AWS technologies, and cover annual AWS hosting costs.

In the long term we anticipate cost savings by leveraging code developed by one Software Engineer III rather than contracting with multiple vendors. This consolidation of development duties would mean code could be executed across not only Next Steps Idaho but also Apply Idaho, Scholarship Idaho and potentially the Advanced Opportunities portal as well.

4. What resources are necessary to implement this request?

a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

Position Title: Software Engineer III
Pay Grade: M
Status: Full-time
Benefit Eligibility: Eligible
Anticipated Hire Date: July 2022
Terms of Service: Permanent

b. Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.

This position would be a part of the Board Office's Technology Services Application Development and Education Data Systems team. It would have the same reporting structure and oversight as incumbent Software Engineer III positions working on other initiatives.

c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

Initially this position would need the following capital items: computer, monitors and docking station. These capital items would then be included in OSBE's on-going capital replacement plan. OE funds being requested would include a one-time knowledge transfer from both vendors, as well as annual AWS technologies training.

d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

- Requested PC resources were based on parity with incumbent Software Engineer III in the Technology Services Application Development and Education Data System team.
- Requested OE resources are estimated knowledge transfer costs (not based on an RFI since they are vendor specific) from each vendor as well as estimated AWS Training and Certification costs found at:
  https://aws.amazon.com/training/?nc2=sb_tc
- CO resources are based on providing equivalent equipment to that already provided to incumbent Software Engineer III employed at OSBE.

5. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

Our request is for on-going support of this position. The applications this Software Engineer III would be responsible are integral to the success of the Board's key postsecondary inclusion and access initiatives:

- Direct Admissions- a proactive admissions program established to give more young Idahoans the opportunity to obtain a professional certificate or accredited degree, this initiative removes barriers and encourages high school graduates to extend their training before entering the workforce.

- Apply Idaho – is a free common college application available to Idaho high school seniors that can be sent to as many as 10 accredited in-state colleges.
- Scholarship Idaho – a scholarship application system for scholarships administered by the State Board of Education with funding from a variety of sources.
- Next Steps Idaho – sponsored by Board, in partnership with Idaho's employers and the state's Workforce Development Council, this comprehensive clearinghouse of resources and tools pertaining to education, training, and career exploration and development intends to demystify post-high school landscape, helps Idahoans discover resources and purpose and it trusted by parents and prescribed by counselors and career advisors.
- Advanced Opportunities Portal – this application supports Idaho students, their parents, and Idaho schools' input and track funding requests for overload courses, dual credits and exams included as part of the state's Advanced Opportunity program.

6. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The request would have an immediate impact on Idaho students looking to pursuing postsecondary opportunities via our state's Workforce Training Centers, community colleges and four-year institutions. One goal for bringing these applications in-house is to streamline the login process for students. Currently each application requires separate login credentials, but with all applications in-house we could work toward SSO thereby allowing students to utilize only one username and password to access state sponsored education tools. This would also impact educators who would not have to consistently spend valuable class time assisting students in resetting passwords.

A second goal is to be able to integrate these applications as much as possible to reduce the duplicative data entry students are currently required to provide. Integration would allow data to flow between these applications thereby reducing application time for students and provide more consistent data entry which would enhance and speed up the annual scholarship awarding process and provide more consistency in annual reports.

As a by-product of bringing these applications in-house the state would have increased flexibility to respond to stakeholder and partner agency needs. Within the current structure, when a stakeholder or partner organizations makes a request for new content, a change orders must be processed with the vendor(s) and additionally there must be available funding within the vendor contract to pursue the project. With the development in-house we could increase our responsiveness

since it would be a matter of internal reprioritization rather than first looking at available funds and then processing additional paperwork.

If the request for a Software Engineer III is not funded, then we will miss out on the opportunity to make navigating postsecondary opportunities easier for Idaho students as well as continue to experience lags in our ability to respond to stakeholder and partner organization needs.

AGENCY: Board of Education Agency No.: 501 FY 2023 Request
FUNCTION: Administration Function No.: 02 Page 1_ of _3 Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.02** Title: **Project Coordinator** Priority Ranking 2 of 4

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$53,200				$53,200
2. Benefits	22,300				22,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$75,600				$75,600
OPERATING EXPENDITURES **by summary object:**					
1. PC and monitor	$1,100				$1,100
TOTAL OPERATING EXPENDITURES:	$1,100				$1,100
CAPITAL OUTLAY **by summary object:**					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$76,700				$76,700

Description:
Project Coordinator to support strategic planning, administrative rulemaking, and other operational demands related to fulfillment of Board governance responsibilities and advancement of Board priorities.

Questions:
1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

This position would support the Chief Planning and Policy Officer (CPPO) to help fulfill statutory requirements. The CPPO performs analysis of statewide and Board education policy, including the identification, development and coordination of state education policy through proposed legislation and administrative rules. The CPPO works with our DAG to draft all legislative language and proposed/pending administrative rules. The CPPO

provides interpretations of state education statutes, administrative rules, and Board policy to education stakeholders including school districts, postsecondary institutions, state agencies and state policy makers. The CPPO provides technical assistance to school districts and other education stakeholders on compliance with state laws and Board policy, including, review and feedback on various plans (e.g. school district literacy and continuous improvement plans and postsecondary institution and agency strategic plans) that are required to be submitted to the State Board of Education. The CPPO provides staff support to the Board's Policy, Planning and Government Affairs Committee. The CPPO oversees strategic planning development and coordination for the State Board of Education, the Office of the State Board of Education, and the statewide educational system. For three consecutive years the CPPO provided technical support and subject matter expertise to the legislature's interim committee on the public school funding formula. In 2019 the CPPO provided technical support and subject matter expertise to the Governor's Our Kids, Idaho's Future Task Force. The CPPO has direct supervision of three staff. The CPPO is part of OSBE's senior management team providing strategic leadership to the Board and its executive director.

The current workload for the CPPO is unreasonable and unstainable, which creates bottlenecks in Board business processes. While some tasks are one-time in nature (e.g. interim committees and task forces), history has shown something else will come along that will place equal demands on the CPPO's time and subject matter expertise. The requested Project Coordinator would be a mid-level position with the knowledge, skills and abilities to fulfill certain responsibilities currently performed by the CPPO in order to allow the CPPO to focus on higher level duties and mission fulfillment.

Examples of responsibilities include, but are not limited to: (1) coordination with the postsecondary institutions and agencies under the Board governance and oversight on the submittal of annual strategic plan updates to the Board and submittal of said plans to the Division of Financial Management following Board approval; (2) coordination of requests for policy and administrative rule amendments; (3) coordination and scheduling of public forums around various Board initiatives; and (4) coordination of the annual negotiated rulemaking process.

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

Strategic Plans: Idaho Code § 67-1901 et seq.
Administrative Rulemaking: Idaho Constitution Art. IX, §2; Idaho Code § 33-105

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

1 FTP salary = $53,200 + benefits, General Funds

4. What resources are necessary to implement this request?
a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

Project Coordinator; pay grade L; full-time; benefit eligible; July 1, 2022 date of hire; non-classified

b. Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.

Presently, the CPPO performs all work related to reviewing strategic plans for all 22 agencies, institutions and programs under the aegis of the State Board prior to review and approval by the Board and submission to DFM pursuant to Idaho Code § 67-1903(1). The CPPO is also responsible for overseeing the entire administrative rules and rulemaking process for the State Board of Education, State Department of Education, Division of Career Technical Education and Division of Vocational Rehabilitation. This includes drafting notices for publication in the Administrative Rules Bulletin, drafting the rules, conducting negotiated rulemaking hearings, and working with the Dept. of Administration and DFM rules coordinators. The CPPO also presents all administrative rules promulgated by the Board to the germane committees of the legislature as part of the legislative rules review process. The workload necessary to fulfill these two responsibilities alone is vastly time consuming, yet only represents a fraction of the CPPO's overall role and responsibilities.

The Project Coordinator would assume responsibility for the annual collection, coordination and review of the 22 strategic plans. The position would also fulfill the role of administrative rules coordinator for OSBE, which requires sophisticated oversight, attention to detail and content awareness.

c. List any additional operating funds and capital items needed and note onetime versus ongoing costs. $850 for standard desktop computer and $280 for flat panel monitor (onetime).

d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

PC costs based on DHR Job Classification for Project Coordinator
CO costs based on Budget Development Manuel, Budget Estimate Guidelines, Figure 6, page 25.

5. Provide additional detail about the request, including one-time versus ongoing.
Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

PC is ongoing, CO is one-time.

6. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The Governor's Office, Legislature, State Board of Education, DFM, State Department of Education, Division of Career Technical Education and Division of Vocational Rehabilitation, school districts, students and education stakeholders will all be served by this request. Failure to fund the request will directly impair the ability of the State Board to fulfill certain statutory responsibilities.

AGENCY: Board of Education Agency No.: 501 FY 2023 Request
FUNCTION: Administration Function No.: 02 Page 1_ of _3 Pages
Original Submission _X_ or
ACTIVITY: Activity No.: Revision No. ___

A: Decision Unit No: **12.03**	Title: **Chief Audit Executive**				Priority Ranking 3 of 4
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$130,000				$130,000
2. Benefits	37,700				37,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$167,700				$167,700
OPERATING EXPENDITURES **by summary object:**					
1. Travel Expenses					
2. Office Supplies	$10,000				$10,000
3. Conference-maintain certification	2,500				2,500
	2,500				2,500
TOTAL OPERATING EXPENDITURES:	$15,000				$15,000
CAPITAL OUTLAY **by summary object:**					
1. Computer, docking station and monitors	$3,000				$3,000
TOTAL CAPITAL OUTLAY:	$3,000				$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$185,700				$185,700

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

The request is to fund a Chief Audit Executive to oversee the direction of the internal audit functions at the four four-year institutions. This position will support the institutions through the standardization of processes, by establishing common standards and practices for consistency in Internal Audit at Boise State University, Idaho State University, Lewis-Clark State College, and The University of Idaho. This position will become a member of the Office of the State Board of Education and will develop a proposal to reduce costs and generate efficiencies by consolidation.

The position currently exists at Boise State University and is on loan to the Office of the State Board of Education until June 30, 2022, at which time, if approved, the position will formally move. The work of the first year will be to develop a consolidated system in conjunction with the Audit Committee of the State Board of Education, which is anticipated to save more than $100,000 in cost savings.

The funding for this position will come from all the four-year universities, and proportionally divided based on general fund appropriation. No new funding request is being made for this position, which will be housed at the Office of the State Board of Education. The Chief Audit Executive will report to the Audit Committee of the State Board of Education.

Next year the FY 2024 budget request for all internal audit functions will be submitted which will also require funding to be transferred to the Office of the State Board of Education.

a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.
N/A

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

There is no current funding in the Board Office but the funds to support this will be appropriated through deductions at the institutions that will support the single Chief Audit Executive and the OE/CO to support the position.

4. What resources are necessary to implement this request?
a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

One Chief Audit Executive at $130,000, full-time, benefit eligible. If approved, the position would move to the Office of the State Board of Education effective July 1, 2022.

b. Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.

The Chief Audit Executive at the Office of the State Board of Education would have an oversight role on process, and policies and will develop audit plans for all of the institutions to seek to gain efficiencies. There will eventually be direct personnel reporting from the institutions to this new position, but the process for that transition will

be part of the work the Chief Audit Executive does while on load to OSBE in this first year.

c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

One-time costs would include a desk and computer workstation which are one-time funds. Ongoing costs would be travel to the institutions at least once annually.

d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

The position was established based on the salaries within the state for internal auditors, and within state systems. OE was based on estimates of travel in the first year, as well as general supplies and annual conferences to keep certifications in order. CO was based on the traditional cost per work station and travel was based on previous estimates of travel to the various institutions.

5. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.
No additional funding is being requested for appropriation. We request the transfer of funding from the four four-year higher education institutions. and the authority to add one FTE to the Office of the State Board of Education.
6. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
This supports the work of the Higher Education Task Force to find efficiencies. This wil,l however, create greater coordination with the Audit Committee and greater standardization of the audit guidelines for all institutions. This requires no further appropriation but could result in significant savings.

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AGENCY: Board of Education | Agency No.: 501 | FY 2023 Request
FUNCTION: Administration | Function No.: 02 | Page 1_ of _3 Pages
Original Submission _X_ or
ACTIVITY: | Activity No.: | Revision No. ___

A: Decision Unit No: **12.04**	Title: **Systemwide Risk Manager**				Priority Ranking 4 of 4
DESCRIPTION	**General**	**Dedicated**	**Federal**	**Other**	**Total**
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	$105,000				$105,000
2. Benefits	32,700				32,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$137,700				$137,700
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$10,000				$10,000
2. Office Supplies	2,500				2,500
3.					
TOTAL OPERATING EXPENDITURES:	$12,500				$12,500
CAPITAL OUTLAY **by summary object:**					
1. Computer, docking station and monitors	$3,000				$3,000
TOTAL CAPITAL OUTLAY:	$3,000				$3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$153,200				$153,200

1. What is being requested and why? Specifically, what problem is this request trying to solve and how does this request address that problem?

The request is to fund a Systemwide Risk Manager to oversee the direction of risk management at the four four-year institutions. This position will support the institutions through the standardization of policy, through collaborative insurance purchasing, and by establishing common standards and practices for consistency at Boise State University, Idaho State University, Lewis-Clark State College, and The University of Idaho. The funding for this position will come from the three universities, and proportionally divided based on general fund appropriation. No new funding request is being made for this position, which will be housed at the Office of the State Board of Education.

a. If a supplemental request, explain how this request arises to the level of being an emergency for the agency.
N/A

2. Indicate the specific source of authority, whether in statute or rule, that supports this request.

3. What is the agency staffing level, OE, or CO for this activity currently and how much funding, by source, is in the Base?

There is no current funding in the Board Office but the funds to support this will be appropriated through deductions at the institutions that will support the single Systemwide Risk Manager and the OE/CO to support the position.

4. What resources are necessary to implement this request?
a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.

One Systemwide Risk Manager at $105,000, full-time, benefit eligible. If approved, the position would move to the Office of the State Board of Education effective July 1, 2022.

b. Note any existing agency human resources that will be redirected to this new effort, how existing operations will be impacted, and anticipated oversight the position would have over other employees. Please indicate any requested personnel on the organizational chart submitted with this budget request.

The Systemwide Risk Manager at the Office of the State Board of Education would have an oversight role on process, policies and insurance procurement for policies specialized for higher education institutions. There would not be direct personnel reporting from the institutions to this new position.

c. List any additional operating funds and capital items needed and note onetime versus ongoing costs.

One-time costs would include a desk and computer workstation which are one-time funds. Ongoing costs would be travel to the institutions at least once annually.

d. What is the basis for the requested resources? How were PC, OE, or CO needs projected? Was an RFI done to project estimated costs (if so, please attach a copy of the basis for your cost estimates)?

The position was established based on the salaries within the state for risk management positions. CO was based on the traditional cost per work station and travel was based on previous estimates of travel to the various institutions.

5. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, anticipated grant awards, or anticipated partnerships with other state agencies or other entities.

No additional funding is being requested for appropriation. We request the transfer of funding from the three universities and the spending authority to add one FTE to t he Office of the State Board of Education.

6. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This supports the work of the Higher Education Task Force to find efficiencies. In reviewing options, a committee determined that there is likely not going to be an overall savings in PC. However, by working together for training, policy development and insurance policies, there will likely be savings by having the institutions work together.

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AGENCY: Public Broadcasting | Agency No.: 520 | FY 2023 Request
FUNCTION: Idaho Public Broadcasting | Function No.: 01 | Page **1** of **4** Pages
ACTIVITY: N/A | Activity No.: N/A | Original Submission _X_ or Revision No. ___

A: Decision Unit No: **12.01** Title: **Increase in Private Fund Spending Authority** Priority Ranking 1 of 1

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)		N/A			N/A
PERSONNEL COSTS:					
1. Salaries		$348,000			$348,000
2. Benefits		52,000			52,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:		$400,000			$400,000
OPERATING EXPENDITURES **by summary object:**					
5010: Program Rights (Media)		$360,000			$360,000
5020: Postage & Mail		60,000			60,000
5190: Advertising		80,000			80,000
TOTAL OPERATING EXPENDITURES:		$500,000			$500,000
CAPITAL OUTLAY **by summary object:**					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL		$900,000			$900,000

Request Narrative

1. Explain the request and provide justification for the need.

Since SFY 2017, IdahoPTV and its component unit, Friends of Idaho Public Television has seen a steady increase in its membership and sponsorship (Local Production underwriting) revenue. In fact membership revenue has increased by over $930,000 from SFY 2017 to SFY 2021. This is a 34.5% increase. In addition the sponsorship revenue for local production has increased by over $400,000 or 128.9% over the same time period. These increases add up to an overall increase of $1,330,000.

Conversely, the dedicated, ongoing, total appropriation spending authority from SFY 2017 to SFY 2021 only increased by $249,000 or 4.3%.

Because of this discrepancy, IdahoPTV is asking for an increase in its ongoing spending authority of $900,000 for its dedicated/private funds to meet some pressing needs within the station.

IdahoPTV is requesting an allocation of this ongoing spending authority between personnel ($400,000) and operating ($500,000).

There are several reasons for the requested increase of $400,000 in private dollar personnel spending authority:

- *The station does a lot of production work utilizing group or temporary employees. For example in SFY 2021 group employees were heavily involved with the production of "Capitol of Light Turns 100" & "Resilient Idaho: Hope Lives here". The production team enjoys working on these types of projects. Production projects like these help IdahoPTV establish new partners in the community. Group or temporary employees are critical with helping us tell important Idaho stories.*
- *In our SFY 2021 our engineering department saw a substantial increase in the number of seasonal employees needed for Idaho in Session. We expect this need to continue. With the recent passing of one of the stations Chief Regional Engineer and with many of our Regional Engineer approaching retirement age, we anticipate a need for additional regional engineering support.*
- *In SFY 2022, IdahoPTV is going to work with the State Division of Human Resources (DHR) on addressing some compensation concerns within the organization. When compared with other Public Television Stations of similar size, the compensation for some IdahoPTV is below average for several of its positions. We want to address this need within our station so we can retain our talented staff in key areas within the organization.*

Here are the reasons we are requesting an ongoing increase of $500,000 in operating private dollar spending authority:

- *Since SFY 2017, we have seen a significant increase in the cost of securing content for our five over-the-air channels and our **On Demand** content available via computer or other streaming device. In SFY 2017 we paid approximately $1.32 million. In SFY 2022, we are budgeting $1.68 million due to expected increases communicated to us by our content suppliers. (Ongoing increase of $360,000)*
- *We are looking to invest in creative ways to expand our donor base such as purchasing targeted direct mailing lists. (Ongoing increase estimated at $60,000)*
- *We are looking to increase our advertising spend in SFY 2023 and beyond to reach potential donors who have recently moved into the state and/or accessing our content via streaming. In addition, we are looking to increase our advertising spend to educate parents and teachers regarding the educational resources available through IdahoPTV. (Ongoing increase estimated at $80,000)*
- *We are also seeing an increase in our production costs for local programming like: Outdoor Idaho & Idaho Experience.*

2. If a supplemental, what emergency is being addressed?

   This is a line item request.

3. Indicate existing base of PC, OE, and/or CO by source for this request.

   IdahoPTV's ongoing dedicated/private dollar fund in SFY 2022 is the following:

Personnel:	*$3,690,600*
Operating:	*$2,432,900*
Total:	*$6,123,500*

   If this ongoing increase is approved, it will increase these totals to the following:

Personnel:	*$4,090,600*
Operating:	*$2,932,900*
Total:	*$7,023,500*

   While this is a 14.7% increase over IdahoPTV's original SFY 2022 appropriation we have the ongoing funds available to meet this increase and important needs within the organization that we can satisfy with this ongoing increase.

4. What resources are necessary to implement this request?

   We have the current staff to administer the appropriate spending and monitoring of this requested increase in spending authority.

5. List positions, pay grades, full/part-time status, benefits, terms of service.

   While no additional FTP authority is associated with this request, we will utilize group/temporary employees to meet our increased demand in production and engineering.

   In addition, IdahoPTV is going to work (and will continue to work) with DHR on addressing some compensation concerns within the organization. When compared with other Public Television Stations of similar size, the compensation for some IdahoPTV is below average for several of its positions. We want to address this need within our station so we can retain our talented staff in key areas within the organization.

6. Will staff be re-directed? If so, describe impact and show changes on org chart.

   No, staff will not be re-directed.

7. Detail any current one-time or ongoing OE or CO and any other future costs.

If funded, this request will not have any additional impact on one-time or ongoing OE or CO expenditures. We will not obligate the State of Idaho or IdahoPTV to any future costs that we cannot maintain within our legislative appropriation.

8. Describe method of calculation (RFI, market cost, etc.) and contingencies.

   Historical costs and market trends were used for determine amount of additional ongoing spending authority needed to meet IdahoPTV's needs in SFY 2023.

9. Provide detail about the revenue assumptions supporting this request.

   As mentioned above, since SFY 2017, IdahoPTV and its component unit, Friends of Idaho Public Television has seen a steady increase in its membership and sponsorship (Local Production underwriting) revenue. In fact membership revenue has increased by over $930,000 from SFY 2017 to SFY 2021. This is a 34.5% increase. In addition the sponsorship revenue for local production has increased by over $400,000 or 128.9% over the same time period. These increases add up to an overall increase of $1,330,000.

   .

10. Who is being served by this request and what is the impact if not funded?

    The citizens of Idaho, but in particular our donors who generously support IdahoPTV. They want us to invest their money so we can continue to broadcast quality local and national programming.

    If this additional spending authority is not authorized, it will severely hamper IdahoPTV's ability to meet its seasonal staffing needs, its retention of high performing staff, and it will limit our ability to reach potential donors.

AGENCY: Idaho State Council for the Deaf and Hard of Hearing (CDHH) | Agency No.: 523 | FY 2023 Request

FUNCTION: CDHH Administration | Function No.: 01 | Page 1 of 5 Pages

ACTIVITY: CDHH | Activity No.: | Original Submission _X_ or Revision No. ___

A: Decision Unit No: 12.01 Title: **Deaf and HH Program Specialist** Priority Ranking 1 of 2

DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries Pay Grade M	$60,100				$60,100
2. Benefits	24,700				24,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	$84,800				$84,800
OPERATING EXPENDITURES **by summary object:**					
1. Travel	$4,000				$4,000
2. IT Support/Cell phone	1,800				1,800
3.					
TOTAL OPERATING EXPENDITURES:	$5,800				$5,800
CAPITAL OUTLAY **by summary object:**					
1. PC and workstation set-up	$3,000				$3,000
2. Cell phone	400				400
TOTAL CAPITAL OUTLAY:	$3,400				$3,400
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	$94,000				$94,000

Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

   The Council for the Deaf and Hard of Hearing is requesting one (1) additional Full Time Employee (FTE) identified as Deaf and Hard of Hearing Program Specialist. The Council for the Deaf and Hard of Hearing is a unique state agency following its mission of being "*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." Using the formula of 13% provided by the Gallaudet Research Institute, an estimated 237,498 people in Idaho have hearing loss:

Total Idaho Population	1,826,913
Total Hearing Loss	237,498 (13%)
Severe Hearing Loss	36,538 (2.2%)
Profound Hearing Loss (deaf)	3,653 (.22%)

Currently, there are only **3.5** FTE's working for the Council, the Executive Director, Administrative Assistant, Communication and Outreach Coordinator, and ASL Interpreter. With the establishment of Idaho Sound Beginnings (newborn hearing screening) children who have hearing loss are being identified earlier, baby-boomers are increasing, and veterans are returning to civilian life. **During the last several years, Idaho saw a huge influx of people moving into the state, including deaf and hard of hearing individuals.** The aforementioned causes the need for an additional staff member to provide specific functions for the Council. The role of the Deaf and Hard of Hearing Program Specialist would be to provide support of the Council's role, services, and programs throughout the state of Idaho. Strategies may include aiding deaf and hard of hearing individuals to access goods and services at all levels of state and local government as well as all facets of life. The specialist will also assist both deaf and hard of hearing consumers in understanding their rights and responsibilities related to equal access, resolving issues of barriers to communication, filing complaint for non-compliant service providers and education on a wide range of topics to improve quality of life.

One-time funds for initial office set up as desk, chair, desktop computers, monitors are also being requested.

Currently there is no agency staffing for this position and no funding by source is in the base.

2. What resources are necessary to implement this request?
   a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The title of this position is: Deaf and Hard of Hearing Program Specialist
Pay Grade: M
Full Time Status
Full Benefits
Anticipated Date of Hire: July 1, 2022
Terms of Service: NA

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing Human Resources would be redirected to hire candidate. If this position were approved and funded, it would allow the current staff members to spend 100% of their quality time on their assigned duties.

Currently, more than 75% of the time spent by the agency staff is consumed focusing on systemic issues and relations rather than on customers themselves. The examples of significant percentages of time spent were on outreach, education and collaboration with other agencies and organizations to assist them with understanding their obligations under the Americans with Disabilities Act (ADA) and on how to serve the deaf community, leaving very little time for consumer-based direct services and support.

This position would relieve some of the burdens of the current staff to provide the necessary services as mandated by Idaho Code Chapter 67, Title 73

c. List any additional operating funds and capital items needed.

Capital items: Workstation set up to include desk, chair, computer with monitors, cell phone. Estimated at $3,400

Ongoing operation expenses:

Phone	50.70 x 12	$ 600.00/annually
IT Support	100.00 x 12	$1,200.00/annually
Overnight travel	10 x $130	$1.300.00/annually
Per Diem	20 x $49	$ 980.00/annually
Flights	4 x $400	$1,600.00/annually

Total estimated OE: **$5,680.00**

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

Ongoing request	$ 90,600
One Time request	$ 3,400

All funds will be from General Funds. There are no expectations of additional grant monies or federal monies. There are no external funding available that is in line with the objectives, mission and responsibilities/duties of the Council.

If the request is not funded, CDHH will be unable to fully utilize the collaborative relationship with community organizations, local and state governmental entities, and proactively develop a presence for our Council and the programs and services provided.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Local, state agencies, businesses, and primarily the 203,785 deaf and hard of hearing citizens will be served by this request. Idaho's Deaf and Hard of Hearing population has grown exponentially. This request allows for areas and individuals that are not currently served by the limited staff of CDHH to be included in the mission of the Council.

For the past two decade the deaf and hard of hearing population grew and assimilated much more deeply into the society more than ever before which demands more information and resources. The current staff finds it very difficult meeting the growing demands.

If this request is not funded, Idaho's deaf and hard of hearing population will continue to be underserved.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

N/A. No request for FTE was presented on our line item last year.

SUBJECT

FY 2023 Capital Budget Requests

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8. and Section V.K.

BACKGROUND/DISCUSSION

The capital projects request process is separate from the line item budget request process. The Permanent Building Fund Advisory Council (PBFAC), which is supported by the staff of the Division of Public Works (DPW), has three major areas of focus when it considers and develops recommendations on institutional and agency requests for fiscal year construction projects: a) major new construction or remodeling projects, typically costing well over $1M (referred to as "Capital" or "Part A" projects); b) smaller alteration and repair projects (referred to as "A&R" or "Part B" projects); and c) projects to comply with the Americans with Disabilities Act ("ADA" projects). The institutions must provide their detailed requests to DPW by August 1st, accompanied by updates to the institutions' rolling six-year capital project budget ("Part C") plans. The PBFAC will hear agency/institution capital project, A&R, and ADA requests in October. Subsequently, DPW and the PBFAC will review all requests for projects involving Permanent Building Fund (PBF) dollars, and will develop a list of recommended projects for all state entities to fit the projected available PBF dollars for the upcoming legislative cycle. DPW will work with the Division of Financial Management (DFM) and the Legislative Services Office (LSO) to develop, in turn, the Governor's recommendation and the Legislature's appropriation for capital, A&R, and ADA projects. The construction and maintenance needs of the higher education institutions (with deferred maintenance needs estimated in hundreds of millions of dollars) far exceed the PBF dollars available for rationing by the PBFAC, Governor and Legislature.

This agenda item deals with Board approval only for the capital project (Part A) requests and projected six-year capital project plans (Part C) from the four 4-year institutions. Summaries of the community colleges' capital project requests are provided for information only—those requests are vetted by the community colleges' local boards of trustees prior to submission to PBFAC. This agenda item does not deal with A&R and ADA requests. Projects shown have been prioritized by each institution. A number of these projects were also included in the FY 2021 institution request lists previously approved by the Board. The project descriptions provided below were prepared by the institutions.

Review of FY2022 PBF appropriations:
In addition to Alteration and Repair projects, the following capital requests were recommended:

FY2021 Supplemental (H225)

UI Parma Agricultural Research Campus	$3,000,000
CEI Future Tech Facility	$3,000,000

UI Seedling Production Greenhouses	$ 700,000

FY2022 (S1172)

CEI Future Tech Facility	$7,000,000

FY2023 Capital Project Requests:
Boise State University (BSU) has five major capital projects.

Boise State University's (BSU) first priority is for the renewal, remodel and building addition of the Liberal Arts Building. Liberal Arts is approximately 60,000 square feet and was built in 1967. In addition to the remodel and renewal, the site is able to accommodate a three to four story (22,000-30,000 square feet) addition. Total budget is $40M with $18.3M coming from the university and $21.7M from PBF funds. $1.7M was received in Alteration & Repair funds in FY2020 for building renovations and roof replacement.

BSU's second priority is for the remodel and renewal of Riverfront Hall. The facility is approximately 67,000 gross square feet and built in 1971. The primary goal is to consolidate the School of Public Service (SPS) in the renewed building. SPS is one of Boise State's premier programs, but is spread across campus, creating numerous challenges for operations and growth. A co-location at Riverfront Hall would negate the need to build a new standalone facility. Total budget is $22.3M with $5.5M coming from the university and $16.83M from PBF funds. $1.83M was received in Alteration and Repair funds in FY19 for electrical and HVAC upgrades.

BSU's third priority is for the Science Research and Classroom Building. Boise State continues to experience increased demand for facilities that support laboratory-based instruction and research. The new science research building will provide teaching and/or research labs focused on chemistry and biological sciences. With an emphasis on the natural and applied sciences, these laboratories call for highly specific and dedicated environmental controls. Total budget is $90M with $20M coming from the university.

BSU's fourth priority is for the remodel and renewal of the Hemingway Center. The facility is approximately 13,500 gross square feet and was built in 1940. Project funds would support a renewal of the entire building, along with addressing the building entrances to ensure compliance with ADA standards. Total budget is $5.8M with $800,000 coming from the university.

BSU's fifth priority is for a new Health Sciences Building. The project entails a new building to support fast-pace growth in the College of Health Sciences. Boise State's master plan shows a health sciences quadrangle near the NORCO building, and the project represents the second phase of that long-term buildout. Funds will likely support construction of a 60,000 + gross square foot facility, at 4-5 stories tall. Total budget is $36.9M with $16.9M coming from the university.

Idaho State University (ISU) has two major capital projects.

ISU's first priority is for the remodel of Leonard Hall which houses the Doctor of Pharmacy program. The remodel includes a total of 15,700 square feet on the basement and second floor. This will allow for program expansion and research capabilities. The total cost will be $20,200,000 with $3,400,000 coming from PBF funds.

ISU's second priority is for Heat Plant upgrades and replacements. The boilers in the Heat Plant have exceeded their life expectancy, two of the three boilers are 60 plus years old and in poor condition. This will reduce utility and operational costs and enable the Heat Plant and steam tunnels to function into the future. The total cost will be $12,000,000 coming from PBF funds.

University of Idaho (UI) has four major capital projects.

UI's first priority is for the Joint ROTC Facility and Nez Perce Neighborhood Improvements. This project includes renovation of the existing Targhee Hall and the creation of a new parking facility. The total cost will be $7,500,000 with $6,500,000 coming from PBF funds.

UI's second priority is for the McCall Field Campus Improvements. This project will add a new dining lodge and kitchen supporting the residential academic programming and research initiatives. This will add approximately 8,960 square feet using $5,000,000 of PBF funds.

UI's third priority is for the Rinker Rock Creek Ranch Education & Research Facility. This project includes basic facility improvements which will support and enhance the rangeland management and animal science curriculum related to livestock grazing, sage grouse, wildfire, water quality and recreation. This request is for $1,350,000 PBF funds.

UI's fourth priority is for the West Campus Event Parking and Support Facilities located on the west side of the main campus. The parking lot will contain approximately 650 parking stalls with a total PBF budget of $4,000,000.

Lewis-Clark State College (LCSC) has three major capital projects

LCSC's first priority is the Wittman Complex Repurpose/Renovation and Expansion of Diesel Program. With the completion of the new CTE building, the diesel program will have opportunity for growth, on campus, by expanding into the space vacated by the HVAC-R program and remodeling their current shop. Therefore, LCSC requests funding for the expansion and enhancement of the Diesel Technology program. Cost estimate based on Scope-Of-Work, $3,763,200 in PBF funds.

LCSC's second priority is for the Sam Glenn Complex remodel. The Sam Glenn Complex remodel will replace the failing ceiling tile structure, install new carpeting,

and address other minor repairs and needed painting. The ceiling tiles have a flaw in the design with the fixture method and need to be repaired as tiles are currently dislodging and falling at random times. The total cost of the project is estimated at $2,352,000 in PBF funds.

LCSC's third priority is for the Meriwether Lewis Hall Remodel which was built in four phases, with the first constructed in 1970 and remaining phases completed in 1981. As a result, there are two independent HVAC systems that have always competed against each other thus making it difficult to regulate, control and maintain. These systems and the electrical service are considered for energy efficient replacement. Additionally, this facility is due for fire alarm and sprinkler replacement, plumbing upgrades and flooring upgrades. The building has recently received a new roof and LED lighting. The total cost of the project is estimated at $17,640,000 in PBF funds.

The College of Southern Idaho's (CSI) request is for the Evergreen Building, C-Wing Remodel. This project consists of remodeling approximately 10,000 gross square feet in order to provide flexible classrooms, student work space, and remote learning technology. CSI is requesting $2,500,000 from PBF and CSI will match $600,000 (this includes $500,000 towards construction, $100,000 for new furniture, fixtures and equipment (FF&E) and CSI will reuse some existing FF&E).

IMPACT

Only Board-approved major capital projects can be forwarded to the PBFAC. Following Board approval, DPW, PBFAC, DFM, and LSO will be informed of the Board's recommendations. A Board representative will brief the PBFAC on the Board's decision and any comments at the October PBFAC meeting, prior to agency presentations of their FY2021 requests.

Board Policy V.K. requires institutions to bring their six-year capital project plans to the Board for review and approval at its regularly scheduled August meeting. These plans span six fiscal years going forward, starting with the upcoming fiscal year (FY2022). Board approval of a six-year plan constitutes advance notice to the Board that an institution or agency may bring a request at a later date for approval for planning and design for one or more of the projects in the institution plan. The institutions can, and very frequently do, update the years two through six components of their six-year plans, based on the approved funding and outcomes of their year one requests. Board approval of the six-year plans also allows the institutions to solicit and accept gifts in support of the projects listed in the approved plans.

ATTACHMENTS

Attachment 1-FY2023 Major Capital Request Summary
Attachment 2-Boise State University Six-year Plan
Attachment 3-Idaho State University Six-year Plan
Attachment 4-University of Idaho Six-year Plan
Attachment 5-Lewis-Clark State College Six-year Plan

Attachment 6-Capital Project Summaries for agencies & institutions

STAFF COMMENTS AND RECOMMENDATIONS

Although current levels of funding from the PBF and other sources are not sufficient to meet the facility needs of the institutions, it is appropriate for the institutions and the Board to highlight the most urgent infrastructure needs in the system. An effective review and rationing system is in place to allocate available dollars to the highest need projects for the FY2023 budget cycle. The FY2023 capital project requests from the institutions are reasonable, and they reflect continuity with previous capital planning efforts. The longer-term wish lists in the rolling six-year capital plans, while largely hypothetical, are a useful advance planning tool.

The attached six-year capital project plans include new projects as well as updated cost estimates.

Staff recommends approval of the institutions' FY2023 capital project requests and their six-year capital project plans.

BOARD ACTION

I move to approve the capital projects listed in the table in Attachment 1 from Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College, and to submit projects requesting Permanent Building Funds to the Permanent Building Fund Advisory Council for the FY2023 budget cycle.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the Six-Year Capital Improvement Plans for FY2023 through FY2028 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College, as provided in attachments 2-5.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education

FY23 Major Capital Request Summary

($ in thousands)

	Board Priority	Institution/Agency & Project	Attachment 6 Detail Page	Total Project Cost: Perm. Building Fund	Total Project Cost: Total Funds	FY 2023 Request
1		**Boise State University**				
2	1	Liberal Arts Renewal, Remodel and Building Addition	1	21,700.0	40,000.0	20,000.0
3	2	Riverfront Hall Remodel and Renewal	3	16,830.0	22,330.0	15,000.0
4	3	Science Research and Classroom Building	5	20,000.0	90,000.0	20,000.0
5	4	Hemingway Center Remodel and Renewal	7	5,000.0	5,800.0	5,000.0
6	5	Health Science Building	9	20,000.0	36,920.0	20,000.0
7		**Idaho State University**				
8	1	Leoanard Hall Pharmacy	11	3,400.0	20,200.0	3,400.0
9	2	Heat Plant Upgrades and Replacements	12	12,000.0	12,000.0	12,000.0
10		**University of Idaho**				
11	1	Joint ROTC Facility and Nez Perce Neighborhood Improvement	13	6,500.0	7,500.0	3,250.0
12	2	McCall Field Campus Improvements	24	5,000.0	5,000.0	5,000.0
13	3	Rinker Rock Creek Ranch Education & Research Facility	34	1,350.0	1,350.0	1,350.0
14	4	West Campus Event Parking and Support Facilities	41	4,000.0	4,000.0	2,000.0
15		**Lewis-Clark State College**				
16	1	Wittman Complex/Mechanical Technical Building System Updat	51	3,763.2	3,763.2	3,763.2
17	2	Sam Glenn Complex Remodel	53	2,352.0	2,352.0	2,352.0
18	3	Meriwether Lewis Hall Remodel	54	17,640.0	17,640.0	17,640.0
19		**College of Southern Idaho**				
20	1	Evergree Building, C-Wing Remodel	56	3,000.0	3,600.0	3,000.0
21						
22		**Total**		$ 142,535.2	$ 272,455.2	$ 133,755.2

SIX-YEAR CAPITAL IMPROVEMENT PLAN
FY 2023 THROUGH FY 2028

Institution: Boise State University

Project Title	Est. Cost	*Prev. Fund.*	FY2023 Total	FY2024 Total	FY2025 Total	FY2026 Total	FY2027 Total	FY2028 Total
Student Housing #1	45,000,000		4,000,000	41,000,000				
Construction Management Expansion	3,000,000		3,000,000					
Liberal Arts Building - Remodel, Renewal and Expansion	40,000,000	1,700,000	38,300,000					
Riverfront Hall - Remodel and Renewal	22,330,000	1,830,000	20,500,000					
University Drive Improvements	4,800,000		300,000	2,250,000	2,250,000			
Albertsons Stadium East Expansion and Improvements	27,000,000			27,000,000				
Central Plant Replacement	20,000,000			20,000,000				
Athletic Facilities and Title IX Upgrades	6,500,000				6,500,000			
On-Campus Parking Structure and Offices	25,000,000				25,000,000			
Science Research Building	83,950,000					5,000,000	78,950,000	
Hemingway Building - Remodel and Renewal	5,800,000					5,800,000		
Health Sciences Building	36,920,000						4,000,000	32,920,000
Leatherman Peak - Phase 2	3,650,000						3,650,000	
Morrison Center Improvements	35,000,000						35,000,000	
Total	358,950,000	3,530,000	66,100,000	90,250,000	33,750,000	10,800,000	121,600,000	32,920,000

Idaho State University

FY 2023

Revision **7/13/2021**

Six Year Capital Improvement Budget

Description	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
Leonard Hall Pharmacy remodel* (Fundraised $16.8M for Phase I & part of II)	$3,400,000					
Life Science Complex	$79,200,000					
ISU Heat Plant Upgrades and Replacements	$12,000,000					
Holt Arena Phase 1: Seating, ADA, Access, Seating Upgrades*	$6,500,000					
Leonard Hall Research Lab Renovation Phase 2 and 3		$7,000,000				
University Place Polytechnic Building		TBD				
ISU Health and Wellness Center (Clinic Consolidation)		$44,000,000				
Campus Deferred Maintenance - Frazier Hall, Etc.		$12,100,000				
Upgrade HVAC, Ceilings, & Lighting, Eli Oboler Library		$13,170,850				
Remodel 1st Floor Entrance & Circulation, Eli Oboler Library*		$6,345,518				
Remodel RFC for KDHS Nursing, PAS, Rad Tech, etc..		$1,452,000				
Greenhouse Addition, Plant Sciences			$2,420,000			
Remodel Basement Space, Eli Oboler Library			$2,860,000			
Phase 2 HVAC Upgrades, Administration			$1,760,000			
Research Lab Renovations, College of Pharmacy, Meridian			$5,940,000			
Meridian Dental Hygiene Expansion			$4,400,000			
Holt Arena Phase 2 and 3: Spine and Basketball Arena			$84,700,000			
Gravely Hall - Upgrade the heating and cooling system				$3,162,500		
Beckley Nursing – Asbestos mitigation, ceiling system and lights				$1,870,000		
Vocarts - Replace, HVAC, Fire Alarm & ADA restrooms					$1,920,426	
Campus Housing Renovations & Remodeling					$11,000,000	
Academic Building						$27,500,000
Six Year Capital Improvement Plan Total $332,701,294	$101,100,000	$84,068,368	$102,080,000	$5,032,500	$12,920,426	$27,500,000

* Agency or Donor Funded

New Capital Projects

SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN
(Major Capital Projects greater than $1 mil Total Project Cost)
FY 2023 THROUGH FY 2028
($ in 000's)

Institution: University of Idaho

FY2023 FINAL Submittal 1 Jul 21

	Project Title	Est. Cost	*Prev. Fund.*	FY 2023 PBF	FY 2023 Other	FY 2023 Total	FY 2024 PBF	FY 2024 Other	FY 2024 Total	FY 2025 PBF	FY 2025 Other	FY 2025 Total	FY 2026 PBF	FY 2026 Other	FY 2026 Total	FY 2027 PBF	FY 2027 Other	FY 2027 Total	FY 2028 PBF	FY 2028 Other	FY 2028 Total
1	West Campus Utilities Extension CP180021	3,500	3,500	In Punch List and Project Close-out Status as of 1 Jul 21																	
2	ICCU Idaho Arena CP170040	51,000	51,000	In Construction Status as of 1 Jul 21																	
3	Nuclear Seed Potato Germplasm & Storage Building CP190012, DPW 19-250	5,200	5,200	In Construction Status as of 1 Jul 21																	
4	Energy Plant Micro Turbine Installation CP190056	3,300	3,300	In Construction Status as of 1 Jul 21																	
5	LHSOM & Ridenbaugh Acoustic Mitigation and Deferred Maintenance Improvements, CP190038, DPW 19-263	3,730	3,730	In Design Status as of 1 Jul 21																	
6	Idaho Center for Agriculture, Food, and Environment (CAFE) Research Dairy, Rupert CP200007, DPW 18-257	25,000	25,000	In Design Status as of 1 Jul 21																	
7	Meat Science and Innovation Center CP200032	7,650	7,650	In Design Status as of 1 Jul 21																	
8	Idaho Avenue Extension Repairs and Repaving; Replace ACM Domestic Water Mains, Ph. 1 CP210000, DPW 21-250	2,228	2,228	In Design Status as of 1 Jul 21																	
9	Idaho Center for Plant and Soil Health, Parma CP210009	7,000	7,000	In Design Status as of 1 Jul 21																	
10	Ag Science HVAC, Phase 1, CP200001, DPW 20-251	3,299	3,299	In Design Status as of 1 Jul 21																	
11	Moscow Campus HVAC Network Controls Revisions and Improvements, CP210043, DPW 21-259	1,336	1,336	In Planning Status as of 21 Apr 21																	
12	Joint ROTC Facility & Nez Perce Neighborhood Improvements	7,500	0	3,250	1,000	4,250	3,250	0	3,250												
13	McCall Field Campus Improvements, Dining Lodge and Kitchen	5,000	0	5,000	0	5,000															
14	Rinker Rock Creek Ranch Education and Research Support Facilities	1,350	0	1,350	0	1,350															
15	West Campus Event Parking and Support Facilities	4,000	0	2,000	0	2,000	2,000	0	2,000												
16	J.W. Martin Lab Building Systems Improvements (PBF #03, FY 2023 A&R)	1,500	0	1,500	0	1,500															
17	Idaho Center for Agriculture, Food, and Environment (CAFE), Discovery Center, Jerome	20,000	0				5,000	10,000	15,000	0	5,000	5,000									
18	Life Sciences South HVAC Upgrades, Ph. 3 (PBF #09 FY 2023 A&R)	1,298	0				1,298	0	1,298												
19	Facilities Services Main & OCS Repair & Replace Roofs (FS Ph. 1) (PBF #012 FY 2023 A&R)	1,013	0				1,013	0	1,013												
20	Idaho Center for Agriculture, Food, and Environment (CAFE), Food Processing Pilot Facility at CSI, Twin Falls	5,000	0							0	2,500	2,500		2,500	2,500						
21	Nez Perce Drive Reconfiguration and Rebuild (PBF #015 FY 2023 A&R)	1,007	0							1,007	0	1,007									
22	Gibb Hall HVAC Upgrades, Ph. 2 (PBF #19 FY 2023 A&R)	1,296	0							1,296	0	1,296									
23	Perimeter Dr. Replace Paradise Creek Undercrossing (PBF #20 FY 2023 A&R)	1,164	0										1,164	0	1,164						
24	Administration Building HVAC, Phase 2 (PBF #21 FY 2023 A&R)	1,299	0													1,299	0	1,299			
25	Gibb Hall HVAC Upgrades, Ph. 3 (PBF #25 FY 2023 A&R)	1,299	0																1,299	0	1,299
26	Engineering/STEM Education/Classroom Facility #	40,000	0																		
27	Community Center Facility #	7,500	0																		
28	McCall Field Campus Improvements Teaching and Learning Center #	4,300																			
29	McCall Field Campus Improvements Student Lodging #	1,000	0																		
30	New Undergraduate Housing, Phase 1 #	36,000	0																		
	Totals:	254,769	113,243	13,100	1,000	14,100	12,562	10,000	22,562	2,303	7,500	9,803	1,164	2,500	3,664	1,299	0	1,299	1,299	0	1,299

CAPITAL BUDGET REQUEST
SIX-YEAR PLAN FY 2023 THROUGH FY 2028
CAPITAL IMPROVEMENTS

ATTACHMENT 5

AGENCY: **Lewis-Clark State College**

PROJECT DESCRIPTION/LOCATION	FY 2023 $	FY 2024 $	FY 2025 $	FY 2026 $	FY 2027 $	FY 2028 $
Wittman Complex/MTB System Updates	$3,763,200					
Sam Glenn Complex Remodel	2,352,000					
Meriwether Lewis Hall Remodel	17,640,000					
Talkington Hall Remodel		$14,112,000				
Administration Building Updates		4,468,800				
Reid Centennial Hall Remodel		14,112,000				
Central Heat Plant			$35,280,000			
Living/Learning Center & General-Purpose Facility				$29,400,000		
CTE/WFT					$29,400,000	
Music Building Repurposing						$17,640,000
TOTAL	$23,755,200	$32,692,800	$35,280,000	$29,400,000	$29,400,000	$17,640,000

Agency Head Signature: _____

Date: 07/20/2021

MAJOR CAPITAL BUDGET REQUEST
FY 2023
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Boise State University	AGENCY PROJECT PRIORITY: 1 of 5

PROJECT DESCRIPTION/LOCATION:

Liberal Arts Renewal, Remodel and Building Addition

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

A number of facilities on Boise State's campus have reached an age of 50 or more years. Certain ones are strong candidates for capital renewal, whereby major systems are upgraded and spaces throughout modernized. This process 'resets the clock' on a building, giving it another 40+ years of use. The Liberal Arts Building is the top priority on Boise State's campus for this process.

Liberal Arts is approximately 60,000 square feet and was built in 1967. In addition to the remodel and renewal, the site is able to accommodate a three to four story (22,000 – 30,000 square feet) addition. Project funds would support the entire scope of building renewal and expansion.

$1.7 million was received in Alteration & Repair Funds in FY20 for building renovations and roof replacement. These funds will support the overall project.

(B) What is the existing program and how will it be improved?

The English Department occupies most of Liberal Arts, while approximately 20,000 square feet has been vacated due to the opening of the Center for Visual Arts. This scenario provides ideal conditions for a building renewal, being that a smaller amount of swing space is needed. The existing building will be modernized and upgraded with new building systems (electrical, plumbing, HVAC). Classrooms will benefit from A/V and active learning improvements. The expansion will be programmed as a flexible mix of offices and general purpose classrooms.

(C) What will be the impact on your operating budget?

For the existing 59,050 square feet, operating costs will likely be reduced due to building system upgrades. This is particularly true for utilities-related expenses and reductions in building repairs. The building addition will increase Boise State's overall operating costs, but the facility will incorporate modern and efficient systems.

(D) What are the consequences if this project is not funded?

Deferred maintenance and the need for an extensive capital renewal at Liberal Arts will be postponed, ultimately increasing the long-term maintenance expense of the facility. If the expansion is not funded, Boise State will have to identify alternate space(s) for campus growth.

ESTIMATED BUDGET:		FUNDING:	
Land	$0	*Prior PBF (A&R)*	*$1,700,000*
A/E fees	$3,000,000	PBF Request FY23	$20,000,000
Construction	$27,500,000	General Account	$0
5% Contingency	$1,525,000	Agency Funds	$18,300,000
FF&E	$3,000,000	Federal Funds	$0
Other	$4,975,000	Other	$0
Total	$40,000,000	Total	$40,000,000

Agency Head Signature: _____

Date: _____

MAJOR CAPITAL BUDGET REQUEST
FY 2023
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Boise State University AGENCY PROJECT PRIORITY: 2 of 5

PROJECT DESCRIPTION/LOCATION:

Riverfront Hall Remodel and Renewal

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

A number of facilities on Boise State's campus have reached an age of 50 or more years. Certain buildings are strong candidates for capital renewal, whereby major systems are upgraded and spaces throughout modernized. This process 'resets the clock' on a building, giving it another 40+ years of programmed use. Riverfront Hall is Boise State's second highest priority for this process.

The facility is approximately 67,000 gross square feet and was built in 1971. Project funds would support the entire scope of the building renewal, with a primary goal of consolidating the School of Public Service (SPS) in the renewed building. SPS is one of Boise State's premier programs, but is spread across campus, creating numerous challenges for operations and growth. Importantly, a co-location at Riverfront Hall would negate the need to build a new standalone facility – a prior capital improvement request from Boise State.

$1.83 million was received in Alteration and Repair funds in FY19 for electrical and HVAC upgrades. These funds will support the overall project.

(B) What is the existing program and how will it be improved?

Riverfront Hall is a mixed-use academic building including lecture halls, general assignment classrooms, lab space, and administrative offices. Primary occupants include the Graduate College, various Office of Information Technology offices, and again, general assignment classrooms.

Combined, these efforts will modernize Riverfront Hall while providing efficiencies for other spaces on campus.

(C) What will be the impact on your operating budget?

By remodeling spaces and updating building systems, the operating budget – particularly for utilities and building repairs – for Riverfront Hall will decrease.

(D) What are the consequences if this project is not funded?

Deferred maintenance and the need for an extensive capital renewal at Riverfront Hall will be postponed, ultimately increasing the long-term expense of the facility. Additionally, Boise State will

have to identify another facility (or construct a new facility) to accomplish the collocation of the School of Public Service.			
ESTIMATED BUDGET		FUNDING:	
Land	$0	*Prior PBF (A&R)*	*$1,830,000*
A/E fees	$1,600,000	PBF Request FY23	$15,000,000
Construction	$16,000,000	General Account	$0
5% Contingency	$880,000	Agency Funds	$5,500,000
FF&E	$1,600,000	Federal Funds	$0
Other	$2,250,000	Other	$0
Total	$22,330,000	Total	$22,330,000

Agency Head Signature: _____

Date: _____

MAJOR CAPITAL BUDGET REQUEST
FY 2023
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Boise State University	AGENCY PROJECT PRIORITY: 3 of 5

PROJECT DESCRIPTION/LOCATION:

Science Research and Classroom Building

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

Boise State continues to experience increased demand for facilities that support laboratory-based instruction and research. The requested funds will aid in constructing a new science research building, providing teaching and/or research labs focused on chemistry and biological sciences. With an emphasis on the natural and applied sciences, these laboratories call for highly specific and dedicated environmental controls.

Growth in Boise State's STEM programs is strong. The number of degrees earned is up more than 40% since the 2013-2014 academic year, and new graduate programs, such as Biomolecular Sciences (up 80% since 2015), are witnessing rapid growth. These programs respond to high-demand fields in Idaho and throughout the region.

The anticipated total budget of $90 million reflects the cost of constructing these complex buildings, and at a scale large enough to accommodate growth needs for STEM programming at Boise State. In addition, this facility will include general purpose classrooms that incorporate the latest in active learning design. Active learning classrooms are highly sought after, and the project will reduce demand found from various academic departments.

(B) What is the existing program and how will it be improved?

Programming improvements for STEM-related fields, and additional capacity for general purpose classroom instruction will be realized. This building will also allow Boise State to reflect on older buildings with STEM programs and focus on ways to continue improving facility use.

(C) What will be the impact on your operating budget?

A standalone science research and classroom building will increase Boise State's operating budget. However, the project will likely allow the University to transition out of and improve operating costs – particularly for repairs and utility expense – in older buildings.

(D) What are the consequences if this project is not funded?

Growth within the STEM fields will be constricted and the lack of general assignment classroom space will increase. Smaller options for research space simply do not present enough new space to

address these needs. As a result, program growth may be postponed and/or costly renovations to retrofit non-research space may be needed.

ESTIMATED BUDGET		FUNDING:	
Land	$0	*Prior PBF*	*$0*
A/E fees	$7,000,000	PBF Request FY23	$20,000,000
Construction	$70,000,000	General Account	$0
5% Contingency	$3,500,000	Agency Funds	$70,000,000
FF&E	$3,200,000	Federal Funds	$0
Other	$6,300,000	Other	$0
Total	$90,000,000	Total	$90,000,000

Agency Head Signature: _____

Date: _____

MAJOR CAPITAL BUDGET REQUEST
FY 2023
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Boise State University	AGENCY PROJECT PRIORITY: 4 of 5

PROJECT DESCRIPTION/LOCATION:

Hemingway Center Remodel and Renewal

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

A number of facilities on Boise State's campus have reached an age of 50 or more years. Certain buildings are strong candidates for capital renewal, whereby major systems are upgraded and spaces throughout modernized. This process 'resets the clock' on a building, giving it another 40+ years of programmed use. The Hemingway Center is the third highest priority for building renewals at Boise State.

The facility is approximately 13,500 gross square feet and was built in 1940. Project funds would support a renewal of the entire building, along with addressing the building entrances to ensure compliance with ADA standards.

Due to the historic nature of the Hemingway building, the construction costs per square foot will likely be higher than Boise State's other requests for building renewal.

(B) What is the existing program and how will it be improved?

The College of Arts and Sciences (COAS) – primarily the Anthropology Department – currently occupies the Hemingway Center. Anthropology has been identified as a future occupant in the Environmental Research Building (ERB) after the SPS program has been collocated in another location (likely Riverfront Hall). This transition will create temporary vacancy at the Hemingway Center, simplifying the renewal process. Once renewed, Boise State anticipates continued use of the gallery space for COAS and multi-purpose events, with additional space seeing ongoing use by COAS.

(C) What will be the impact on your operating budget?

By remodeling the building and updating building systems, the operating budget for the Hemingway Center will decrease. This is particularly true for utility expenses and for ongoing/routine repairs.

(D) What are the consequences if this project is not funded?

Boise State will likely postpone deferred maintenance and the need for a capital renewal at the Hemingway Center, ultimately increasing the long-term maintenance expense of the facility. Incremental remodels will be necessary for spaces vacated by Anthropology, and alternate funding will be needed for improving the building entrances.

ESTIMATED BUDGET		FUNDING:	
Land	$0	*Prior PBF*	*$0*
A/E fees	$420,000	PBF Request FY23	$5,000,000
Construction	$4,200,000	General Account	$0
5% Contingency	$230,000	Agency Funds	$800,000
FF&E	$400,000	Federal Funds	$0
Other	$550,000	Other	$0
Total	$5,800,000	Total	$5,800,000

Agency Head Signature: _____

Date: _____

MAJOR CAPITAL BUDGET REQUEST
FY 2023
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Boise State University	AGENCY PROJECT PRIORITY: 5 of 5

PROJECT DESCRIPTION/LOCATION:

Health Sciences Building

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

The project entails a new building to support fast-pace growth in the College of Health Sciences (COHS). Boise State's campus master plan shows a health sciences quadrangle near the NORCO building, and this project represents the second phase of that long-term buildout. Funds will likely support construction of a 60,000+ GSF facility, at 4-5 stories tall.

Overall enrollment in Health Sciences is up 11% since 2015. Two notable areas include undergraduate studies in Radiological Sciences (up 30% since 2015) and Master of Social Work (up 115% since 2012). When viewing graduate programs alone, enrollment has risen 57% since 2015. Overall, there are nearly 5,100 students enrolled in COHS programs that support in-demand jobs not only in Boise, but also throughout the Treasure Valley and Idaho.

Over the next five years, COHS plans to start a School of Public Health, add seven additional masters programs, five additional doctoral programs, and expand existing undergraduate programming.

(B) What is the existing program and how will it be improved?

As a new building, there is no existing program. However, the new facility will improve COHS programming for various growing programs within the college.

(C) What will be the impact on your operating budget?

As a new facility, overall operating costs at Boise State will increase. However, the facility will incorporate modern and efficient building systems.

(D) What are the consequences if this project is not funded?

Continued lack of space for COHS will constrain their growth and force the college to look at other solutions for space-related challenges. Boise State may have to postpone certain programs or delay them indefinitely. The lack of space will affect cohort sizing and acceptance rates within many programs as well.

ESTIMATED BUDGET		FUNDING:	
Land	$0	*Prior PBF*	*$0*
A/E fees	$2,520,000	PBF Request FY23	$20,000,000
Construction	$25,200,000	General Account	$0
5% Contingency	$1,400,000	Agency Funds	$16,920,000
FF&E	$2,800,000	Federal Funds	$0
Other	$5,000,000	Other	$0
Total	$36,920,000	Total	$36,920,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2023
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University — AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Cost estimate overage after fundraising (16.8M) for total cost for project phase 1 and part of phase 2 Leonard Hall Pharmacy #8

CONTACT PERSON: Cheryl Hanson — TELEPHONE: (208) 282-4086

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

Master planning efforts were conducted during a study in 2020 which assessed the existing facilities, labs, and offices in the Leonard Hall which houses the Doctor of Pharmacy program. These studies produced schematic designs and cost estimates for fundraising purposes. This information and drawings showed improvements and additions to the facilities to bring them up to code and enhance the program delivery, student classrooms, labs, and offices which support the college's mission in training, leading edge research, service and patient care. Donor project funding was obtained for $14.8M, and an additional $2M from College fundraising added up to the then full project cost of $16.8M.
Covid inflation and volatile market increases have now put the project at $20.2M

(B) What is the existing program and how will it be improved?

The Pharmacy program is a nationally recognized program and our facility is in need of significant upgrades to remain nationally competitive for students and faculty. Remodel includes a total of 15,700 square feet on the basement and on the second floor. This will allow for expansion of program and research capabilities.

(C) What will be the impact on your operating budget?

New efficient facilities, and upgraded building systems will reduce costs to keep the building running, and program delivery will be easier and better aligned with the existing resources. New equipment and furnishings provided for in the FFE budget will be more efficient, and easier to maintain.

(D) What are the consequences if this project is not funded?

ISU requests that the State provide this $3.4M additional support to leverage the $16.8M in private dollars raised thus far to ensure that this significant external financial support can be maximized. Without State support, ISU may lose the $14.8 M of donor committed funds because the scope of the project cannot be realized without an increased budget. If allocations for each agency are set, ISU requests that funds be prioritized for this capital renovation project, over Alteration and Repair projects.

ESTIMATED BUDGET: **$3,400,000**		FUNDING: Agency funding of $16,800,000	
Land	N/A	PBF	$ 3,400,000
A/E fees	$ 1,543,400	General Account	
Construction	$ 16,492,000	Agency Funds	$16,800,000
5% Contingency	$ 824,600	Federal Funds	
F F & E	$1,340,000	Other	
Other			
Total	$ 20,200,000	Total	$ 20,200,000

Agency Head Signature: _____

Date: _____

CAPITAL BUDGET REQUEST
FY 2023
CAPITAL IMPROVEMENT PROJECT DESCRIPTION
(New Buildings, Additions or Major Renovations)

AGENCY: Idaho State University — AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Heat Plant Upgrades and Replacements

CONTACT PERSON: Cheryl Hanson — TELEPHONE: (208) 282-4086

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.

Master planning efforts were conducted during an engineering study DPW project #20-221 which assessed the existing heat plant building, boilers, longevity, and continued operations. Also, in the study were several options that looked at new delivery methods for heating in our buildings. This information showed that our old boilers were very inefficient and had been maintained for 70 years in good working order, but could not hold up much longer. Most industrial boilers have a life of 20-30 years.

In order to avoid a catastrophic failure, it was important to craft an economical and efficient path forward for our heat plant and to provide alternative “back up” paths in case of a power outage or natural gas disruption.

This study aligns with our steam tunnel study DPW project #17-224 which identified systematic upgrades to the tunnel delivery of steam including piping, valves, and expansion loops. We have been upgrading a section of the tunnel each year to comply with this plan.

(B) What is the existing program and how will it be improved?

The boilers in the Heat plant have exceeded their life expectancy, two of the three boilers are 60 plus years old and in poor condition. The Heat Plant provides steam heat to over 45 buildings on Campus (Equates to 84% of our space in Pocatello). If the boilers go down the campus will be closed in the winter until they are repaired. The Heat plant study is currently 90% complete and is providing options that range in cost from $10 million to $60 million. The cost for the option that best suits the campus for the next 60 years will be selected once the Heat plant study has been completed.

Currently we are looking at a $10-12M project but the study has not yet been finalized.

The next step would be to design and construct new boilers, and remove the old ones which are heavily lined with asbestos. There are remediation costs, demolition, and seismic bracing of the existing building structure to be considered prior to installing a new boiler which will take us down the road another 20-30 years without major repairs.

(C) What will be the impact on your operating budget?

New efficient boilers, and upgraded building systems will reduce utility and operational costs and enable the heat plant and steam tunnels to function into the future.

(D) What are the consequences if this project is not funded?

The possibility of catastrophic failure during the winter when nothing could be easily done to maintain heat in the majority of our buildings.

ESTIMATED BUDGET: **$12,000,000**		FUNDING: Agency funding of	
Land	N/A	PBF	$ 12,000,000
A/E fees	$ 960,000	General Account	
Construction	$ 10,500,000	Agency Funds	
5% Contingency	$ 540,000	Federal Funds	
F F & E	N/A	Other	
Other			
Total	$ 12,000,000	Total	$ 12,000,000

Agency Head Signature: _____

Date: _____

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: 01 Joint ROTC Facility and Nez Perce Neighborhood Improvements

Institution/Agency: University of Idaho

Brief Description:

With this project request, The University of Idaho desires to address multiple long-identified academic and campus planning issues and concerns in a strategic and integrated manner.

This project seeks to create a Joint Reserve Officer Training Corps (ROTC) facility to better serve the needs and requirements of the existing ROTC detachments of the various branches of the U.S. Armed Forces which are currently hosted at the University of Idaho. Such a joint Reserve Officer Training Corps facility will provide opportunities for academic, educational, and training synergy and will raise the profile of the university's ROTC programs.

In addition, this project seeks to build upon the new Joint Reserve Officer Training Corps facility to leverage the investment by making additional improvements in the Nez Perce neighborhood, increasing functionality, improving aesthetics and the environment of the neighborhood, increasing the vitality of the neighborhood, and providing greater connections to the academic heart of the campus.

This project request seeks to work in a coordinated and integrated manner with additional project requests within the Alterations and Repair Category to improve the overall environment of the neighborhood in alignment with the residential campus, transportation, and academic core goals of the university's Long Range Campus Development Plan (LRCDP)

This project aligns with the goals and objectives of the FY2022-2027 State Board of Education Strategic Plan by creating a new facility and a campus environment which will support educational programs which will prepare students to gain skills which will prepare them for future success.

Project Scope:

Renovation of the existing Targhee Hall to develop a Joint ROTC Facility	**GSF**
Building size:	13,500
Renovations and improvements Building Systems replacement and improvements, Site and utility Infrastructure as required, Fixtures and equipment All project fees and related expenses, complete, to include the potential of minor additions as needed by programmatic requirements	(existing)
Creation of new Parking Facility	**Stalls**
Lot size:	180 to 200
Creation of new, fully developed and landscaped paved parking facility To include all requisite and necessary Access pathways, walks and stairs, Safety and security lighting, Landscape islands and buffers, Court sports opportunities, Drill field for ROTC functions, Signage, and all necessary appurtenances for Safe and functional operation. All project fees, and related expenses for a complete and functional installation.	(target)

Estimated Total Cost:
Source of Project Funds (by fund source and amount):

Total Project Cost

Fund Source	Amount
Permanent Building Fund	$ 6,500,000
Federal Funds	$ 0
Bond Funds	$ 0
Other (UI)	
University Funds	$ 1,000,000
Total:	$ 7,500,000

Previous Appropriations

Fund Source	Amount
All Sources Secured to Date	
University Funds	$ 1,000,000
Total:	$ 1,000,000

Budget Year Request (FY2023)

Fund Source	Amount
Permanent Building Fund	$ 3,250,000

It is the intent of the university to request a second iteration of $3,250,000 in FY2024, thus making the cumulative total request of the Permanent Building Fund $6,500,000, spread equally over two years.

Date Approved by State Board of Education:

Inclusion on the University of Idaho 6 Year Plan, FY2023, submitted July 1, 2021.

FY2023 represents the first year of request to the Permanent Building Fund for this project effort.

1. PROJECT DESCRIPTION AND JUSTIFICATION

There are several drivers behind this project request as the university seeks to address multiple long-identified academic and campus planning issues and concerns in a strategic and integrated manner.

First, the university seeks to combine and integrate the existing Reserve Officer Training Corps (ROTC) detachments of the various branches of the U.S. Armed Forces which currently exist at the University of Idaho. The university currently hosts detachments of the U.S. Army, U.S. Air Force, and U.S. Navy/Marines. These Reserve Officer Training Corps programs trains students to become commissioned officers in the United States Armed Forces. Classroom instruction, physical fitness and practical exercises are used to develop college students into leaders, capable of leading their fellow Americans efficiently and effectively. College students enrolled in ROTC programs learn leadership, resource management and communication skills which prepare them for success in any competitive environment. These programs carry on a long-standing legacy and history of support of the U.S. military services at the University of Idaho.

However, these ROTC programs are scattered in three different facilities across campus, and opportunities for academic and program synergy are potentially lost. The university desires to co-locate some, or all, of these functions in a single facility which will provide for opportunity, synergy, and greater visibility and potentially enhance recruitment and retention.

Second, the university seeks to develop this new joint ROTC facility in such a manner that it better anchors the southeast corner of the Nez Perce neighborhood and better ties this neighborhood to the academic core of campus. In terms of straight-line distance, the Nez Perce neighborhood is immediately adjacent to the Administration Lawn, the Heart of the Moscow Campus of the University of Idaho. Yet in terms of perceptions, it feels more remote. The intent of this project effort is to invest in this neighborhood and in a manner which results in increased student activities and general education use, providing life and energy in the neighborhood.

Third, the university seeks to upgrade and improve the aesthetics and environment within the greater Nez Perce neighborhood by investing in improved landscape and grounds, creating better connections to campus in general, providing improved parking opportunities, providing recreational and court sport opportunities, and improving service functions.

2. PROJECT COMPONENTS

The project request consists of two main components:

Component 1: Renovation of Targhee Hall to create a Joint Reserve Officer Training Corps Facility

Targhee Hall was constructed in 1958 as a residential facility. It is of concrete frame construction with infill of concrete masonry unit (CMU) partitions. It consists of a two story residential wing with a single story space which served as dining hall and commons space. There is a full height basement under approximately half of the residential wing.

University Residences left the building in the late-2000's and it has largely remained unoccupied since. Most recently, Targhee hall was pressed into as an isolation facility as part of the university's response to the Covid Pandemic.

The facility is structurally sound and the university's campus master plan, the LRCDP, identifies it as a facility to be kept and one worthy of investment. However, many of its building systems are in needs of repair or replacement. Because of the structural concrete frame, the structure support removing some of the CMU partitions to allow for the creation of more open spaces as required.

Targhee Hall is approximately 13,500 gsf, and approximately 11,000 nsf.

The project anticipates the necessary improvements and upgrades to Targhee Hall necessary to allow it to function as a Joint Reserve Officer Training Corps facility. The intent and desire is to bring components of the university's Army, Navy, and Air Force ROTC detachments together in a single facility which will allow for greater opportunities for academic , program and training synergies, and which will raise the profile and visibility of these detachments on campus. Currently, these ROTC detachments are scattered across campus in various facilities. Such a new, renovated, combined, and more desirable and aesthetic facility will both anchor the university's investment in the Nez Perce neighborhood, but will also provide opportunities for ROTC program expansion, and enhance recruitment and retention efforts.

The exact mix of programmatic elements to be housed in the new facility is yet to be determined. While the desire is to create a facility of the greatest synergy possible, certain programmatic elements, such as the Army's Combat Arms Training Range currently located in the basement of the memorial Gymnasium is of a character and nature which cannot be supported in Targhee Hall. It is anticipated that an early architectural programming activity will need to be prerequisite to the design phase to seek out and determine the proper mix of services, classrooms, offices, administrative suites, cadet areas support areas and supply functions are best supported at Targhee Hall, either fully within the existing footprint or with a small scope addition.

Component 2: Creation of a new Parking Facility with Court Sport and Recreational Opportunities

Currently located behind Targhee Hall and below the Greek residences of the university's Nez Perce Greek residential neighborhood is a largely unused field resource formerly known as the "Band Field" due the use of it by the University of Idaho Marching Band for practice activities. With the completion of the Student Activity Fields in 2004/05, marching band practice has shifted to that new facility, leaving the "Band Field" largely unused.

The University of Idaho campus master plan, the LRCDP, anticipates the opportunity to convert this field to serve as a fully developed and landscaped parking resource to better support and serve parking needs in this neighborhood, reduce on-street parking on Nez Perce Drive, and provide a way to better facilitate and support the service requirements of the Greek residences in the neighborhood. Specifically, this parking facility will allow for the creation of screened dumpster locations below the Greek residences, removing the unsightly dumpsters from the front yard on Nez Perce Drive.

In addition, the planning for this parking resource anticipates the creation of court sport opportunities and an opportunity to create a mid-sized turf field which can support both pick-up recreation and the drill activities of the ROTC detachments in Targhee Hall.

This element of the project works in partnership with improvements to Nez Perce Drive and the creation of the Joint ROTC facility to vastly improve the functionality, aesthetics, and environment of the greater Nez Perce neighborhood.

Lastly, the creation of this parking resource anticipates the ability to create opportunities for three new Greek residences – 1 at the site of a former residence which was demolished in 2014/15, and two new sites on Blake Avenue, between Farmhouse residence and the new Joint ROTC facility in the improved Targhee Hall.

3. ALTERNATIVES

Four alternatives have been studied to date.

Alternative 1: No Action

This alternative provides for no investment in either the ROTC facilities or the greater Nez Perce neighborhood. The ROTC detachments would remain in their existing facilities, scattered across campus. These facilities are in need of repair and investment, and they are currently filled to maximum capacity, allowing no potential for expansion.

Additionally, there would be no investment in the environment of the Nez Perce neighborhood. The Nez Perce neighborhood currently suffers in perception as compared to the Elm Street Greek neighborhood, and this investment is required to improve the

desirability of the Nez Perce neighborhood. Not making an investment in the Nez Perce neighborhood limits the opportunity for recruitment of new Greek organizations.

For these reasons, the university rejected this alternative.

Alternative 2: Renovations of the Existing ROTC Facilities

This alternative consists of an attempt to design and construct meaningful renovations of the existing spaces currently occupied by the ROTC detachments. While this is technically feasible, it likely leads to increased costs as the entirety of the existing facilities would require renovations, not just the spaces occupied by the ROTC unit, lest a disparity of condition of spaces within these facilities be the result.

Further, all opportunity for synergy amongst and between the service detachments would be lost, and the overall profile of the combined ROTC program would not be raised.

For these reasons, the university rejected this alternative.

Alternative 3: Construction of a new Joint ROTC facility

While the construction of a completely new, purpose-built Joint Reserve Officer Training Corps facility might be attractive, it would certainly be much more costly than renovation of the existing Targhee Hall. The opportunity to take advantage of the existing structure, and the existing investment in that structure would be lost. Additionally, demolition costs of Targhee Hall would need to be factored into the project costs.

For these reasons, the university rejected this alternative.

Alternative 4: Renovation and Conversion of the existing Targhee Hall and Construction of the Proposed new Parking facility.

This option would entail renovating Targhee Hall to serves as the joint Reserve Officer Training Corps facility and constructing a fully developed and landscaped Parking facility as described herein.

The overall project expenses are expected to be less under this approach and the expectation is that it will result in an integrated, coordinated set of improvements which will support the needs and functions of the ROTC detachments, vastly improve the character and nature of the Nez Perce neighborhood, conforms with the goals and objectives of the Long Range campus Development Plan, and supports the improved recruitment and retention efforts of the university.

For these reasons, this is the university's preferred alternative.

4. VACATED SPACE

Depending upon the programmatic mix of units selected to be housed within the proposed Joint ROTC Facility in the current Targhee Hall building, there is the potential of creation of vacated spaces in various facilities across campus. These spaces tend to be office spaces and suites within older facilities which might be suitably repurposed for use by other campus units.

As noted herein, Air Force ROTC currently occupies approximately 1,200 nsf in Shoup Hall and Navy ROTC currently occupies approximately 6,000 nsf in Hays Hall. The office, classroom, supply, and other general education functions of Army ROTC currently occupies approximately 4,300 nsf over and above the Combat Arms Training Range within Memorial Gymnasium.

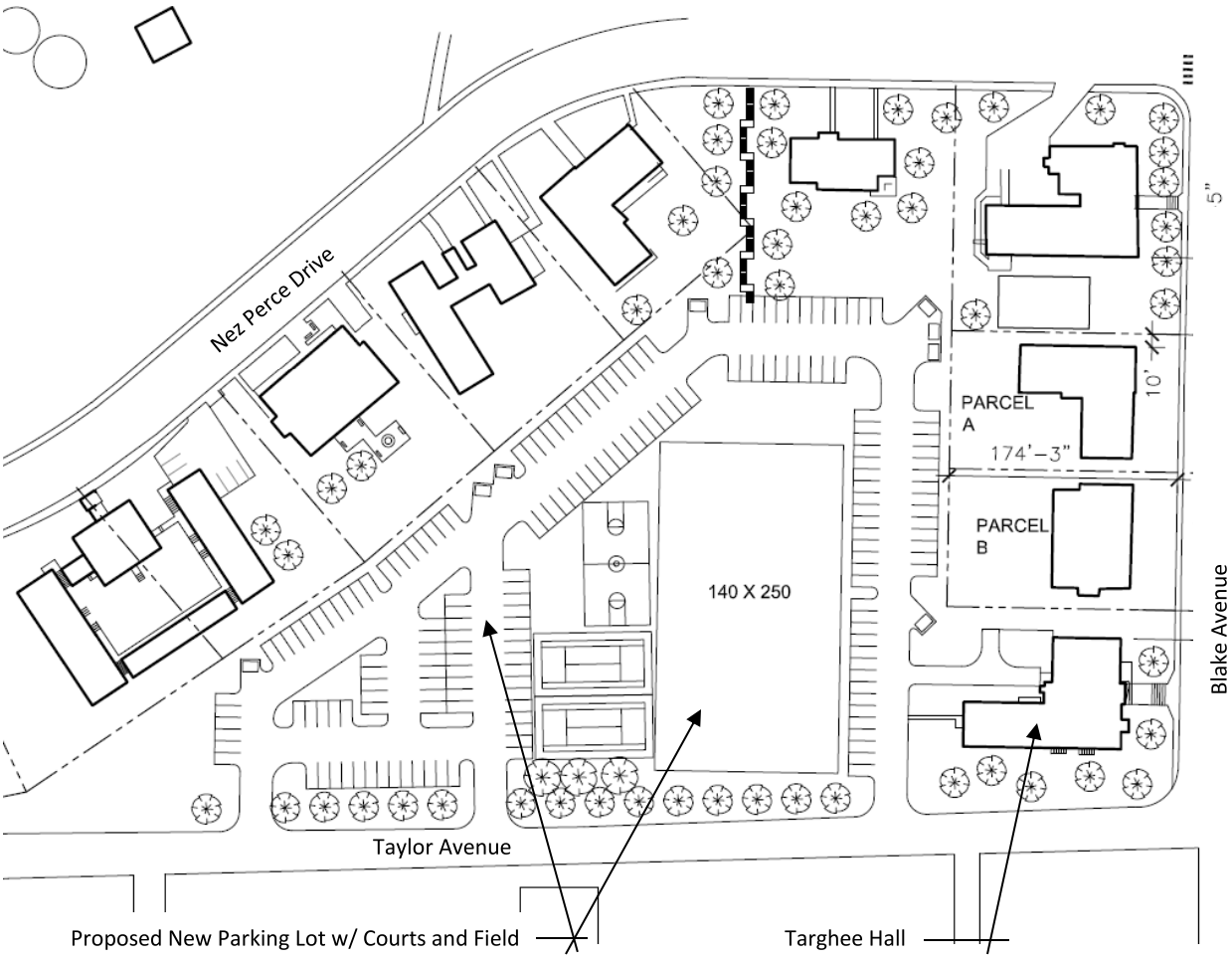
Specific uses and potential tenants for these spaces have yet to be identified.

5. IMAGES

Existing Condition, Targhee Hall:



The following conceptual images of the proposed parking development of the Nez Perce neighborhood were prepared in support of the University of Idaho Long Range Campus Development Plan (LRCDP)



Conceptual Plan of the proposed new Parking and Court Sports facilities in the Nez Perce neighborhood.



Conceptual renderings of the proposed new Parking and Court Sports facilities in the Nez Perce neighborhood.



Existing conditions, Nez Perce neighborhood.

BAHR

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 01 Joint ROTC Facility and Nez Perce Neighborhood Improvements

Building Statistics:

NASF:	TBD
GSF:	13,500
Net to Gross	70% Targeted
Stalls, Target:	200

		Estimated Total Cost	Prior to Budget Year	1st Year FY23	2nd Year FY24	3rd Year FY25	4th Year FY26	5th Year FY27	6th Year FY28
PROJECT SUMMARY:									
A.	Arch. & Engr. (Project Planning & Pre-Design)	62,390	0	62,390	0	0	0	0	0
	Schematic Design	62,390	0	62,390	0	0	0	0	0
	Design Development	124,780	0	124,780	0	0	0	0	0
	Construction Documents*	218,365	0	146,305	72,060	0	0	0	0
	Bid & Award Phase*	31,195	0	0	31,195	0	0	0	0
	Construction Supervision**	124,780	0	0	41,177	83,603	0	0	0
B.	Asbestos Abatement Arch/Eng/Hygienist Fees	15,000	0	0	15,000	0	0	0	0
C.	Tests, Permits, Fees, Etc.	35,000	0	8,750	24,500	1,750	0	0	0
	SUBTOTAL ARCH. & ENGR.	673,900	0	404,615	183,933	85,353	0	0	0
D.	Moving, Administration	10,000	0	2,000	3,000	5,000	0	0	0
E.	Asbestos Abatement	25,000	0	0	25,000	0	0	0	0
F.	Construction*** (Inc. Const. Cont.)	5,718,600	0	0	1,887,138	3,831,462	0	0	0
G.	Owner Construction Costs	265,700	0	39,855	212,560	13,285	0	0	0
H.	Furnishings/Moveable Equipment	150,000	0	0	22,500	127,500	0	0	0
I.	Contingency (Project)	656,800	0	131,360	394,080	131,360	0	0	0
	TOTAL PROJECT REQUEST	7,500,000	0	577,830	2,728,211	4,193,960	0	0	0
SOURCE OF FUNDS:									
	Permanent Building Fund	6,500,000	0	3,250,000	3,250,000	0	0	0	0
	General Education	0	0	0	0	0	0	0	0
	Federal	0	0	0	0	0	0	0	0
	Bond Sale	0	0	0	0	0	0	0	0
	Bond Reserve	0	0	0	0	0	0	0	0
	Parking Funds	0	0	0	0	0	0	0	0
	Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
	Dedicated Insurance Settlement Proceeds	1,000,000	0	1,000,000	0	0	0	0	0
	TOTAL	7,500,000	0	4,250,000	3,250,000	0	0	0	0
	Utilities	TBD							
	Custodial	TBD							
	Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): Joint ROTC Facility, General Education Funds**;** Nez Perce Neighborhood Parking Facility, Parking Permit and Enforcement Revenues

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

ATTACHMENT 6

TAB 2 Page 23

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: 02 McCall Field Campus Improvements
Dining Lodge and Kitchen

Institution/Agency: University of Idaho

Brief Description:

In 2014, the University of Idaho completed a Master Plan for the future of the McCall Field Campus on the shore of Payette Lake in McCall, Idaho. The McCall Field Campus is a residential education and conference facility owned and operated by the University of Idaho College of Natural Resources (CNR). The campus is 14-acres, features 600 feet of lakefront beach and borders Ponderosa State Park. CNR provides a variety of academic programming and research initiatives at the McCall Field campus. One of the main programmatic offerings is the McCall Outdoor Science School (MOSS), a 1 week residential curriculum offered to 6th grade elementary school children from across Idaho aimed at providing an engaging introduction to STEM education and experiences.



University of Idaho McCall Field Campus, McCall, Idaho

Since completing the 2014 Master Plan, the University of Idaho and CNR have completed initial project efforts cited in the plan, chief among them is the completion of a new restroom and shower house facility.

The intent of this project request is to build on those efforts and provide a new Dining Lodge and Kitchen which will support the residential academic programming and research initiatives.

This project aligns with the goals and objectives of the FY2022-2027 State Board of Education Strategic Plan by creating a new facilities and environments which support engaging educational programs aimed at preparing students and promoting further interest in STEM education and academic careers.



Project Scope:

Construction of a New Dining Lodge And Kitchen Facility	**GSF**
Building size:	8,960
New Dining Lodge and Kitchen facility, Indoor and outdoor dining areas, Food preparation kitchen and storage, Site and utility Infrastructure as required, Fixtures and equipment All project fees and related expenses, For a complete and functional facility as needed by programmatic requirements	

Estimated Total Cost:
Source of Project Funds (by fund source and amount):

Total Project Cost

Fund Source	Amount
Permanent Building Fund	$ 5,000,000
Federal Funds	$ 0
Bond Funds	$ 0
Other (UI)	$ 0
Total:	$ 5,000,000

Previous Appropriations

Fund Source	Amount
All Sources Secured to Date	$ 0
Total:	$ 0

Budget Year Request (FY2023)

Fund Source	Amount
Permanent Building Fund	$ 5,000,000

Date Approved by State Board of Education:

FY2023 represents the first year of request to the Permanent Building Fund for this project effort.

Inclusion on the University of Idaho 6 Year Plan, FY2023, submitted July 1, 2021.

1. PROJECT DESCRIPTION AND JUSTIFICATION

The existing Dining facility on the campus of the McCall Field campus predates the acquisition of the site by the University of Idaho. The existing Dining facility was constructed by during the Civilian Conservation Corps (CCC) era of the development of the McCall Field Station. While the structure is a part of the memories of the McCall Field Campus for many, the reality is that it is aged, beyond service life, is too small and can no longer meet the demands of existing programming requiring program participants to eat in shifts, and it is in need of replacement. The 2014 Master Plan effort began with an assumption that saving, renovating, and restoring the existing Dining facility was a viable option. However, the study concluded that replacement is more efficient and better value for the investment. This is especially true for the Kitchen facilities.

The intent of this project then is to replace the existing Dining facility and replace with a new, state-of the art Dining Lodge and Kitchen. The vision, and the proposal, is of 8,900 square foot Dining Lodge designed to unite people with one another—and with the iconic surroundings of this special place in Idaho. More than simply a place to eat, this new gathering area will be a hub for students, faculty, and staff to come together for intentional and impromptu learning opportunities. The new Dining Lodge will eliminate current dining capacity issues as well as the safety considerations inherent in older structures. Inside and outside dining areas reflect the theme of nature-based learning and recognize the importance of place in education and experience.

Given the affinity for the existing facility in the memory of so many who have attended programs at the McCall Field Campus over the years, the vision is that The existing Dining facility which was constructed by during the Civilian Conservation Corps (CCC) era of the development of the McCall Field Station will be preserved and repurposed as a small classroom facility by a future project.

2. PROJECT COMPONENTS

The new Dining Lodge and Kitchen Facility will consist of the following components:

- Kitchen and Kitchen Support (storage, coolers, freezers, food preparation area, washroom).
- Dining
    - Indoor, Main Dining area
    - Outdoor Dining area / Patio
    - Private and Guest Dining area

- Building Support spaces (mechanical room, electrical room, restrooms)

The new facility is envisioned to reflect the natural surroundings of the McCall Field Campus and make use of Idaho Forest products, to include the possible use of mass timber structural elements.



Main Indoor Dining Area, University of Idaho McCall Field Campus, McCall, Idaho

3. ALTERNATIVES

Three alternatives have been studied to date.

Alternative 1: No Action

This alternative provides for no further investment beyond remedial maintenance activities to the facilities at the McCall Field campus. However, these facilities are in dire need of repair and investment, they are old and beyond the point where maintenance of the

existing elements and systems is sufficient. The current state of the facilities is impacting the ability of the College of Natural Resources to over meaningful academic programming in a safe environment.

For these reasons, the university rejected this alternative.

Alternative 2: Renovations of the Existing Dining Facilities

As noted above, renovation and restoration of the existing Dining facility was the assumed final, best outcome when the 2014 Master Plan effort was initiated. However, the study concluded that replacement is more efficient and better value for the investment. This is especially true for the Kitchen facilities which are becoming increasingly more difficult to maintain to current Health Code standards. Additionally, as the academic and research programming has expanded at the McCall Field Campus, the capacities of the existing Dining and Kitchen facilities are proving to be a limiting factor in the ability to serve increasing numbers of guests and program participants.

For these reasons, the university rejected this alternative.

Alternative 3: Construction of a new Dining Lodge and Kitchen facility

The construction of a new, modern, Dining Lodge and Kitchen facility emerged from the work of the 2014 Master Plan as the preferred alternative.

The planning, design and construction of a new Dining Lodge and Kitchen facility will best allow the University of Idaho and the College of Natural resources to develop a clean, useful, safe, efficient, code-compliant facility tailored to the programmatic needs of the McCall Field Campus and the academic and research initiatives offered there. Such a new facility will be tailored to reflect the natural surroundings of the McCall Field Campus, and the analysis indicates that this is the most economical investment to be made in the campus.

For these reasons, this is the university's preferred alternative.

4. VACATED SPACE

Given the historical nature of the current dining facility, which was built during the CCC building period, the main portion of this existing building is slated to be repurposed as a small classroom and meeting space by a future project effort. The kitchen portion of the facility will be removed.

5. IMAGES

The following conceptual images were prepared as part of the 2014 Master Plan effort for the McCall Field campus.



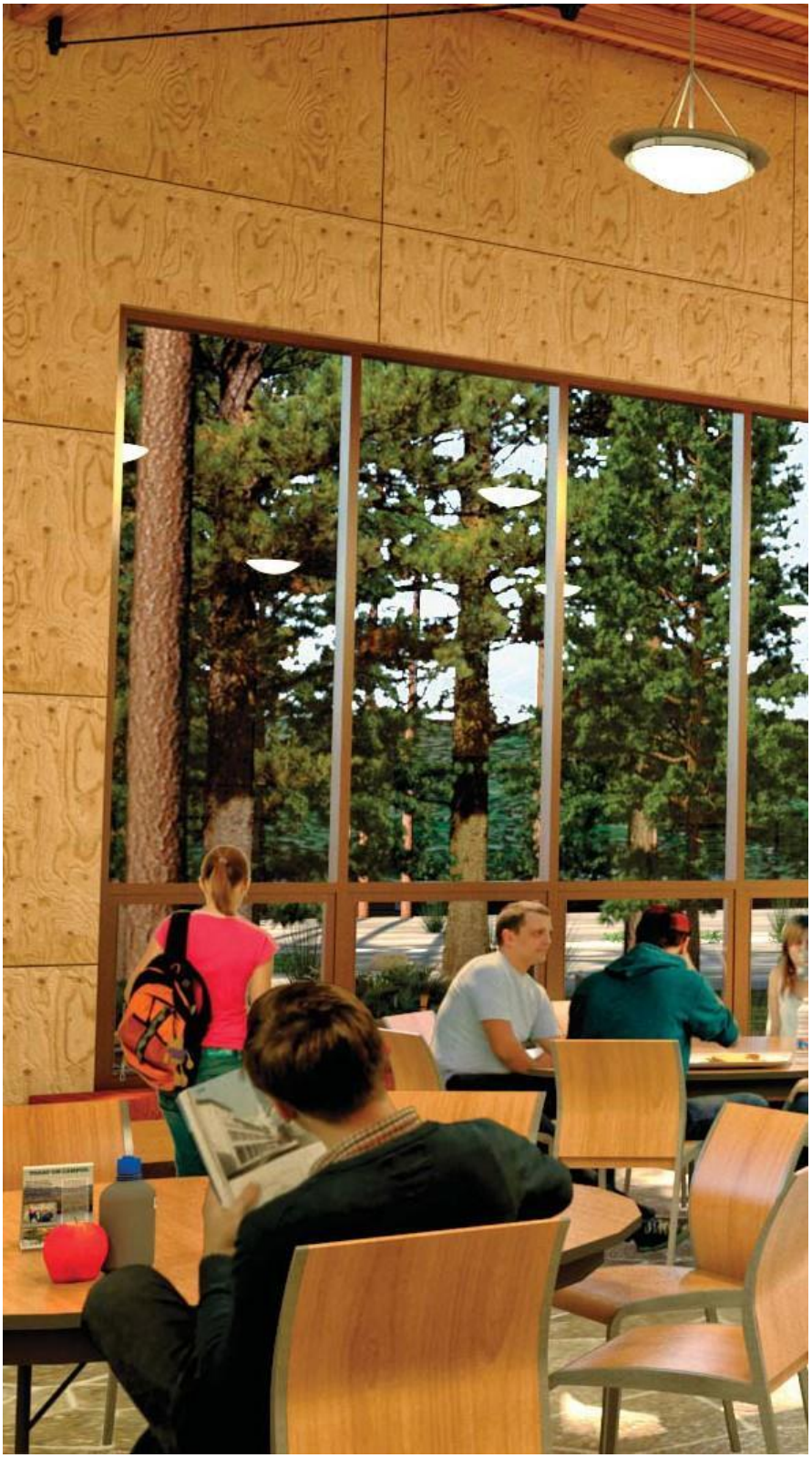


Master Plan, University of Idaho McCall Field Campus, McCall, Idaho. The proposed new Dining Lodge and Kitchen Facility is footprint #03.

BUILDING KEY

1 SHOWER FACILITY
2 TEACHING & LEARNING CENTER
3 DINING LODGE
4 RENOVATION TO EXISTING LODGE
5 SITE ACCESS ROADS & PARKING
6 VISITOR INFORMATION/ WELCOME AREA
7 HIGHER EDUCATION CLASSROOMS
8 CLASSROOMS & LABORATORIES
9 LAKE CLASSROOM
10 MAINTENANCE FACILITIES
11 WATERFRONT SERVICES
23 THE WILD AREA

12 AMPHITHEATER
13 GREENHOUSE/LIVING MACHINE
14 UNDERGRADUATE HOUSING
15 GRADUATE HOUSING
16 GUEST HOUSING
17 UI COMMONS
18 NEW STUDENT HOUSING
19 OUTDOOR GEAR STORAGE
20 OUTDOOR LEARNING PAVILIONS
21 EDUCATIONAL AUDITORIUM
22 SEMESTER IN



Main Indoor Dining Area, University of Idaho McCall Field Campus, McCall, Idaho

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 02 McCall Field Campus Improvements, Dining Lodge and Kitchen

Building Statistics:

NASF: TBD
GSF: 8,960
Net to Gross 85% Targeted

		Estimated Total Cost	Prior to Budget Year	1st Year FY23	2nd Year FY24	3rd Year FY25	4th Year FY26	5th Year FY27	6th Year FY28
PROJECT SUMMARY:									
A.	Arch. & Engr. (Project Planning & Pre-Design)	41,590	0	41,590	0	0	0	0	0
	Schematic Design	41,590	0	41,590	0	0	0	0	0
	Design Development	83,180	0	83,180	0	0	0	0	0
	Construction Documents*	145,565	0	97,529	48,036	0	0	0	0
	Bid & Award Phase*	20,795	0	0	20,795	0	0	0	0
	Construction Supervision**	83,180	0	0	27,449	55,731	0	0	0
B.	Asbestos Abatement Arch/Eng/Hygienist Fees	15,000	0	0	15,000	0	0	0	0
C.	Tests, Permits, Fees, Etc.	35,000	0	8,750	24,500	1,750	0	0	0
	SUBTOTAL ARCH. & ENGR.	465,900	0	272,639	135,781	57,481	0	0	0
D.	Moving, Administration	7,500	0	1,500	2,250	3,750	0	0	0
E.	Asbestos Abatement	25,000	0	0	25,000	0	0	0	0
F.	Construction*** (Inc. Const. Cont.)	3,812,500	0	0	1,258,125	2,554,375	0	0	0
G.	Owner Construction Costs	109,600	0	16,440	87,680	5,480	0	0	0
H.	Furnishings/Moveable Equipment	150,000	0	0	22,500	127,500	0	0	0
I.	Contingency (Project)	429,500	0	85,900	257,700	85,900	0	0	0
	TOTAL PROJECT REQUEST	5,000,000	0	376,479	1,789,036	2,834,486	0	0	0
SOURCE OF FUNDS:									
	Permanent Building Fund	5,000,000	0	5,000,000	0	0	0	0	0
	General Education	0	0	0	0	0	0	0	0
	Federal	0	0	0	0	0	0	0	0
	Bond Sale	0	0	0	0	0	0	0	0
	Bond Reserve	0	0	0	0	0	0	0	0
	Parking Funds	0	0	0	0	0	0	0	0
	Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0
	TOTAL	5,000,000	0	5,000,000	0	0	0	0	0
	Utilities	TBD							
	Custodial	TBD							
	Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): CNR McCall Field Campus Operating Funds.

* Includes Reimbursable Expenses
** Includes Fees for On-Site Observation
*** Inc. Const Contingency

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: 03 Rinker Rock Creek Ranch
Education and Research Support Facilities

Institution/Agency: University of Idaho

Brief Description:

With this request The University of Idaho is seeking $1,350,000 to implement and construct basic facilities improvements at the university's Rinker Rock Creek Ranch Research and Education Field Station in central Idaho. These facilities improvements will support and enhance the university's efforts to enhance rangeland management and animal science curricula related to livestock grazing, sage grouse, wildfire, water quality and recreation.

This project aligns with the goals and objectives of the FY2022-2027 State Board of Education Strategic Plan by creating a new facilities and environments which support engaging educational programs aimed at preparing students and promoting further interest in STEM education and academic careers. In addition, the Research Initiatives conducted at the Rinker Rock Creek Ranch site will greatly enhance workforce training and learning through demonstration of best practices for integrating working rangelands with conservation interests in Idaho and the western United States.

Project Scope:	**GSF**
Building size:	N/A
Restore and prepare an existing barn structure for indoor classroom instruction, Provide solar power to a remote location, Provide back-up power generation, Provide vault toilet facilities, All project fees, and related expenses for a complete and functional installation.	

Estimated Total Cost:
Source of Project Funds (by fund source and amount):

Total Project Cost

Fund Source		Amount
Permanent Building Fund		$ 1,350,000
Federal Funds		$ 0
Bond Funds		$ 0
Other (UI)		$ 0
	Total:	$ 1,350,000

Previous Appropriations

Fund Source		Amount
All Sources Secured to Date		$ 0
	Total:	$ 0

Budget Year Request (FY2023)

Fund Source	Amount
Permanent Building Fund	$ 1,350,000

Date Approved by State Board of Education:

Inclusion on the University of Idaho 6 Year Plan, FY2023, submitted July 1, 2021.

FY2023 represents the first year of request to the Permanent Building Fund for this facility.

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1. PROJECT DESCRIPTION AND JUSTIFICATION

Project Planning Background:

Rinker Rock Creek Ranch is located in the Wood River Valley of central Idaho. The ranch encompasses about 20,000 acres in the Rock Creek watershed, including 10,400 acres of deeded meadows and rangeland surrounded by Bureau of Land Management and state grazing allotments. The property has supported ranching families who have lived and worked on Idaho's rangelands for over a hundred years. It is home to an abundance of

wildlife such as: greater sage-grouse, pygmy rabbits, songbirds, golden eagles and other raptors, pronghorn, badger, beaver, elk, and moose.

In 2014, the ranch was sold to the Wood River Land Trust (WRLT) and The Nature Conservancy (TNC) at a generous price to support conservation. WRLT and TNC worked with the Natural Resources Conservation Service to secure long-term protections of the ranch's grasslands and wildlife habitat.

The University of Idaho later joined as a third partner to expand research, education, and public outreach. In 2019, U of I acquired Rinker Rock Creek Ranch. It is jointly managed by the College of Natural Resources, the College of Agricultural and Life Sciences, and reports to an advisory committee that ensures a collaborative approach to landscape-scale conservation and sustainable ranching practices.

Project Description:

The project will support related curriculum development and demonstration that would allow for grazing, sage grouse, wildlife, and other public uses such as recreation to co-exist. The current "either/or" approach to rangeland management leads to extensive conflict, litigation, reduced return on investment from federal lands and unwise use of taxpayer dollars that could be put to more productive uses. Few resources have been invested in comprehensive efforts supporting education and public demonstration at the nexus of working rangelands and conservation. Undertaking these efforts on lands adjacent to and managed in conjunction with USDI Bureau of Land Management grazing leases provides a particularly useful laboratory for learning, which at the University of Idaho spans K-12 education, postsecondary training, and adult public education through formal Extension activities.

Current instruction and research at Rinker Rock Creek Ranch is significantly limited by poor connectivity, no internet access, unpredictable and harsh weather, and inadequate classrooms to accommodate learning groups having a range of physical and learning abilities. The intent of this project is to provide investment in facilities and infrastructure aimed at solving these issues. The investment will better support and accommodate hands-on learning in a field setting for learners of all ages.

The project is consistent with the strategic education, research and extension and outreach goals and objectives of UI.

This project, and the resultant facility, is fully consistent with the principles, goals, and objectives related to outreach and extension within the University of Idaho's Long Range Campus Development Plan (LRCDP.

2. PROJECT COMPONENTS

The specific scope elements of the project are to:

- Restore and provide structural reinforcement to resist snow loads for an existing barn structure.
- Improvements and upgrades to the exiting barn structure to facilitate indoor academic learning, classrooms, and dry lab space for research demonstrations.
- Provide a solar power electrical generation system capable of satisfaction of the remote site's electrical needs to include support of classroom technology for satellite internet to facilitate Hyflex and online instruction with on-site data sharing.
- Provide suitable back up power generation.
- Provide and install vault restroom facilities at the site.

3. ALTERNATIVES

Two alternatives have been studied to date.

Alternative 1: No Action

This alternative provides for no further investment beyond remedial maintenance activities to the facilities at the Rinker Rock Creek Ranch Field Station. This will have the net result of severely limiting the ability of the Field Station to support the educational, research and outreach goals and objectives of the University of Idaho. This represents a tremendous lost opportunity cost to the university and its stakeholders.

For these reasons, the university rejected this alternative.

Alternative 2: Provide the Support Facilities as Described Herein

This alternative consists of a capital construction project to design and construct the project as described in this request. This will result in a more responsive and flexible set of facilities better suited to support the current needs and anticipated demands of the College of Natural Resources, the College of Agricultural and Life Sciences and the University of Idaho.

This approach is very well supported by the university's partners and stakeholders within the State of Idaho. The food animal industry is an important sector to Idaho's economy, which is aided by grazing on public lands. Funding for these desired facility improvements will result in enhanced training of the next generation of agency employees and practitioners on contemporary range management and animal science techniques on public lands. The skills acquired will enhance understanding of complex and litigious western rangeland issues, and support demonstration of techniques to accommodate livestock grazing, mining and recreation while sustaining healthy populations of sage grouse and other desirable wildlife in a landscape with potential for wildfire. The benefit to the State of Idaho is a more highly trained workforce capable of effectively balancing

competing uses, which may result in reduced conflict and litigation, improved financial return from federal grazing lands, and informed public dialogue on the benefits and challenges of western public lands

For these reasons, this is the university's preferred alternative.

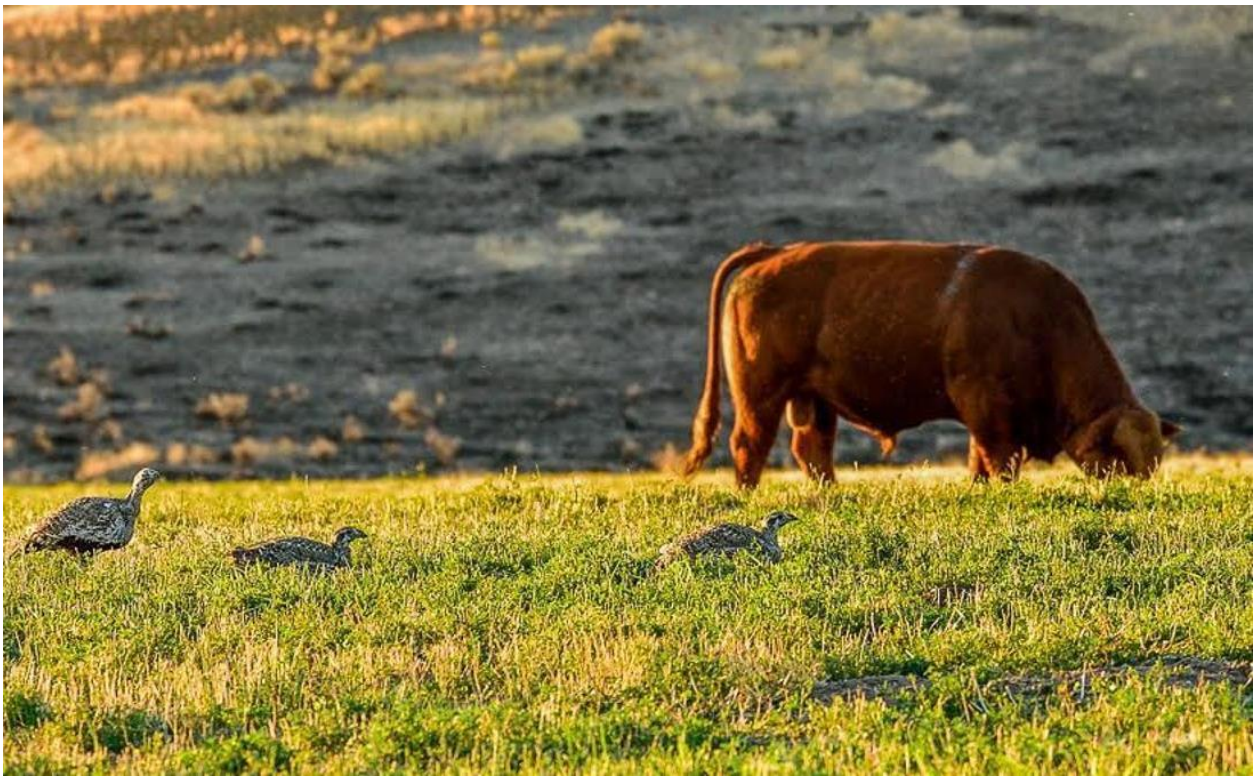
4. VACATED SPACE

There are no vacated spaces created as a result of this project to report.

5. IMAGES









SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 03 Rinker Rock Creek Ranch Education and Research Support Facilities

Building Statistics: NASF: N/A
GSF: N/A
Net to Gross N/A

		Estimated Total Cost	Prior to Budget Year	1st Year FY23	2nd Year FY24	3rd Year FY25	4th Year FY26	5th Year FY27	6th Year FY28
PROJECT SUMMARY:									
A.	Arch. & Engr. (Project Planning & Pre-Design)	11,230	0	11,230	0	0	0	0	0
	Schematic Design	11,230	0	11,230	0	0	0	0	0
	Design Development	22,460	0	22,460	0	0	0	0	0
	Construction Documents*	39,305	0	39,305	0	0	0	0	0
	Bid & Award Phase*	5,615	0	0	5,615	0	0	0	0
	Construction Supervision**	22,460	0	0	22,460	0	0	0	0
B.	Asbestos Abatement Arch/Eng/Hygienist Fees	5,000	0	0	5,000	0	0	0	0
C.	Tests, Permits, Fees, Etc.	15,000	0	3,750	11,250	0	0	0	0
	SUBTOTAL ARCH. & ENGR.	132,300	0	87,975	44,325	0	0	0	0
D.	Moving, Administration	7,500	0	1,500	6,000	0	0	0	0
E.	Asbestos Abatement	5,000	0	0	5,000	0	0	0	0
F.	Construction*** (Inc. Const. Cont.)	1,029,400	0	0	1,029,400	0	0	0	0
G.	Owner Construction Costs	58,100	0	8,715	49,385	0	0	0	0
H.	Furnishings/Moveable Equipment	0	0	0	0	0	0	0	0
I.	Contingency (Project)	117,700	0	47,080	70,620	0	0	0	0
	TOTAL PROJECT REQUEST	1,350,000	0	145,270	1,204,730	0	0	0	0
SOURCE OF FUNDS:									
	Permanent Building Fund	1,350,000	0	1,350,000	0	0	0	0	0
	General Education	0	0	0	0	0	0	0	0
	Federal	0	0	0	0	0	0	0	0
	Bond Sale	0	0	0	0	0	0	0	0
	Bond Reserve	0	0	0	0	0	0	0	0
	Parking Funds	0	0	0	0	0	0	0	0
	Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0
	TOTAL	1,350,000	0	1,350,000	0	0	0	0	0
	Utilities	TBD							
	Custodial	TBD							
	Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): CNR Rinker Rock Creek Ranch Field Station Operating Funds.

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

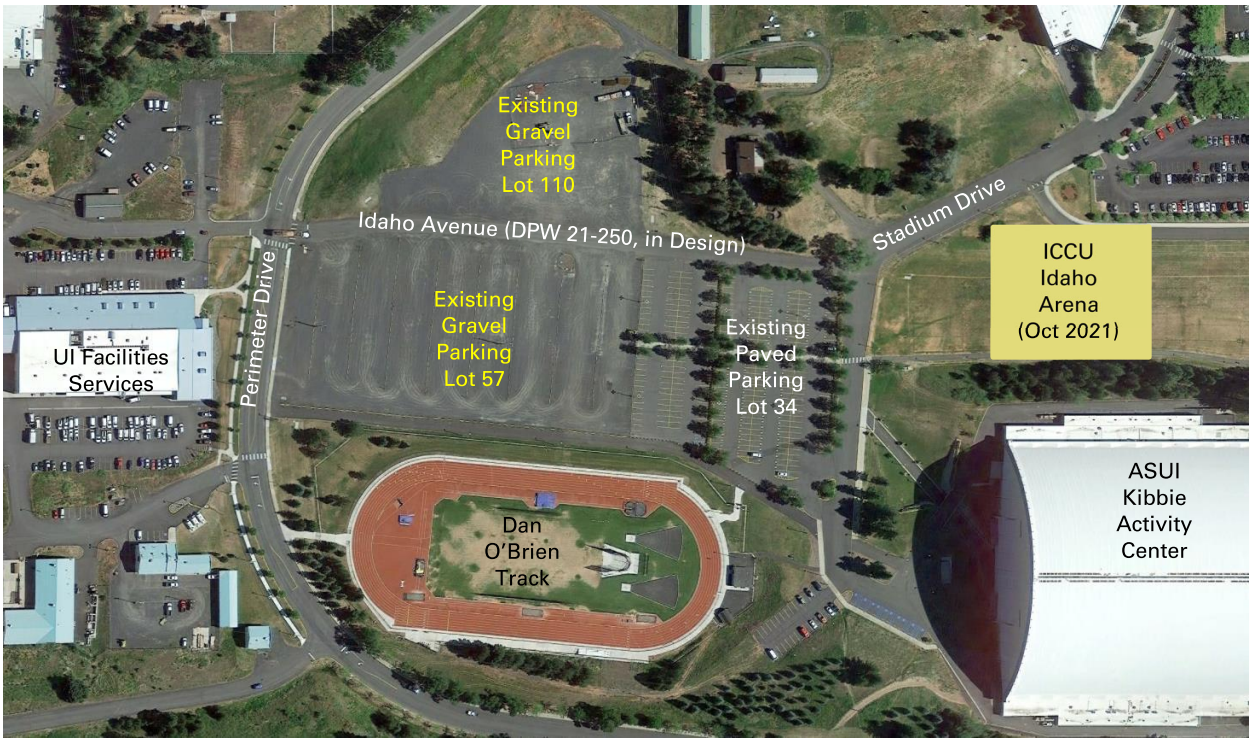
PROJECT SUMMARY

Project Title: 04 West Campus Event Parking and Support Facilities

Institution/Agency: University of Idaho

Brief Description:

This project request seeks to design and construct a fully developed, landscaped, paved parking facility to be located on the west side of the main campus of the University of Idaho. This parking facility is to be located west of the current ASUI Kibbie Activity Center and west of the newly constructed ICCU Idaho Arena. The purpose and intent of the proposed new parking facility is to provide for regular, daily commuter parking as well as to provide support for academic, university and community events to be held at these two facilities.



Existing Conditions, West Campus Parking Facilities

The desire for such a developed parking facility is long-standing and appears as a component of campus planning studies, illustrative plans and master plans dating back to the 1970's.

This project request seeks to work in a coordinated and integrated manner with a current Permanent Building Fund project to improve Idaho Avenue between Perimeter Drive and Stadium Drive. DPW project 21-250 was funded in FY2021 via the Alterations and Repair Category, is currently in the design phase and will be bid in spring 2022. These projects will work together to improve the overall environment of the west campus neighborhood in alignment with the residential campus, transportation, and overall goals of the university's Long Range Campus Development Plan (LRCDP).

This project aligns with the goals and objectives of the FY2022-2027 State Board of Education Strategic Plan by creating and developing a campus environment which will support the overall goals of the university to provide educational and outreach programs which will prepare students to gain skills and experiences supportive of their future success.

Project Scope:

New Parking and Event Support Facility	**Stalls**
Lot size:	approx. 650 +/-
Creation of new, fully developed and Landscaped, paved parking facility, Includes all requisite and necessary Access pathways, walks and ramps, Safety and security lighting, Landscape islands and buffers, Signage, and all necessary appurtenances for safe and functional operation. In addition, provision for power distribution and data distribution throughout the lot to strategic locations for event support. All project fees, and related expenses for a complete and functional installation.	(target, Lots 57 and 110 combined)

Estimated Total Cost:
Source of Project Funds (by fund source and amount):

Total Project Cost

Fund Source		Amount
Permanent Building Fund	$	4,000,000
Federal Funds	$	0
Bond Funds	$	0
Other (UI)	$	0
Total:	$	4,000,000

Previous Appropriations

Fund Source		Amount
All Sources Secured to Date	$	0
Total:	$	0

Budget Year Request (FY2023)

Fund Source		Amount
Permanent Building Fund	$	2,000,000

It is the intent of the university to request a second iteration of $2,000,000 in FY2024, thus making the cumulative total request of the Permanent Building Fund $4,000,000, spread equally over two years.

Date Approved by State Board of Education:

Inclusion on the University of Idaho 6 Year Plan, FY2023, submitted July 1, 2021.

FY2023 represents the first year of request to the Permanent Building Fund for this facility.

1. PROJECT DESCRIPTION AND JUSTIFICATION

Project Planning Background:

With this project request the university seeks to upgrade and improve the aesthetics and environment and improve the daily commuter and event support parking experiences within the west campus neighborhood by investing in improved landscape and grounds, creating better connections to campus in general, providing improved parking opportunities, and improving the support and facilitation of university and community events.

The creation of a significant, fully developed, and landscaped parking facility on the west side of the main campus of the University of Idaho is a long-term campus master planning goal of the university. The 1971 illustrative plan indicates a major parking resource to the west of the then proposed ASUI Kibbie Activity Center, and a fully developed and landscaped parking facility between the ASUI Kibbie Activity Center and Perimeter Drive is a key component of the current Long Range Campus Development Plan (LRCDP). Such a parking facility plays a key role in supporting the residential campus, pedestrian-centric core of campus, and transportation goals of the LRCDP.

Upon completion of the ASUI Kibbie Activity Center, a gravel surface parking resource west of the Kibbie Dome was created, currently known as Lot 57. Subsequently, the existing gravel parking resource was expanded to the north in 2001, creating Lot 110. While this gravel parking resource has been expanded over the years, it retains to a large extent an "ad hoc" character and feel to this day. Portions of the lots are not lighted, and those that are lit are done so with surplus cobra head fixtures on temporary wood poles. The lot is open, barren and wholly unsuitable in its role as a first impression of the university for many communities and first-time visitors to the university.



Existing Conditions and Arrival Experience, West Campus Parking Facilities, Approach from Perimeter Drive

In 1989, the easternmost portion of this lot was developed and paved. This effort created Lot 34 and provided 290 parking stalls, landscape islands with trees, safety and security lighting, and a central walkway spine to gather patrons and facilitate their movement east/west through the lot. As part of the development of Lot 34, a paved east/west access way leading to and from Perimeter Drive on the west was provided.

In 2000, the university funded an initial conceptual study of the development of the gravel surface Lot 57 to the west of Lot 34, but that effort stalled and never developed into a fully funded design and construction effort.



Concept Study, West Campus Parking Facilities, April 2000

Currently, the university is working with the Division of Public Works (DPW) on a project effort to design and construct a new east/west roadway in the alignment of the accessway provided by the 1989 project. This project was funded by the Permanent Building Fund (PBF) in FY2021. DPW 21-250 is currently in the design phase and will be bid in spring of 2022, with construction slated to begin in summer 2022. This project will create a fully developed street complete with curb, gutters, sidewalks, lighting, and street trees, and it will define access drives into Lot 57 to the south and Lot 110 to the north. In addition, the project scope includes a gateway to Idaho Avenue at the intersection with Perimeter Drive. (See the Plans in Section 5, Images)

Overall, the current PBF and DPW project regarding Idaho Avenue, the improvements being completed by the ICCU Idaho project, and this project request will all work in integrated, coordinated fashion to provide the developed, landscaped commuter and event parking facility envisioned by the university's Long Range Campus Development Plan.

Project Description:

Both the ASUI Kibbie Activity Center and the new ICCU Idaho Arena facilitate and support general academic uses and events such as academic coursework, Convocation and Commencement ceremonies, academic lectures, seminars, etc. in addition to hosting university and community events and cultural activities. The scope of this project is to provide the facilities and resources to support both daily commuter parking and these events and activities.

The project consists of two fully developed and landscaped surface parking facilities west of the ASUI Kibbie Activity Center, The ICCU Idaho Arena and Lot 34. These new parking facilities will be located at the site of the existing gravel surface lots, Lot 57 and Lot 110. Lot 57, south of the new Idaho Avenue, is anticipated to be approximately 450 parking stalls. Lot 110, north of the new Idaho Avenue, is anticipated to be approximately 175 parking stalls. Lot 110 should also be designed with consideration for accommodation of Recreational Vehicles.

The vision is that the new lots should be designed to integrate with existing Lot 34 and existing Idaho Avenue. This includes the possible extension of the east/west pedestrian pathway and spine which currently exists in Lot 34, and/or some other suitable measures, walkways and pathways to accommodate safe and efficient pedestrian circulation. The lots should be fully developed with landscape islands and peninsulas sufficient to accommodate suitable street trees and other softscape materials, lighting, and signage. The design of the new lots should also include distribution of power and data infrastructure throughout both lots to strategic locations, complete with appropriate panels and pedestals, for the support of a variety of event set-ups and needs.

The project is consistent with the strategic goals and objectives of UI. The project is fully consistent with UI's strategic plan, specifically:

- This project provides a resource for commuter parking on the edge of campus, removing such commuter parking from the campus core in a manner consistent with the residential campus, pedestrian priority campus core and transportation goals of the LRCDP
- This project carries specific intent to support events and cultural activities which engage with the university's stakeholders, students, staff, alumni, and the greater community of the state of Idaho. The ASUI Kibbie Activity Center and the ICCU Idaho Arena host and support a variety of academic and cultural outreach events which enrich the collegiate experiences and careers of the students of the University of Idaho.
- These anticipated education, outreach, extension, and cultural activities have the power to engage the community and transform the lives of students and community members alike, and they have the potential to cultivate relationships and improve communication and collaboration between the university and the greater community.

This project, and the resultant facility, is fully consistent with the principles, goals, and objectives related to outreach and extension within the University of Idaho's Long Range Campus Development Plan (LRCDP.

2. PROJECT COMPONENTS

Specific scope elements of this project include, but are not limited to:

- Two fully developed and landscaped surface parking facilities west of the ASUI Kibbie Activity Center, The ICCU Idaho Arena and Lot 34. These new parking facilities will be located at the site of the existing gravel surface lots, Lot 57 and Lot 110.
    - Lot 57 south of the new Idaho Avenue, approximately 450 parking stalls (+/-).
    - Lot 110 north of the new Idaho Avenue, approximately 175 parking stalls (+/-). This lot should also be designed with consideration for accommodation of Recreational Vehicles.
- The new lots should be designed to integrate with existing Lot 34 and existing Idaho Avenue. This includes the possible extension of the east/west pedestrian pathway and spine which currently exists in Lot 34, and/or other suitable measures, walkways, and pathways to accommodate safe and efficient pedestrian circulation.
- Landscape Islands and peninsulas sufficient to accommodate suitable street trees and other softscape materials.
- Landscaped street frontage on Perimeter Drive.
- Irrigation systems as required to support the landscape materials.
- Safety and security lighting meeting University of Idaho design and construction standards.
- Regulatory, wayfinding, identification, and directional signage meeting University of Idaho design and construction standards.
- Distribution of power and data infrastructure throughout both lots to strategic locations, complete with appropriate panels and pedestals, for the support of a variety of event set-ups and needs.
- Repairs and improvements to Lot 34 as identified and as necessary to successfully integrate and tie these two, new lots in with existing Lot 34.
- All other necessary appurtenances and miscellaneous items necessary for safe and efficient operations.

3. ALTERNATIVES

Two alternatives have been studied to date.

Alternative 1: No Action

This alternative provides for no further investment beyond remedial maintenance activities to the existing gravel surface parking facilities west campus neighborhood. This will continue to present a poor image to the visitors and campus stakeholders of the university, negatively impacting recruitment and retention activities. This represents a tremendous lost opportunity cost to the university and its stakeholders.

For these reasons, the university rejected this alternative.

Alternative 2: Provide the Support Facilities as Described Herein

This alternative consists of a capital construction project to design and construct the project as described in this request. This will result in better support of the university's commuter students , faculty, and staff. It will provide for more efficient and flexible support of a variety of university academic, outreach, extension, and cultural events and activities. Importantly, it will provide an enhanced first impression of the university, its grounds and its environment which will reflect a high degree of intention and care in providing for a rich academic student experience. Such first impressions are vital to the university's recruitment efforts.

For these reasons, this is the university's preferred alternative.

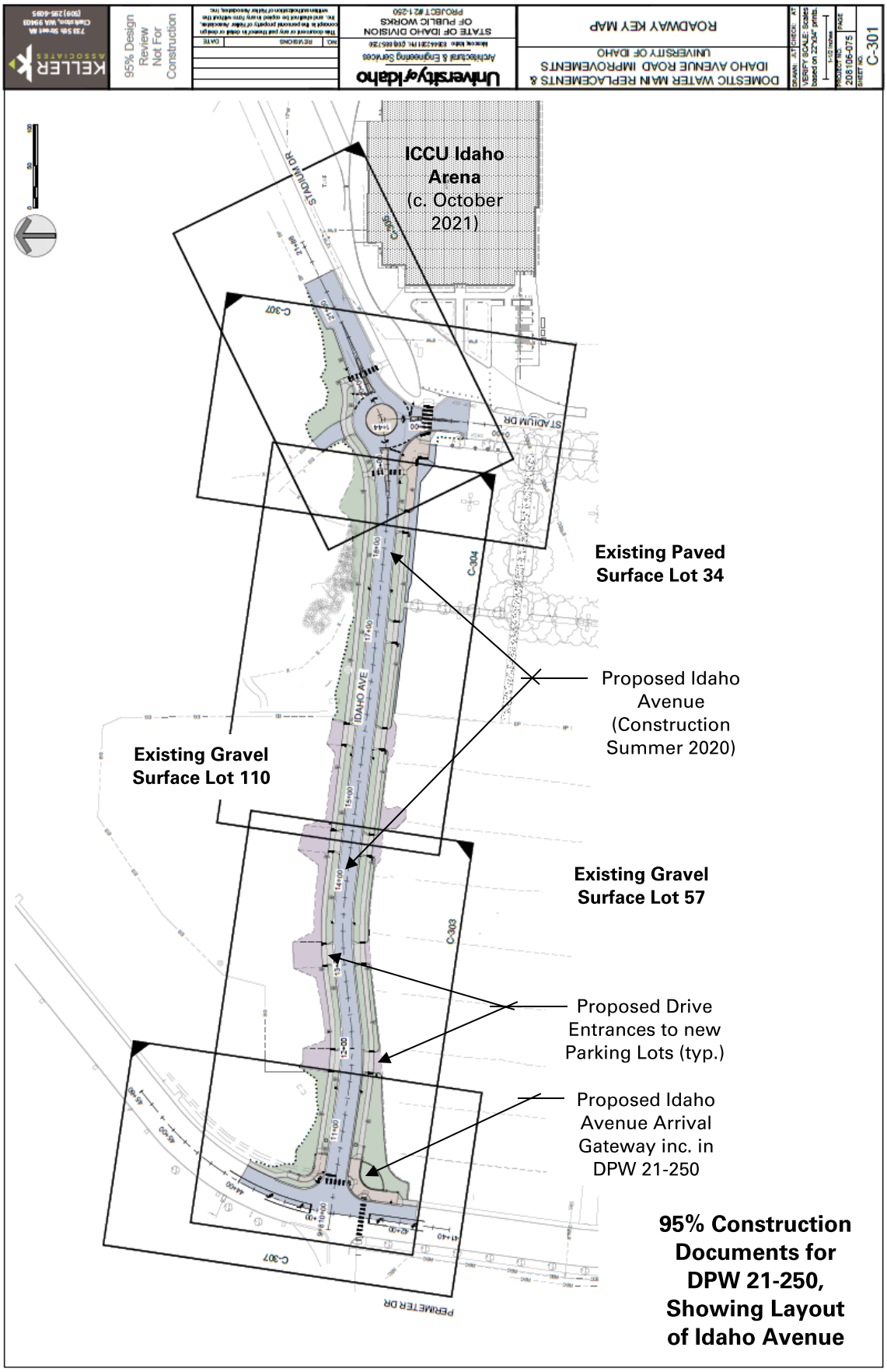
4. VACATED SPACE

There are no vacated spaces created as a result of this project to report.

5. IMAGES



Concept Study of the Arrival Experience, Idaho Avenue Improvements, DPW 21-250, September 2020


ICCU Idaho Arena (c. October 2021)
Existing Paved Surface Lot 34
Proposed Idaho Avenue (Construction Summer 2020)
Existing Gravel Surface Lot 110
Existing Gravel Surface Lot 57
Proposed Drive Entrances to new Parking Lots (typ.)
Proposed Idaho Avenue Arrival Gateway inc. in DPW 21-250
95% Construction Documents for DPW 21-250, Showing Layout of Idaho Avenue
STADIUM DR
IDAHO AVE
PERIMETER DR
C-304
C-303
C-307
C-301

BAHR

SET A
PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 04 West Campus Event Parking and Support Facilities

Building Statistics:

NASF:	N/A
GSF:	N/A
Net to Gross	N/A
Stalls, Target:	650

		Estimated Total Cost	Prior to Budget Year	1st Year FY23	2nd Year FY24	3rd Year FY25	4th Year FY26	5th Year FY27	6th Year FY28
PROJECT SUMMARY:									
A.	Arch. & Engr. (Project Planning & Pre-Design)	33,270	0	33,270	0	0	0	0	0
	Schematic Design	33,270	0	33,270	0	0	0	0	0
	Design Development	66,540	0	66,540	0	0	0	0	0
	Construction Documents*	116,445	0	116,445	0	0	0	0	0
	Bid & Award Phase*	16,635	0	0	16,635	0	0	0	0
	Construction Supervision**	66,540	0	0	66,540	0	0	0	0
B.	Asbestos Abatement Arch/Eng/Hygienist Fees	0	0	0	0	0	0	0	0
C.	Tests, Permits, Fees, Etc.	25,000	0	6,250	18,750	0	0	0	0
	SUBTOTAL ARCH. & ENGR.	357,700	0	255,775	101,925	0	0	0	0
D.	Moving, Administration	5,000	0	1,000	4,000	0	0	0	0
E.	Asbestos Abatement	0	0	0	0	0	0	0	0
F.	Construction*** (Inc. Const. Cont.)	3,050,000	0	0	3,050,000	0	0	0	0
G.	Owner Construction Costs	223,700	0	33,555	190,145	0	0	0	0
H.	Furnishings/Moveable Equipment	0	0	0	0	0	0	0	0
I.	Contingency (Project)	363,600	0	145,440	218,160	0	0	0	0
	TOTAL PROJECT REQUEST	4,000,000	0	435,770	3,564,230	0	0	0	0
SOURCE OF FUNDS:									
	Permanent Building Fund	4,000,000	0	2,000,000	2,000,000	0	0	0	0
	General Education	0	0	0	0	0	0	0	0
	Federal	0	0	0	0	0	0	0	0
	Bond Sale	0	0	0	0	0	0	0	0
	Bond Reserve	0	0	0	0	0	0	0	0
	Parking Funds	0	0	0	0	0	0	0	0
	Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0
	TOTAL	4,000,000	0	2,000,000	2,000,000	0	0	0	0
	Utilities	TBD							
	Custodial	TBD							
	Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.): Parking Permit and Enforcement Revenues 85% / Event Operation Funds 15%.

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

ATTACHMENT 6

TAB 2 Page 50

CAPITAL BUDGET REQUEST
FY 2023
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: Lewis-Clark State College AGENCY PROJECT PRIORITY:1

PROJECT DESCRIPTION/LOCATION: Wittman Complex/Mechanical Technical Building System Updates

CONTACT PERSON: Julie Crea TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
Existing projects are upgrading restrooms for ADA accessibility, addressing facility programmatic needs, and fixing scuppers in the Wittman Complex. Another project is addressing fire sprinkler system replacement and minor program needs such as carpet and ADA accessibility in the Mechanical Technical Building (MTB). This request is to finish the necessary updates to these facilities; bringing them up to acceptable safety standards (particularly important given the programs housed – diesel, welding, collision repair, etc.).

- The HVAC systems for both buildings have been identified as end-of-life by an independent deferred maintenance study.
- Both buildings have dated fire alarms systems, and panels and devices are due for replacement.
- Wittman Complex is due to have its fire sprinkler system upgraded including main lines and sprinkler heads replacement (other parts as needed).

(B) What is the existing program and how will it be improved?
These two facilities house Career and Technical Education and Academic programs. The facilities are used heavily for classroom/lab instruction. These system upgrades will assure continuity in operations and instruction.

(C) What will be the impact on your operating budget?
This project will positively impact the institution's operating budget by increasing energy efficiency and lowering costs.

(D) What are the consequences if this project is not funded?
Lost energy efficiencies, ongoing cost escalation and gap in ability to move the overall campus deferred maintenance plan forward to improve capital asset/building efficiencies and lifespan. Continuity in operations may be a

challenge if there are HVAC system failures and life safety could be compromised with failures in alarm and fire safety systems.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	$ 3,763,200
A/E fees	$ 384,000	General Account	
Construction	3,200,000	Agency Funds	
5% Contingency	179,200	Federal Funds	
F F & E		Other	
Total	$ 3,763,200		
		Total	$ 3,763,200

AGENCY: Lewis-Clark State College AGENCY PROJECT PRIORITY: 2

PROJECT DESCRIPTION/LOCATION: Sam Glenn Complex Remodel

CONTACT PERSON: Julie Crea TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
The Sam Glenn Complex remodel will replace the failing ceiling tile structure, install new carpeting, and address other minor repairs and needed painting. The ceiling tiles have a flaw in the design with the fixture method and need to be repaired as tiles are currently dislodging and falling at random times.

(B) What is the existing program and how will it be improved?

The Sam Glenn Complex is primarily an instructional facility for Career and Technical Education programs and houses important student support services such as a CTE tutoring center, Student Health, Student Counseling, and e-Learning Services (online learning management system). The updates will provide a safer environment. This facility has not had major non-system/ structural updates since 1996.

(C) What will be the impact on your operating budget?

There is no anticipated impact on the operating budget.

(D) What are the consequences if this project is not funded?

There are potential safety issues with a faulty ceiling structure and ceiling tiles falling.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:			FUNDING:		
Land			PBF	$	2,352,000
A/E fees	$	240,000	General Account		
Construction		2,000,000	Agency Funds		
5% Contingency		112,000	Federal Funds		
F F & E			Other		
Other					
Total	$	2,352,000	Total	$	2,352,000

AGENCY: Lewis-Clark State College	AGENCY PROJECT PRIORITY: 3

PROJECT DESCRIPTION/LOCATION: Meriwether Lewis Hall Remodel

CONTACT PERSON: Julie Crea	TELEPHONE: (208) 792-2240

PROJECT JUSTIFICATION:

(A) Concisely describe what the project is.
Meriwether Lewis Hall (MLH) was built in four phases, with the first constructed in 1970 and remaining phases completed in 1981. As a result, there are two independent HVAC systems that have always competed against each other thus making it difficult to regulate, control and maintain—issues especially relevant for science classes and labs both of which are conducted in this building. These systems have also been categorized as "end-of-life" and should be considered for energy efficient replacement. The electrical service was also identified as a high priority system that is past life expectancy and strongly recommended to be replace by the deferred maintenance study. Additionally, MLH is due for fire alarm and sprinkler replacement, plumbing upgrades (failures are becoming more prevalent) and flooring upgrades. The building has recently received a new roof and LED lighting.

(B) What is the existing program and how will it be improved?
MLH is primarily an instructional building and houses classrooms and labs. Updating these systems will assure continuity in instructional operations.

(C) What will be the impact on your operating budget?
This project will positively impact the institution's operating budget by increasing energy efficiency and lowering costs.

(D) What are the consequences if this project is not funded?
Lost energy efficiencies, ongoing cost escalation and gap in ability to move the overall campus deferred maintenance plan forward to improve capital asset/building efficiencies and lifespan.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land		PBF	$ 17,640,000
A/E fees	$ 1,800,000	General Account	
Construction	15,000,000	Agency Funds	
5% Contingency	840,000	Federal Funds	
F F & E		Other	
Other (certification)			

Total	$	17,640,000	Total	$	17,640,000

Agency Head Signature: _____

Date: 07/20/2021

CAPITAL BUDGET REQUEST
FY 2023
CAPITAL IMPROVEMENT PROJECT DESCRIPTION

(New Buildings, Additions or Major Renovations)

AGENCY: College of Southern Idaho AGENCY PROJECT PRIORITY: 1

PROJECT DESCRIPTION/LOCATION: Evergreen Building C-wing Remodel

CONTACT PERSON: Jeffrey Harmon TELEPHONE: 208-732-6210

PROJECT JUSTIFICATION:

(A) This project consists of remodeling approximately 10,000sf. The project will provide flexible classrooms, student work space, and remote learning technology while also providing an oportunity to replace aging electrical and mechanical infrastructure.

Project includes: interior demolition; reframing walls; all new electrical, HVAC, and DDC controls; new ceiling, wall, and floor finishes; and new I.T. infrastructure. No structural or exterior envelope work is anticipated. Hazardous abatement is not expected.

The College is requesting PBF funding with an agency match. CSI is requesting $3,000,000 from PBF and CSI will match $600,000 (this includes $500,000 towards construction, $100,000 for new FF&E and CSI will reuse some existing FF&E).

(B) This area previously housed small business and economic development offices. These were moved off campus so the area can be repurposed as student and academic space. Remodeling this space will benefit multiple academic departments including Physical Sciences, Agriculture, Art, and other academic programs. Two examples of desired spaces are 1) a STEM study lab and 2) classroom space that better supports a blend of face-to-face, hybrid, and remote online instruction.

(C) There will be no increase to CSI's operating budget. There is potential to realize deferred maintenance savings. Energy efficiency and long term durability will be central design considerations.

(D) Failure to fund this project will hinder CSI's ability to make the most efficient use of existing space and to adapt to evolving instructional methods and technology. Future deferred maintenance costs may increase if the project is not completed now.

PLEASE INCLUDE ANY ANTICIPATED ASBESTOS COSTS IN THE OVERALL BUDGET.

ESTIMATED BUDGET:		FUNDING:	
Land	$ 0	PBF	$ 3,000,000
A/E fees	$ 350,000	General Account	
Construction	$ 2,850,000	Agency Funds	$ 600,000
5% Contingency	$ 180,000	Federal Funds	
F F & E	$ 200,000	Other	
Other	$ 20,000		
Total	$ 3,600,000	Total	$ 3,600,000

Agency Head Signature: _____

Date: _____

BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY, LEWIS-CLARK STATE COLLEGE and UNIVERSITY OF IDAHO

SUBJECT

Report on National Collegiate Athletic Association (NCAA) Academic Progress Rate (APR) Scores for Boise State University, Idaho State University and University of Idaho and National Association of Intercollegiate Athletics (NAIA) Return on Athletics (ROA) Report for Lewis-Clark State College

BACKGROUND/DISCUSSION

APR Report (Boise State University, Idaho State University, University of Idaho)

NCAA instituted the APR tracking system in 2004 in response to public concerns over academic performance and graduation rates among student athletes. The APR is determined by using eligibility and retention data for each student-athlete on scholarship during an academic year. Student-athletes are awarded points for each semester they are enrolled and for each semester they are eligible for intercollegiate competition. The single and multi-year APR is determined as a percentage of points earned divided by total points possible for that cohort, with the resulting number multiplied by 1,000. The highest possible score for a team is 1,000 (as calculated by the process described in the paragraph below). The NCAA calculates the APR rate as a four-year rolling average. Currently, the benchmark minimum score for each sport is 930, which the NCAA equates with a 50% graduation rate. Teams that fall below the 930 minimum are subject to sanctions which may include loss of scholarships. APR averages which fall below 900 over time may also include restrictions on practice time, loss of post-season competition eligibility, and other penalties.

Calculation of the APR. A team's APR cohort for a given year is composed of student-athletes who receive financial aid based on athletic ability; if a team does not offer financial aid, then the cohort consists of those student-athletes who are listed on the varsity roster on the first day of competition. Each student-athlete in the APR cohort has the ability to earn two points for each regular academic term of full-time enrollment. One point is awarded if the student-athlete is academically eligible to compete in the following regular academic term. The other point is awarded if the student-athlete is retained by the institution (i.e., returns to school as a full-time student) in the next regular academic term. Student-athletes who graduate are given both the eligibility and retention points for the term. Squads can also earn a delayed graduation point if a student-athlete who left the institution without graduating returns to the institution and graduates. At the start of each academic year, each Division I team's APR is calculated by adding all points earned by student-athletes in the team's cohorts in each of the previous four years, dividing that total by the number of possible points the student-athletes could have earned and multiplying by 1,000. Thus, an APR of 950 means that the student-

athletes in the cohort earned 95 percent of the eligibility and retention points that they could have earned.

Eligibility and Retention Rates. A squad's eligibility rate is calculated by taking all of the eligibility points earned during the previous four years, dividing that total by the number of eligibility points that could have been earned during that time and multiplying by 1,000. A squad's retention rate is calculated similarly using retention points earned and retention points possible.

Return on Athletics (ROA) Report (Lewis-Clark State College)

In 2019-20, the National Association of Intercollegiate Athletics (NAIA) implemented ROA to report on the sports and athletes at the colleges and universities which are members of NAIA. ROA is the NAIA's proprietary approach to the management of collegiate athletics. This approach is aimed at demonstrating how athletics have a positive impact on institutions' ability to identify opportunities to drive enrollment, improve student success, and grow net return on athletics.

The return on athletics information is reported in three areas:

- Institutional data which includes annual enrollment by gender, resident (in-state) tuition, non-resident (out-state, out of area) tuition, and other tuition rates that are specific to individual institutions such as LC State's Asotin County resident tuition. Other information collected includes the cost of room, board, and books for student attending an institution
- Data by sport includes revenues and expenses associated with the offering of each sport at the reporting institution
- Student data reports on athlete demographics including gender, race/ethnicity, first generation student status, tuition classification (resident, non-resident, other tuition), living on or off campus, academic exemption, athlete retention and graduation, and the different kinds of financial aid received by the athlete.

The NAIA uses academic exemptions to reward high achieving student-athletes throughout the year by not counting half of the financial aid toward the institution's allowable countable aid limits for those achieving 3.30-3.59 cumulative GPA, and reducing in whole the financial aid amount for those who achieving 3.60-4.00 cumulative GPA on the institutions limits on financial aid. The NAIA, like the NCAA, has limits on institutional aid that can be awarded to student-athletes who participate in an institution's sport program. Unlike the NCAA, the NAIA uses academic exemptions to allow institutions to expand rosters, thus allowing more students to participate and additional aid to be awarded to more students.

IMPACT

APR reports from the three NCAA member institutions are provided. All three institutions report that they are meeting the 930 APR benchmark.

Each institution usually has provided two formats for the APR reports. Both reports show the single and multi-year APR scores. The first report by Subgroup shows the percentile rank within the sport, all sports, Division I, public institutions, Football Bowl Subdivision, Football Championship Subdivision, and finally Division I (non-football). The second report includes the Multi-year Rate Upper Confidence Boundary and the multiyear and single year APR scores for Eligibility/Graduation and for Retention.

The APR report by Subgroups was not made available for 2019-20 by the NCAA.

Multiyear Rate Upper Confidence Boundary. A squad-size adjustment is a statistical margin of error, or confidence interval, applied by the NCAA when limited data are available to estimate a team's APR with appropriate confidence. The adjustment helps ensure that small squads are not penalized unfairly based on a small set of observations. Confidence intervals, commonly used in statistics, roughly represent a range of scores within which the true APR likely resides. The upper confidence boundary of a team's APR has to be below 925 for that team to be subject to APR penalties. The squad-size adjustment currently only applies to squads with three or fewer years of data or four-year cohorts of fewer than 30 student-athletes.

ATTACHMENTS

Attachment 1 Boise State University APR Summary
Attachment 2 Boise State University APR Report with Eligibility and Retention
Attachment 3 Idaho State University APR Summary
Attachment 4 Idaho State University APR Report with Eligibility and Retention
Attachment 5 University of Idaho APR Summary
Attachment 6 University of Idaho APR Report with Eligibility and Retention
Attachment 7 Lewis-Clark State College ROA Summary
Attachment 8 Lewis-Clark State College ROA Report

STAFF COMMENTS AND RECOMMENDATIONS

The APR system is a useful element in institutions' toolkits to track and encourage academic success for student athletes. When coupled with additional measures, such as grade point averages and graduation/degree completion results, the APR can provide performance metrics to support data-informed decisions and effective engagement by athletic departments and senior university leadership in support of the Board's academic goals.

Lewis-Clark State College has added its information this year. Although it does not fall under the same reporting requirements as the three universities, this report demonstrates LC State's desire to support the Board's academic goals in a comparable manner to the other three institutions.

BOARD ACTION

This item is for informational purposes only.

Boise State University
Spring 2021 NCAA Academic Progress Rate (APR) Report Summary

Boise State Athletics set department records for single-year and multi-year all-department Academic Progress Rate (APR) scores in the NCAA's most recent figures. Bronco student-athletes combined for a 993 single-year score and a 992 multi-year score, each improving upon records set the previous year. The most recent scores saw 12 Bronco programs post perfect single-year APR scores of 1,000 for the 2019-20 academic year. Nine Boise State teams set program records for multi-year APR scores, which is calculated using a four-year rolling average through the 2019-20 academic year.

The NCAA is taking a two-year hiatus from publicly announcing APR scores and the accompanying NCAA Public Recognition Awards for programs with multi-year APR scores ranking in the top 10 percent of their respective sports nationwide. However, five Boise State teams posted perfect multi-year APR scores of 1,000.

Women's golf has eight consecutive multi-year scores of 1,000, while men's golf has five and gymnastics and beach volleyball each have four. Beach volleyball has earned every available APR point in the program's existence.

Men’s basketball has recorded a perfect single-year APR score on three of the last four reports, leading to a program record 995 multi-year APR score.

NCAA Division I 2019 - 2020 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 07/01/2021

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2016-17, 2017 -18, 2018-19 and 2019-20 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2019 - 2020 (N)	Multiyear Rate	2019 - 2020	Multiyear Rate	2019 - 2020
Men's Basketball	995 (52)	N/A	1,000 (13)	1,000	1,000	969	1,000
Men's Cross Country	987 (58)	N/A	1,000 (13)	991	1,000	982	1,000
Football	985 (353)	N/A	983 (85)	987	981	974	987
Men's Golf	1,000 (39)	N/A	1,000 (9)	987	1,000	987	1,000
Men's Tennis	966 (33)	N/A	1,000 (7)	967	1,000	946	1,000
Men's Track	990 (82)	N/A	1,000 (19)	994	1,000	987	1,000
Women's Basketball	1,000 (59)	N/A	1,000 (13)	1,000	1,000	1,000	1,000
Women's Cross Country	992 (96)	N/A	976 (22)	989	976	995	976
Women's Golf	1,000 (32)	N/A	1,000 (8)	1,000	1,000	1,000	1,000
Women's Gymnastics	1,000 (48)	N/A	1,000 (12)	1,000	1,000	1,000	1,000
Women's Softball	994 (94)	N/A	1,000 (22)	995	1,000	989	1,000
Women's Soccer	998 (118)	N/A	982 (30)	1,000	1,000	991	964

* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.
N/A = No APR or not applicable.
N = Number of student-athletes represented.

[1] Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

[2] Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

[3] Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[4] Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

[5] Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

[6] Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[7] Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

[8] Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

[9] Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2019 - 2020 Academic Progress Rate Institutional Report

Institution: Boise State University

Date of Report: 07/01/2021

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2019 - 2020 (N)	Multiyear Rate	2019 - 2020	Multiyear Rate	2019 - 2020
Women's Beach Volleyball	1,000 (11)	1,000	1,000 (6)	1,000	1,000	1,000	1,000
Women's Tennis	984 (35)	N/A	1,000 (8)	985	1,000	984	1,000
Women's Track	989 (113)	N/A	979 (25)	986	979	986	958
Women's Volleyball	995 (54)	N/A	1,000 (14)	1,000	1,000	990	1,000

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Idaho State University
Spring 2021 APR Summary Report

The 2019-20 **one-year score** for the Idaho State Department of Athletics was 959. The one-year Eligibility Score for the department was 957, and the one-year Retention Score was 961.

- 3 of ISU's 13 teams scored a perfect 1,000
  - Women's Golf had a single year score of 1,000.
  - Women's Softball had a single year score of 1,000.
  - Women's Volleyball had a single year score of 1,000.
- The Men's Basketball one-year score has remained the same for the second year in a row (958, 980, 981 & 981).
- The following teams saw an increase to their 2019-20 one-year score:
  - Women's Cross Country
  - Women's Golf
  - Women's Softball
  - Women's Tennis
  - Women's Track

The 2019-20 **multiyear score** for the whole department was 967. The multiyear Eligibility Score was 965 and multiyear Retention Score was 969.

- The Men's Basketball multiyear score increased for the second consecutive year (950, 949, 955, 975)
- Of all 13 teams, Women's Softball saw the greatest improvement in their multiyear score—18.19 AY: 940 to 19.20 AY: 951
- Of all 13 teams, Women's Soccer had the greatest decline in their multiyear score—18.19 AY: 987 to 19.20 AY: 964

Summary

- Five team's single year scores improved from the year before (Women's Cross Country, Women's Golf, Women's Softball, Women's Tennis and Women's Track)
  - The Women's Volleyball team had the same single year score, a perfect 1000, as they did in the 2018-19 school year.
- Six teams saw a decrease in their single year scores (Men's Cross Country, Football, Men's Tennis, Men's Track, Women's Basketball, Women's Soccer)
- Five teams improved their multiyear score from the previous year. (Men's Basketball, Women's Cross Country, Women's Golf, Women's Softball, & Women's Track)
- Eight team's multiyear scores decreased from the previous year (Men's Cross Country, Football, Men's Tennis, Men's Track, Women's Basketball, Women's Soccer, Women's Tennis & Women's Volleyball)

NCAA Division I 2019 - 2020 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 06/01/2021

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2016-17, 2017 -18, 2018-19 and 2019-20 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2019 - 2020 (N)	Multiyear Rate	2019 - 2020	Multiyear Rate	2019 - 2020
Men's Basketball	975 (53)	N/A	981 (14)	990	1,000	960	960
Men's Cross Country	985 (35)	N/A	926 (8)	971	929	985	923
Football	953 (314)	N/A	925 (88)	936	912	955	939
Men's Tennis	974 (31)	N/A	967 (10)	983	1,000	964	929
Men's Track	986 (94)	N/A	962 (21)	967	950	989	974
Women's Basketball	991 (58)	N/A	982 (15)	1,000	1,000	981	963
Women's Cross Country	982 (70)	N/A	987 (20)	978	974	985	1,000
Women's Golf	986 (39)	N/A	1,000 (10)	986	1,000	986	1,000
Women's Softball	951 (69)	N/A	1,000 (19)	955	1,000	947	1,000
Women's Soccer	964 (108)	N/A	897 (28)	970	920	958	872
Women's Tennis	977 (36)	N/A	970 (10)	969	941	984	1,000
Women's Track	984 (126)	N/A	993 (38)	984	986	983	1,000

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[9] Denotes APR that requires an APP Improvement Plan be created for this sport.

NCAA Division I 2019 - 2020 Academic Progress Rate Institutional Report

Institution: Idaho State University

Date of Report: 06/01/2021

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2019 - 2020 (N)	Multiyear Rate	2019 - 2020	Multiyear Rate	2019 - 2020
Women's Volleyball	988 (48)	N/A	1,000 (13)	988	1,000	988	1,000

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University Of Idaho
2019-2020 Academic Progress Rate (APR) Report Summary

Division I Academic Progress Rate (APR) was implemented in 2003 as part of an ambitious academic reform effort in Division I Athletics, the Academic Progress Rate (APR) holds institutions accountable for the academic progress of their student-athletes through a team-based metric that accounts for the eligibility and retention of each student-athlete receiving athletic aid for each academic term. Teams must earn a four-year average APR of 930 to compete in championships.

The University of Idaho sponsors sixteen NCAA sports. Academic Progress rate is calculated in fourteen sports due to Men's Indoor and Outdoor Track being counted as one APR score along with Women's Indoor and Outdoor Track being counted together as well. Currently, 13 of 14 teams maintain a 4-year average of at least 956 or higher. In the 2019-20 academic year, eleven out of fourteen sports posted a perfect 1,000 single year score. However, due to the impact of COVID, APR data from the 2019-2020 academic year will not be made public and no public recognition will take place as well.

Overall, the multiyear APR scores have once again reached an all-time high for the entire department just like the single year APR scores. Idaho's average multiyear APR score, by sport, is 986.2, an increase of 1.7 points from the prior year's average of 984.5. Idaho's average single year APR score is 993.4, which is an increase of 4.7 points.

Even with the continued APR improvement scores, both single year and multi-year, men's basketball program fell below the required 930 multiyear rate. In a "normal year" the penalty assessed would render the program ineligible for post-season competition. Due to the impact of COVID19, no APR penalties will be enforced for any sport. An improvement plan for men's basketball was required to be submitted, and was done so accordingly, to demonstrate to the NCAA the changes that are being implemented to improve the team's APR. With said changes in place, the men's basketball program is on track to raise its multi-year score above the required 930 mark. The implemented improvement plan has already demonstrated success as the men's basketball program is on track in 2020-2021 to have the highest single year APR score in 5 years. This projected score, combined with the steady increase over the last few years, should bring the program to sustainable level over 930 moving forward.

APR Public Recognition Awards

The NCAA annually honors teams earning multiyear Academic Progress Rates in the top 10 percent of all squads in each sport. As previously mentioned, due to COVID, no public recognition will take place, however during the 2019-20 APR cycle, the following teams earned perfect APR scores:

Men's Cross Country	University of Idaho	ID	2019-2020
Women's Cross Country	University of Idaho	ID	2019-2020
Men's Golf	University of Idaho	ID	2019-2020
Women's Golf	University of Idaho	ID	2019-2020
Men's Track and Field	University of Idaho	ID	2019-2020
Women's Track and Field	University of Idaho	ID	2019-2020
Men's Tennis	University of Idaho	ID	2019-2020
Women's Tennis	University of Idaho	ID	2019-2020

Women’s Basketball	University of Idaho	ID	2019-2020
Women’s Swimming and Diving	University of Idaho	ID	2019-2020
Women’s Volleyball	University of Idaho	ID	2019-2020

NCAA Division I 2019 - 2020 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/26/2021

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2016-17, 2017 -18, 2018-19 and 2019-20 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

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Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2019 - 2020 (N)	Multiyear Rate	2019 - 2020	Multiyear Rate	2019 - 2020
Men's Basketball	925 (52) [9]	N/A	961 (13)	951	962	876	920
Men's Cross Country	1,000 (28)	1,000	1,000 (8)	1,000	1,000	1,000	1,000
Football	956 (371)	N/A	956 (93)	954	959	950	953
Men's Golf	1,000 (34)	N/A	1,000 (8)	1,000	1,000	1,000	1,000
Men's Tennis	991 (30)	N/A	1,000 (10)	964	1,000	1,000	1,000
Men's Track	994 (85)	N/A	1,000 (23)	988	1,000	994	1,000
Women's Basketball	986 (58)	N/A	1,000 (14)	991	1,000	981	1,000
Women's Cross Country	1,000 (47)	N/A	1,000 (12)	1,000	1,000	1,000	1,000
Women's Golf	1,000 (29)	1,000	1,000 (7)	1,000	1,000	1,000	1,000
Women's Soccer	995 (115)	N/A	991 (30)	1,000	1,000	991	982
Women's Swimming	998 (118)	N/A	1,000 (26)	996	1,000	996	1,000
Women's Tennis	975 (32)	N/A	1,000 (10)	983	1,000	967	1,000

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NCAA Division I 2019 - 2020 Academic Progress Rate Institutional Report

Institution: University of Idaho

Date of Report: 07/26/2021

Sport	APR			Eligibility/Graduation		Retention	
	Multiyear Rate (N)	Multiyear Rate Upper Confidence Boundary	2019 - 2020 (N)	Multiyear Rate	2019 - 2020	Multiyear Rate	2019 - 2020
Women's Track	993 (115)	N/A	1,000 (31)	996	1,000	991	1,000
Women's Volleyball	995 (56)	N/A	1,000 (14)	1,000	1,000	989	1,000

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Lewis-Clark State College

2019-2020 NAIA Return on Athletics (ROA) Report Summary

Overall, the teams and athletes at LC State were quite successful during 2019-20 regarding their academic success, as 61% of student-athletes were awarded either half or full academic exemptions. For the 2019-20 reporting year, 69% of student-athletes were retained at the institution while 18% graduated for a combined 87% of athletes being retained or graduated from LC State. Because 2019-20 is the first year of the ROA, no data are available for comparison with previous years.

For the 2019-20 academic year, LC State was publicly recognized as having earned a Champions of Character Five-Star Award with gold distinction which is the highest level of achievement in the NAIA. The five-star tiers are gold, silver, and bronze which are determined by the final scoring of the Champions of Character scorecard. Gold level is composed of institutions scoring 90-100 points on the scorecard, silver level are institutions scoring 75-89 points on the scorecard, and bronze level are institutions scoring 60-74 points on the scorecard.

In other recognitions of academic performance, the NAIA evaluates and names Scholar Teams each year for their excellence in the classroom. Teams must have a minimum 3.0 GPA to receive this award. For the academic year 2019-20, LC State had eleven of its twelve teams named as NAIA Scholars Teams:

Men's Sports recognized as Scholars Teams	Women's Sports recognized as Scholars Teams
Basketball	Basketball
Cross Country	Cross Country
Golf	Golf
Tennis	Tennis
Track & Field	Track & Field
	Volleyball

Lewis-Clark State College
FY 2019-20

Sport	# Athletes	# Full and Half Aid GPA Exemptions	% GPA Exemptions	First Generation Students	% First Generation	Students who Graduated	Students who left	Students retained	% Retained	% Retained/Graduated
Baseball	34	9	26%	24	71%	5	8	26	62%	76%
(M) Basketball	16	9	56%	8	50%	2	3	13	69%	81%
(W) Basketball	12	9	75%	8	67%	2	1	11	75%	92%
(M) Cross Country	11	6	55%	7	64%	2	0	11	82%	100%
(W) Cross Country	13	12	92%	6	46%	2	1	12	77%	92%
(M) Golf	9	5	56%	7	78%	5	0	9	44%	100%
(W) Golf	12	9	75%	7	58%	2	1	11	75%	92%
(M) Tennis	13	8	62%	11	85%	1	4	9	62%	69%
(W) Tennis	12	10	83%	8	67%	0	2	10	83%	83%
(M) Track	24	11	46%	12	50%	5	2	22	71%	92%
(W) Track	28	24	86%	17	61%	6	2	26	71%	93%
(W) Volleyball	17	11	65%	7	41%	5	2	15	59%	88%
Total*	201	123	61%	122	61%	37	26	175	69%	87%

*Duplicated - students in more than one sport are counted once in each sport.

Full Aid Exemptions: Students who have a cumulative GPA of 3.6 or higher are exempt from having their aid counted towards the NAIA's scholarship limits.
1/2 Aid Exemptions: Students with a 3.3-3.59 cumulative GPA will have only one half of their aid counted towards the NAIA's scholarship limits

IDAHO PUBLIC TELEVISION

SUBJECT

General Manager Appointment

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.c.

BACKGROUND/DISCUSSION

Ron Pisaneschi retired as general manager of Idaho Public Television (IPTV) effective July 31, 2021. On July 26, 2021, the executive director of the State Board of Education (Board) appointed Jeff Tucker, IPTV Director of Content, as the Interim General Manager effective August 1, 2021 until such time the Board appoints a permanent general manager.

Board policy provides that the Board's executive director shall have authority to identify candidates and make recommendations for the appointment of agency heads, which must be approved and appointed by the Board. The executive director formed a Search Committee composed of the following individuals:

Dr. Dave Hill, Vice President, Idaho State Board of Education
Doug Balfour, President, Friends of Idaho Public Television Board of Directors
Judy Meyer, Friends of Idaho Public Television Board of Directors
Peter Morrill, General Manager (ret.), Idaho Public Television
Matt Freeman, Executive Director, Idaho State Board of Education

The committee developed and approved a job announcement for general manager position. A national search was conducted via industry trade websites. The committee reviewed and discussed applicants, and identified and interviewed finalists.

IMPACT

This appointment will ensure continuity of operations at IPTV.

ATTACHMENTS

Attachment 1 – Cover letter, resume and letters of recommendation – Jeff Tucker

STAFF COMMENTS AND RECOMMENDATIONS

The committee unanimously recommends to the State Board of Education the appointment of Jeff Tucker as General Manager.

BOARD ACTION

I move to appoint Jeff Tucker as General Manager of Idaho Public Television at the rate of $62.50/hour effective August 26, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

JEFF TUCKER
4922 W. Outlook Ave.
Boise, ID 83703
O. 208 373 7371
M. 208 867 5748

June 9, 2021

Mr. Matt Freeman
Executive Director
Idaho State Board of Education
650 W. State St. 3rd Floor
Boise, Idaho 83702

Dear Mr. Freeman and Members of the State Board of Education,

With an abundance of humility and enthusiasm, I am pleased to submit my application to become General Manager of Idaho Public Television.

When FCC Chairman Newton Minow proclaimed that television was a “vast wasteland” in his famous 1961 speech, he could not have foreseen how the television landscape would change 60 years into the future. I am not sure what Minow would say about today’s commercial- and corporate-owned media, but I do believe he would point to IdahoPTV as a beacon for what television can do -- harness the power of public media to encourage lifelong learning, connect our communities and enrich the lives of all Idahoans. I am proud of the role I have played in the past to help make IdahoPTV a national leader in public television. And now I’m excited to take IdahoPTV into the future.

As General Manager (GM) of IdahoPTV, I will work tirelessly to build upon the incredible foundation of our success including the trust we have earned among our many constituencies and the demonstrated high quality of our locally produced programs, education content and diversity of viewing platforms. I will continuously calibrate what Idahoans want from their public television. I will lead our talented team with authenticity and fairness. I will fortify the positive relationships in state government I’ve established over the past 21 years and build new ones to successfully guide us through our state funding appropriation. Equally as important is our private fundraising efforts. I am excited to learn and do more with our wonderful team at IdahoPTV.

As the new GM, I will also initiate new endeavors to strengthen IdahoPTV. I want to build on our promise to provide lifelong learning by engaging viewers with media and civil literacy education. When we educate viewers on the important topics of our time we bolster our collective knowledge base and understanding of our society and each other. To ensure continuity and quality of this valued resource, we must also address proper succession planning and leadership training.

As I reflect on my career, I realize I’ve been preparing for this moment from the beginning. It was always one step at a time without this being the end goal. I began at IdahoPTV as a volunteer for KAID in 1983 while in high school and then into college on the campus of University of Idaho at KUID. My first full-time position at IdahoPTV was as lead director, videographer and editor for the largest single series ever for our agency. I learned so much from my colleagues during those early years. They led by example. They taught, corrected and pushed me and helped

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unleash my creative potential. The staff at IdahoPTV became and continues to be my extended family. After a decade at IdahoPTV, I realized I needed other world experience. In 1993, I established a full-service video production company working locally, nationally and internationally for large corporate clients and national media outlets. I was responsible for all aspects of the business. Tucker Productions taught me many things that I needed to be successful in any position. But work for most commercial clients did not fulfill my need to work with organizations with high journalistic standards. After 8 years of commercial video success, I returned to IdahoPTV to become a part of something bigger.

In 2001, I accepted a management role within the production department at IdahoPTV where I honed critical skills -- budgeting, scheduling, prioritizing and strategizing -- that led to improved efficiencies and communication. I worked hard to build better interdepartmental relationships and implement editing and networking improvements leading our production team into the world of high definition long-form documentary and studio production. After the launch of *Idaho In Session*, our gavel-to-gavel coverage of the legislature, I worked hard to make the service a success. Since 2002, I have managed and grown this service which is now a key in our standing with the legislature and the public.

In 2013, when Ron Pisanechi accepted the GM position, I was appointed Director of Content Services, overseeing four departments, up to 11 direct reports (33 full-time and 13 part-time) and a $4 million budget. I was entrusted to resolve sensitive personnel issues; fundraise; build an education department; refine our communications processes; vastly improve our brand identity across all platforms; leverage our presence in social media; stake our claim in the digital realm and create and hire a new director-level position. In 2019, as Director of Content, I continued to lead the launch of IdahoPTV's newest original production, *Idaho Experience*. I helped secure and manage national grant projects such as American Graduate and led a four-state partnership grant request for a forthcoming series called Coming Home.

IdahoPTV has a myriad of funding sources. Each one is vitally important to our success.

I have played a key role in securing private funding for our work and I regularly meet with private donors, present to groups throughout the state and participate in or lead grant requests.

As Director Freeman and the Board Members know, state support for IdahoPTV, which constitutes a smaller but significant portion of our overall budget, is precarious. During the 2021 legislative session, state funding was approved by the narrowest of margins in the House of Representatives. I understand completely how the state system functions and the various roles of the Governor's office, Division of Financial Management, individual legislators and the Legislative Budget Office. As GM, I look forward to guiding IdahoPTV through the state budgeting process by continuing to build trusted relationships, listening and quietly but confidently standing up for what our agency needs to survive and thrive.

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I understand the policies that govern the relationship between IdahoPTV and the Idaho State Board of Education, our Friends of Idaho Public Television Board, its endowment and the surrounding legal principles. I know what it means to be a non-commercial broadcaster as defined by the Federal Communications Commission and the tremendous opportunities for grants and support that the Corporation for Public Broadcasting offers.

Public and private partnerships are also vitally important to IdahoPTV. I recently worked to create a new public partnership with the Idaho Workforce Development Council to build video content to highlight pathways to high-skilled, in-demand careers for Idaho's students and a private partnership with St. Luke's Health System to improve public awareness of adverse childhood experiences. I will continue to steward the important relationship with Idaho's universities where our studios, KISU and KUID, are located.

I have worked very hard for IdahoPTV for almost 30 of its +56 year history. But there is more critical work to be done. We must produce and distribute more trusted local educational resources and productions; build a better alignment with our organization and Friends Board; re-engage our administrative group by updating our strategic plan and train our future leaders to, one day, take the reins of the organization.

I am energized by this opportunity and anxious to lead our talented and hardworking staff forward. I believe I have earned their trust. In the spirit of life-long learning, I enrolled in and graduated from the state Certified Public Manager program where I invested more than 400 hours over 22 months to improve and strengthen my leadership capabilities.

IdahoPTV is one of our state's most cherished resources. It expands our horizons, keeps us connected and helps us understand our world and place within it. I believe I am the right person to steward this precious resource.

Included in this package is my resume and letters of reference. I have also included an addendum that outlines in more detail my qualifications to meet the duties and specific functions as outlined by the position posting.

Respectfully,

Jeff Tucker

JEFF TUCKER

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EDUCATION AND CERTIFICATIONS

State of Idaho Certified Public Manager
Graduate, 2021
Nationally recognized 22-month management course for public managers

PBS Digital Immersion Program
Participant, 2017
Professional development focused on developing strategic and organizational tactics

University of Idaho
Bachelor of Science, 1985
Broadcast Telecommunications - major
Business Management - minor

ORGANIZATIONS AND COMMITTEES

University of Idaho McClure Center for Public Policy Research
Advisory Board

Idaho Workforce Development Council Community Outreach Committee

Public Media Executive Content Managers
Working Group

National Educational Telecommunications Association
Past Production and Management Chair

PROFESSIONAL EXPERIENCE

DIRECTOR OF CONTENT

Idaho Public Television | Jan 2019 - present

Manage departments and people in critical areas:

- Content and Programming - Oversee five direct reports in department of 29 employees; oversee programming, sharing production duties with executive producer; oversee technical, production and strategy of all ongoing local and independent productions including: *Idaho Experience, Idaho Reports, Idaho in Session, Dialogue, The 180, Science Trek,* and other special programs such as *American Graduate* and *Resilient Idaho;* oversee digital content initiatives and external partnerships
- Education - Oversee one direct report in department of six employees; oversee strategy to have a broad reach in communities with special focus on families and teachers and to forge strong statewide and national partnerships; was a leader with PBS Teacher Community Program and PBS Parent Engagement in Schools grant; serve as project manager for Preschool Development strategy grant gathering partners and lead organizing of deliverables; created budget and helped coordinate improved delivery of critical local education through projects such as *Classroom Idaho*

Play a key role on the management team including personnel and finance:

- Serve as acting General Manager when GM is absent
- Help guide employee matters including sensitive personnel issues and staff transitions; organize and oversee the implementation of COVID-response policies and protocols for production ensuring the uninterrupted delivery of high quality live and broadcast programming and services including *Idaho in Session*
- Align production, education programming and communication department personnel responsibilities based on abilities and strategic needs and mission; serve as lead on hiring committees for key production and education staff
- Key participant in budget setting for agency and oversee combined department budget in excess of $3.6 million. Work and communicate directly with Idaho Division of Financial Management and Legislative Budget Office
- Participate in full agency budget development of more than $9 million and revenue setting for state fiscal year 2020 and 2021
- Key on-air and in-person fundraiser; make presentations to the public and meet with major donors
- Project manager for long term grants from Corporation for Public Broadcasting (CPB), secured grants from Idaho Workforce Development Council, oversaw all work on rural initiative production grant to CPB for $980,000

Demonstrated knowledge of technology and operational management:

- Key player in conversion to high definition studio, edit and field production
- Deep understanding of technical infrastructure needed for statewide operations
- Oversaw purchase and implementation of video archive system

Initiate projects that expand and improve programming:

- Manage *Idaho in Session;* expanded service from a streaming webcam to fiber connected, multi-camera coverage of the Idaho Legislature and Supreme Court; defined capital replacement plan for critical equipment
- Provide video support to Governor's office and Idaho Legislative Services
- Serve as executive producer of *Idaho Experience*
- Implemented viewer surveys to guide content strategy for productions
- Form external partnerships, acquired funding and led production of programs on adverse childhood experiences, education and rural issues

Build relationships with key constituents:

- Liaison to legislators, the Governor and other statewide officers and state agency leaders for *Idaho in Session*
- Forge partnerships between IdahoPTV and state and national organizations
- Serve on numerous state and national panels and advisory groups

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REFERENCES

Brent Hill
Former Idaho State Senator
and Senate Pro Tempore

Eric Milstead
Agency Director,
Legislative Services Office

Jean Mutchie
Community Health Manager at St. Luke's Health System
Culture of Health Leaders Fellow, Robert Wood Johnson Foundation
Nampa City Council Chairman

Bev Harad
IdahoPTV Friends Board of Directors,
Ex Officio

Joy Fisher
Executive Director of University of Idaho Foundation
IdahoPTV Friends Board of Directors,
Ex Officio

Bruce Reichert
Executive Producer,
IdahoPTV

Nancy Viano
Former IdahoPTV Director of Development and Marketing

Stephanie Aaronson
Senior Vice President, Engagement,
Corporation for Public Broadcasting

Max Duke (available via phone)
(703) 739-5409
(571) 216-2524
Vice President, Station Strategy & Development , PBS

BAHR

PROFESSIONAL EXPERIENCE

DIRECTOR OF CONTENT SERVICES
Idaho Public Television | Aug 2013 – Dec 2018

- Oversaw communication and membership teams with 11 full-time direct reports in addition to production, programming and education departments
- Laid the foundation, established timeline and workflow for the 2019 redesign of idahoptv.org website
- Led project management and content development of *Idaho Experience*
  - Built budget and timeline
  - Hired strategy consultant to work on series audience and brand identity
  - Hired lead director/videographer and coalesced personnel around the endeavor
  - Set timeline for social media and content production
  - Worked with consultant and IdahoPTV General Manager and Director of Development department in writing a successful grant for three years of production support

PRODUCER/DIRECTOR, PRODUCTION MANAGER
Idaho Public Television | July 2001 - July 2013

- Returned as Producer/Director and then promoted to Production Manager
- Managed up to five technical production staff and oversaw $1 million production budget
- Played an integral role in the planning, design and transition of the production facility (both field and studio) to high definition
- Oversaw the implementation of the Avid nonlinear network from one to seven Avid edit bays and the implementations and operation of three Avid Unity shared network storage systems

OWNER
Tucker Productions | Jan 1994 – June 2001

- Sole proprietor of a full service video production company with clients and work from across the United States, Canada and Mexico. Services included producing, directing, shooting, and editing for regional, national and international clients including major broadcast and cable networks, independent producers and major corporations such as HP and Micron
- Fully responsible for employees and contractors, IRS filings, workers comp, state tax filings
- Managed budget, cash flow and operations with $300,000 in annual revenue

PRODUCER/DIRECTOR
Idaho Public Television | Aug 1990 – Dec 1993

DIRECTOR/VIDEOGRAPHER/EDITOR
Idaho Public Television | Aug 1988 – Aug 1990

NEWS PHOTOGRAPHER/EDITOR
KREM TV | 1987 – 1988

INTERN, VIDEOGRAPHER, EDITOR, DIRECTOR
KAID, KUID TV | 1983 – 1988

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DUTIES AND SPECIFIC FUNCTIONS

1 Administering the system in all matters relating to the finance, personnel, programming, and operational management

Finance: For two decades, I have played key roles in IdahoPTV's budget and strategic planning. As Director of Content, I oversee multiple department budgets. For state fiscal years 2020 and 2021, I helped determine the budget and revenue setting for all departments. I understand our budget well and will work with our strong fiscal team to stay efficient and effective while true to our mission and goals.

Personnel: Aligning personnel with departmental needs and projects in order to achieve our mission is critical for the stability and happiness of our talented staff and the continued success of IdahoPTV. In addition to my experience of hiring, evaluating and leading the personnel in the departments I oversee, I have also led the development of several new and large scale initiatives that require realigning staffing and procedures. I've created and filled a new management-level position, which transitioned to a director-level position, and have worked very hard to strengthen interdepartmental connections.

Programming: Private funding allows us to produce our own high quality programs and showcase outstanding content from PBS. State funding allows us to get the programming out to the entire state. Occasionally this symbiotic relationship experiences friction, especially when a very small but very vocal subset of viewers tell their legislators that they are unhappy with certain content on national programs. Navigating this friction is challenging: we must defend our content AND listen to our viewers. I will work hard to create partnerships and listen to and understand our viewers and funders in order to build consensus and continue our important work.

Operational Management: I have a clear understanding of IdahoPTV's internal and external operations. Internally, I have worked very closely with the staff in technology (the people who maintain the delivery of our 5 channels of programming, 24/7) and development (those who secure funding from private donors, foundations and businesses). I have great confidence in and respect for these teams and their leaders. I will continue to work to find out what each person needs to excel in their functions and, as always, will listen, weigh the pros and cons and make decisions based on what is best for the entire organization.

Externally, I also am keenly aware of operational management guidelines outside of the agency, including the Governing Policies and Procedures relating to our role as a state agency governed by the Idaho State Board of Education, the Guiding documents that help to determine how the Endowment and Friends group interacts with the state agency and the operating agreement between the Friends of IdahoPTV and IdahoPTV.

2 Developing long-range planning and objectives for the system and its personnel

I have been involved in the ongoing long-range planning and objectives for IdahoPTV and its personnel for decades. I've also initiated the creation of new programs and services with our long term sustainability in mind.

As GM, the most pressing and important challenge for the long-range health of our organization is our relationship with the legislature. The most pressing need is a contingency plan in the event of the loss of state funding. The 2022 legislative session will be a critical period for our agency.

Moreover, our long term planning must include: succession planning; training to become a more resilient organization; audience surveys; viewership strategy; trusted and localized Idaho education resources; review and update of our strategic plan; and the creation of internal working groups to train new managers and tackle operating issues collaboratively.

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DUTIES AND SPECIFIC FUNCTIONS

3 Formulating and preparing budget requests for approval by the State Board of Education and the Idaho Legislature

IdahoPTV is a small but relatively complex state agency with an annual budget of more than $9 million. Although I have played a key role in the budget development process as it relates to the State Board, Division of Financial Management, Legislative Budget Office I will continue to learn more.

We have a strong fiscal team that works well with all of the key players and I have enjoyed an effective working relationship with all of our analysts over the years.

In the past, our finances have been misunderstood by many legislators. As GM, I look forward to the opportunity to discuss and educate legislators about the fiscal operations of IdahoPTV.

4 Developing and establishing policies relating to public broadcasting for approval by the State Board of Education. These policies will be developed in consultation with constituent groups and individuals

I have a thorough knowledge of the history of IdahoPTV and the significance of policy changes over the years. As GM, I will be extremely proactive about working with the groups and individuals who impact our policies. In doing so, I will mitigate the risk of controversy and the adverse effects of reacting too quickly in the face of challenges.

IdahoPTV operates under the State Board of Education's Governing Policies and Procedures, which provides guidelines for: operations; choosing and scheduling programs (that may be subject to the State Board's prior approval); principles of programming and content; and the need to follow written procedures. Monthly programming reports are required to include viewer comments, upcoming programming and content overviews. Another key policy describes the relationship between IdahoPTV's 501-(c)(3) non-profit fundraising group and IdahoPTV, an entity of the State Board of Education. A 2007 overview of the legal principles impacting IdahoPTV and its foundation and friends groups was written to provide guidance on this relationship.

I will regularly review our governing policy descriptions and legal reviews to make sure they are still relevant and to keep IdahoPTV, our Friends Board and our license holder - the State Board of Education - in sync.

5 Preparing and submitting reports to the Federal Communications Commission, the Board of Education, Public Broadcasting Service, Corporation for Public Broadcasting, and other state and national organizations as needed

IdahoPTV is a non-commercial, educational broadcasting entity that is required by the FCC to submit certain reports focusing on a myriad of information. It includes but is not limited to donor lists, issues/programs, investigations and complaints, EEO, children's programming, retransmission agreements and more. As GM, I will be responsible for the accuracy of all information in these reports.

The CPB also requires reports for all grants given to a station. This includes a yearly report for our service grants. It also requires a Local Content and Service Report that outlines our work for the community. I thoroughly understand and have been a regular contributor to these reports.

I am also involved in the IdahoPTV Strategic Plans and Performance Measures that are submitted to the State Board and DFM that outline our five year goals and objectives.

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DUTIES AND SPECIFIC FUNCTIONS

6 Evaluating the effectiveness of the IdahoPTV system, including collecting the necessary information on viewership and use. Implementing improvements based on that data.

In the last two years, I have worked with staff to establish metrics on viewership (broadcast, online and social media) in order to establish key performance indicators. We have begun to make decisions based on data -- a process I strongly feel we should continue. In addition to standard Nielsen rating information, our audience measurements now include online and streaming viewership information.

An issue brought to me by the Governor's staff illustrates my approach to using data to improve our work. During the 2019 session, our Idaho Reports team filed numerous Freedom of Information requests, a process with which some legislators took exception. I tackled this conflict using a proactive and transparent approach. We administered an attitudinal random survey of Idahoans, performed a content audit and, based on the findings, designed a communications plan. The result was an increase in our viewership and trust. The survey also gave us invaluable audience data that we can reference and compare in the future.

7 Consulting with the Friends of Idaho Public Television on all matters of major policy pertaining to system activity

The community leaders who make up our Friends Board have provided invaluable guidance and fundraising for IdahoPTVs success. As the new GM, I would continue to leverage their influence to help build political and community support.

I have been the liaison on the Friends of IdahoPTV Recruitment Committee and have helped various recruitment chairs find and bring forth many board candidates. I thought it was important to build a strong and diverse board and worked to recruit young parents, participants from different areas of the state and Idaho-focused industries.

Because of my understanding of the legislative process, how budgets are set, the key players and how all of this relates to the larger debate on public education, I also play an essential role on our Friends of IdahoPTV's Advocacy Committee.

8 Advocating for and promoting IdahoPTV activities, mission and goals

What IdahoPTV does and how we do it is easy to promote in our community. We strive to serve our diverse, statewide audience. Whether I am on-air fundraising during live pledge events, speaking to an individual at their kitchen table or a group in an auditorium, I am proud to promote our organization with excitement, humor and a little fun. I have communicated effectively with many of our partners and major donors and look forward to interacting with more of them.

It is worth noting that our Friends of IdahoPTV board members are also key to promoting our activities, mission and goals. If we continue to attract, retain and educate good board members, we will have strong voices for IdahoPTV in communities across the state. They represent a great opportunity in promoting our work in their communities.

Working with legislators would also be a major part of my advocacy work as GM. I will endeavor to meet with as many legislators as possible before the start of the 2022 legislative session. As my reference letters will attest, my standing as a life-long Idahoan with broad experience at the statehouse and as a consensus builder with a friendly personality will help me to continue to build trusted relationships, friendships and alliances.

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9 Consulting with the state's colleges and universities in matters relating to higher education services or activities provided by IdahoPTV

IdahoPTV has a mutually beneficial relationship with our state's colleges and universities.

I've led programs that highlight college and career opportunities for junior high and high school students and for Idaho's tribal communities through the Journey to Education series of projects and I managed the CPB's American Graduate grant. I also connect regularly with educators at universities connected to KUID and KISU to expand opportunities for students in mass media and journalism. I have promoted internship opportunities at IdahoPTV, which provides strong on-the-job experience.

I also initiated a partnership between IdahoPTV, the University of Idaho's McClure Center for Public Policy Research and Boise State University's School for Public Service to produce and air Idaho Debates.

10 Managing and improving a highly efficient operating model of programming, production and revenue generation

The success of IdahoPTV rests on the management and improvement of our programming, production and revenue generation. One can't succeed without the other. We must always look forward.

Viewers watch because of high quality programming from PBS. They also see our acquired content as educational and enjoyable. Our local content is what we are known for. People are so many times reminded by our local productions of what it means to be an Idahoan, We can instill a sense of pride in our viewership. We also educate and inform through programs like Science Trek and Idaho Reports. Bringing all of these programs to our viewers costs money.

As GM, I will provide training for staff, not only to function in their jobs, but to build the next generation of leaders within the organization. We will seek out and evaluate new platforms and distribution channels to bring our content and educational services to as many citizens of this incredible state as possible. Our fundraising team will look for new ways and new places for private and grant funded opportunities. I look forward to playing a deeper and more connected role with our fundraising department. We will work to ensure IdahoPTV remains relevant and essential to a new generation of viewers. And with a combination of robust content strategies and continuous evaluation of each program, we will align our offerings with viewers' needs and desires.

I have been involved with the design, implementation and management of large and small grants at IdahoPTV. Using these opportunities effectively is important in order to keep within our mission and provide quality content and services to Idahoans.

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DUTIES AND SPECIFIC FUNCTIONS

11 Performing other miscellaneous and special duties as assigned

"Special duties as assigned" is something with which I am extremely familiar and comfortable. Although my current position as Director of Content has specific duties, my work is full of unanticipated changes and new projects.

The media landscape is changing at a rapid pace and I am comfortable with leading a team through change. I can quickly pivot when needed without losing sight of our mission and goals. Our political landscape is also changing at a rapid pace. This is a place I will need to focus an inordinate amount of time as GM. I can move between political needs and the agency's best interest.

Forging partnerships has also fallen into my job description. Strategic partnerships are important to IdahoPTV in many ways. It connects us with other partners, both private and non-profit, and identifies important topics for our audience. These partnerships are important for fundraising, programming and our connection to the wider community.

H. Brent Hill
Idaho State Senator 2001-2020
Senate President Pro Tempore 2010-2020
brent@hillfamily.net

June 5, 2021

Re: Recommendation for Jeff Tucker

Matt Freeman, Executive Director
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Freeman and Board Members:

As you search for the right person to serve as the new General Manager of IdahoPTV at Ron Pisaneschi's retirement, I recommend that you strongly consider Jeff Tucker. I have known Jeff ever since I began my 19-year tenure in the Idaho Legislature. I was first impressed with his technical skills as I saw him confidently tackle the challenges facing Idaho in Session over the years. During the renovation of the Capitol building, he made the move to the old Ada County Courthouse ("Capitol Annex") and back again to the statehouse appear stress-free, although I know it was an extremely challenging task to transition from one facility to another. But, regardless of the technical and logistical challenges IdahoPTV faced over the years, we in the Legislature never had to worry about the job getting done. Jeff approached each undertaking cheerfully, confidently, and with complete transparency.

As I became even better acquainted with Jeff, I learned that he also possessed extraordinary people skills that made him an effective manager and valuable leader. He worked closely with legislative leadership and the Legislative Services Office to determine operating budgets and to advance the objectives and coverage of Idaho in Session. Through the process, he developed an extraordinary working relationship with us, earning our respect for his dedication to the legislative process and his commitment to IdahoPTV's mission. He always viewed IdahoPTV as a strong connector for Idaho citizens. Even beyond keeping people abreast of legislative issues and events, Jeff understands the how much good IdahoPTV can do to provide quality educational and informational content. The media, news and public affairs industry is changing rapidly and we need effective, dedicated leadership to make IdahoPTV an even greater asset to our state. Jeff's friendly personality, management skills, strong character, and broad experience help qualify him to provide the leadership we need. I have watched him attack problems directly and honestly, using wisdom and moral courage. His temperament and leadership style inspire others in the organization to follow his example of hard work and dedication.

I strongly endorse Jeff Tucker for the IdahoPTV General Manager position.

Sincerely,

Brent Hill



Legislative Services Office
Idaho State Legislature

Serving Idaho's Citizen Legislature

Eric Milstead
Director

May 27, 2021

Mr. Matt Freeman
Executive Director
Idaho State Board of Education
650 W. State St., 3rd Floor
Boise, ID 83702

Dear ~~Mr. Freeman~~ Matt,

It is my pleasure to recommend Jeff Tucker as General Manager of Idaho Public Television.

I have worked with Jeff for a number of years through his work with Idaho in Session and all manner of events where the Legislature has used IPTV services. Throughout these many instances, I have seen Jeff's effective leadership firsthand. He is consistently helpful and inventive in tackling and solving the myriad issues that arise in broadcasting legislative proceedings.

Jeff would be a good fit for this position for a number of reasons, but let me briefly discuss three. First, he has a passion for taking leadership on difficult issues and is typically the point man for IPTV in addressing and resolving IPTV/legislative-related matters. Time and again, I have worked with him or watched him work with my staff to tackle challenging issues.

Second, he is skilled in what is a highly charged political environment. Jeff walks a political minefield flawlessly, with a thoughtful, deliberative, and respectful approach, yet he is resolute in reaching solutions to difficult problems. Jeff embraces the challenge and works with others to build consensus and find resolution, even if the result may not be his first choice.

Finally, Jeff is dedicated to service. His dedication is apparent in his actions on a regular basis. He puts in the effort necessary to complete his work regardless of the time required. He will represent IPTV very, very well.

In short, I cannot recommend Jeff highly enough for the position of IPTV General Manager. He is a natural fit.

Please do not hesitate to contact me directly concerning this recommendation.

Sincerely,

Eric

Eric Milstead

Kristin Ford, Manager
Research & Legislation

Paul Headlee, Manager
Budget & Policy Analysis

April Renfro, Manager
Legislative Audits

Glenn Harris, Manager
Information Technology

Statehouse, P.O. Box 83720
Boise, Idaho 83720-0054

Tel: 208-334-2475
www.legislature.idaho.gov



Matt Freeman, Executive Director
Idaho State Board of Education
PO Box 83720
Boise, Idaho 83720-0037

Re: Recommendation for Jeff Tucker

May 28, 2021

Dear Mr. Freeman,

It gives me much privilege to write this letter of support on behalf of Jeff Tucker. A lucky person gets to encounter the occasional exemplary leader with a passion for their profession and a desire to use their talents to make the world a better place. I have been fortunate to encounter that in Jeff.

As a three-year fellow with the Robert Wood Johnson Foundation, I participated in a program with cross-sector leaders from across the country using their influence to advance a culture of health where everyone living in America has a fair opportunity to live their healthiest life. Tasked with developing a strategic initiative that would advance a culture of health in Idaho, I chose to address adverse childhood experiences (ACEs), and resilience as an antidote.

With little understanding of the intricacies, time, and resources required to produce a documentary, I took a chance and placed a call to Jeff. His belief that increasing awareness about the importance of childhood trauma prevention and intervention sparked a project that continues to be shown across Idaho, but he has also worked with partners to air the documentary nationally this fall.

Jeff adeptly navigated the ethical requirements of public television while allowing the critical storytelling to elevate other voices. Jeff's inclusive leadership style invites partnerships and innovation. He masterfully convened community partners to engage key stakeholders, and his leadership and commitment made, and will continue to make, a profound and lasting impact across the state.

When I think of those poised to step into the general manager position for Idaho Public Television, I can't think of a better fit than Jeff Tucker. He is a skilled leader, innovative thinker, bold truth teller and a community champion; all vital skills that the next leader most possess.

Sincerely,

Jean Mutchie

Jean Mutchie, MBA
Nampa City Council, St. Luke's Health System and Robert Wood Johnson Foundation Fellow

Re: Recommendation for Jeff Tucker

Matt Freeman, Executive Director
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Freeman and Board Members:

I have had the pleasure of serving 3 terms, and currently, am an ex-officio member on the IPTV Advisory Board, with full voting power. I am very honored to write this letter on behalf of Jeff Tucker.

In the last 8 + years, Jeff has worked side by side with our current General Manager. He has had experience in all aspects of IPTV management: contents & programing, education, production, budget setting, fund raising, technology, and communicating with legislators, the Governor, and other statewide leaders.

When our current General Manager is absent, Jeff assumes this role. He has clearly earned the trust and respect of Station Personnel , the Board, donors, foundations and assorted leaders.

I have always found Jeff ready to listen and answer all my questions, regardless of how absurd they might be. He responds immediately and is ready to tackle all the ideas I may suggest…always with a smile !!

I am very honored to support Jeff Tucker in the role of General Manager of IPTV !!!

Bev Harad

University of Idaho Foundation

June 4, 2021

Matt Freeman, Executive Director

Idaho State Board of Education

PO Box 83720

Boise, ID 83720-0037

RE: Recommendation for Jeff Tucker

Dear Mr. Freeman and Search Committee Members:

I am pleased to write in support of Jeff Tucker's application as the next General Manager of Idaho Public Television. His experience, skills, and talents make him an ideal candidate for this important position.

I have been fortunate to get to know Jeff while serving on the Friends of Idaho Public Television Board for nearly 25 years. I have watched the station grow with the changing times and changing technology, and Jeff has been a big part of that continual drive to better serve the citizens of Idaho.

Nothing speaks more highly for an organization than having someone who is part of the team be ready and extraordinarily capable to seamlessly carry on the work when there is a change in leadership. Jeff is that person. I immediately thought of him when I learned that Ron would be retiring.

Not only does Jeff possess the technical skills for the position, his warm, caring personality will be a very valuable asset. Jeff already has relationships with key constituencies and as the face of IDPTV, I believe those relationships will be strengthened.

Jeff is seen as a leader by both the Friend's Board and within the station. He has extensive experience with all the critical areas under the General Manager – people, budgets, programming, technology, and above all he knows Idaho.

I believe Jeff has earned the strongest consideration possible for the General Manager position at IDPTV. I recommend him without reservation and with enthusiasm.

Please do not hesitate to contact me if I can supply additional information as you make this important decision.

Sincerely,

Joy Fisher

Executive Director

5/24/2021

Idaho Public Television 2021 General Manager Search Committee
Office of the State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Search Committee,

I've had the opportunity to work with some forward-thinking, caring General Managers in my 37 years at Idaho Public Television. Both Peter Morrill and Ron Pisaneschi put an emphasis on locally grown productions, like *Outdoor Idaho*, *Idaho Reports*, *Dialogue*, *Science Trek* and more recently, *Idaho Experience* and even *Idaho in Session*.

It would have been easy to eliminate them when the financial or political pressure got tough. Instead, Peter and Ron worked harder to find the money, and to brave the negative winds of the moment. And as someone who has toiled in the production part of the operation for more than three decades, I appreciate that immensely. I also believe their judgment has benefitted our state as a whole.

I've certainly had plenty of conversations with Jeff Tucker over the past several months. I'm convinced he feels the same way about the importance of local productions. What I think Jeff will bring to the table is a more personal connection with viewers and with opinion leaders across Idaho.

Jeff knows key players in government. It's something he's learned from his days producing television programs, from his involvement on boards like the James & Louise McClure Center for Public Policy Research, and his efforts helping to create the live streaming service for the Legislature, Executive branch and Supreme Court.

He's earned their trust, in part by working through a myriad of issues in a collaborative manner. He has become a respected colleague who knows how to get a job done on time and under budget.

I've also watched as Jeff has immersed himself in our agency's budget and some of the more arcane aspects of the job. IdahoPTV is neither fish nor fowl, being both a state agency and a not-for-profit entity. That makes IdahoPTV an easy target for critics who question why taxpayer dollars are being spent on TV. Jeff can clearly make a case for why this public-private partnership is a good and necessary institution for our rural state.

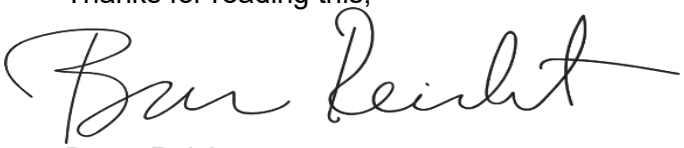
His easy-going temperament will benefit him as General Manager. I've been privy to some of the letters and comments from people of all political stripes. Knowing when to let things roll off one's back and knowing when to stand up for the agency – that's a talent that comes easy to him. I suspect anyone unfamiliar with Idaho could have a really hard time pulling that off successfully. This is a politically complicated state; Jeff is home-grown, and that will hold him in good stead.

For all these reasons – and, believe me, there are more! – I am excited that Jeff is willing to pick up the mantle and serve as General Manager. It's not going to be a bed of roses in this political climate. But I think Jeff has the smarts and the personality to make it work for the agency, better than anyone I can imagine. I know he will be well-received by his peers at the station.

And besides all that, Jeff has maintained a close working relationship with the PBS folks back east. Ron really perfected the art of being a valued PBS member, and the grants came rolling in. Both Ron and Jeff have impressed upon PBS and the Corporation for Public Broadcasting that CPB hasn't been exactly brilliant in how they've reached out to Western states like ours. They will find a colleague -- as well as a friendly critic -- in Jeff.

I hope this note helps in your decision-making. Personally, I think Idaho Public Television is lucky to have such a natural choice as Jeff Tucker for General Manager.

Thanks for reading this,



Bruce Reichert
Executive Producer
Idaho Public Television

May 17, 2021

Re: Recommendation for Jeff Tucker

Matt Freeman and Board Members:
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Freeman and Board Members:

As Ron Pisaneschi retires and you search for a new General Manager for IPTV, I want to strongly recommend Jeff Tucker. I worked at IPTV for 25 years. The last 15 years of my career I was a member of the Executive team serving as the Director of Marketing and Development Director. Over those years, I worked with Jeff from the time he was a high school intern through to his position of IPTV Production Manager when I retired. In between those years, Jeff got his degree in Broadcast Telecommunications from the University of Idaho and owned and operated a full service video company. My association with Jeff has continued after my retirement so I have watched him continue to grow in his technical expertise and develop strong management and people skills. Along with his multiple technical talents, he is an amazing people person, who others fully trust and choose to work with and for. I can unequivocally say that he is one of the most honest, positive, hardworking and engaging people that I have ever met.

Jeff is an example of someone who understands each facet of the IPTV organization. He knows how the departments work individually and how to bring them together to work as an effective whole. Because of this understanding, Jeff is able to be a visionary with a grasp on the ever-changing context of the organization. Jeff is a decision maker that declares his views, engages others' ideas, analyzes data, weighs alternatives and owns the final call. Because he can make and communicate a clear decision, he inspires confidence and creates a team approach to achieving goals.

I will end by saying that I feel you have an incredible opportunity to select a multi-talented leader with impeccable character as the next IPTV General Manager. Jeff will hit the ground running. He understands how to navigate the current landscape and he knows how to lead one of Idaho's most treasured institutions forward.

Jeff has my strong endorsement for the IPTV General Manager position.

Sincerely,

Nancy Viano

June 6, 2021

Matt Freeman and Board Members
Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Freeman and Board Members:

It is with pleasure that I share my recommendation of Jeff Tucker for the position of General Manger, Idaho Public Television.

I have worked with Jeff directly over many years on two high profile initiatives for public media, made possible with funding support from the Corporation for Public Broadcasting—the *American Graduate* initiative and the *Coming Home: Connecting to Communiyt* rural collaboration.

The *American Graduate* initiative is public media's long-term commitment to help young people succeed in school, career, and life. Public media, with its unique position as a trusted resource and important partner in local communities, provides a critical platform to shine a light on pathways to graduation and the talent needs for the nation's future workforce. Idaho Public Television was part of a 19 station co-hort working together and with local partners to increase awareness in young adults and the people who influence them (parents, caregivers, guidance counselors, educators) of the education and training pathways to high-demand skilled careers.

Coming Home: Connecting to Community is a public media collaboration that celebrates the people, culture, and stories of rural America through authentic local voices and talent. This multi-faceted collaborative is showcasing local stories about the diversity, traditions and richness of small towns and rural life. Idaho Public Television was not only one of the lead stations to help design this effort but also received a planning grant to collaborate with other stations for a national production.

Both projects were part of an extremely competitive grant programs managed by CPB. Idaho Public Televisions' proposals, developed by Jeff as lead, consistently delivered a comprehensive approach to strategy, content development, staffing, and target audience, with a reasonable and detailed budget request, and clear objectives and measurement. In addition, funding proposals were integrated into the overall organization's goals and operations to ensure efficiencies and effectiveness of the work. Further, the execution has been well managed and reported. In fact, Idaho Public Television's content, partnerships, and local impact is often held up as a creative, successful examples within the public media system.

Idaho Public Television has not only been a grant recipient as part of these projects but also served as leader in advancing excellence locally and nationally as part of a much larger network of community organizations – including business, local government, schools and universities,

and community non-profits – and other local public media stations from around the country. Jeff is regularly sought out in the system as an expert and counsel in content development, community engagement, and station management needs. I have also witnessed Jeff's commitment as a leader at the station in his current role, actively participating in activities and events at public media conferences and with local station stakeholders, donors, and other funders, to advance the value and role of Idaho Public Television and public media overall.

Every interaction with Jeff is enthusiastic, smart, and open-minded. As public media adapts rapidly to take full advantage of technologies, deepen relationships with communities, respond to local needs and national challenges, and understand a changing population, Jeff is well positioned to take the lead at the station and in the community.

Please do not hesitate to reach out to me if you have any questions.

Sincerely,

Stephanie Aaronson
Senior Vice President, Engagement
Corporation for Public Broadcasting
(202) 738-7308

SUBJECT

System Optimization Update—Falcon High Performance Computer

REFERENCE

September 29, 2017	The Idaho State Board of Education (Board) adopted the Higher Education Task Force recommendations, including recommendations to increase a systemwide approach, internally called Systemness
December 20, 2018	Huron Consulting Group presented its final report to the Board
January 18, 2019	The Board accepted the Huron report and appointed a subcommittee (comprised of Board members) to continue the work on Systemness
August 29, 2019	The Board established a Systemness Program Committee comprised of Board members, the Board executive director, the chief financial officer in the Office of the State Board of Education, the presidents of the four-year institutions, and the institutions' financial vice presidents
October 21, 2020	The Board approved consolidation of the institutions' Internal Audit and Risk Management under the direction of the Office of the State Board, and established a System Optimization Project Manager to help coordinate other collaborative efforts among the institutions
April 21, 2021	The Board approved a joint purchasing agreement for the four-year institutions in support of collaborative procurement operations.
June 16, 2021	The Board received an update on system integration projects in the areas of Risk Management, Internal Audit, Procurement, and Information Technology.

June 28, 2021	The Board authorized signature by the University of Idaho, on behalf of the four-year institutions, of a multi-year contract for the JAGGAER e-procurement software solution

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Ongoing system integration efforts have focused on Internal Audit, Risk Management, Purchasing, and Information Technology (IT) collaboration. Joint projects within IT operations include, among other things, the following initiatives:

- Analysis of Enterprise Resource Planning (ERP) convergence options
- Joint purchases of IT-related hardware, software, and services
- Implementation of system-common learning management system (LMS) software and e-procurement software
- Cybersecurity operations
- Data sharing and emergency backups
- Research computing—acquisition of Falcon supercomputer/high performance computer.

This information item provides an update on collaborative efforts on the last bullet above—transfer of operation and management of the Falcon High Performance Computer (HPC) from the Idaho National Laboratory (INL) to the three research universities, via a loan agreement between INL and the Board.

The Falcon HPC initiative builds upon ongoing collaborative efforts among the INL, the Board, and the institutions, which are reflected in the Center for Advanced Energy Studies (CAES), the establishment of the Collaborative Computing Center (C3) and Cybercore facilities, and the ongoing support of university research operations on INL high performance computers.

INL periodically acquires upgraded supercomputers to support its operations, which created the opportunity for the still highly-capable Falcon system to be dedicated to the use of the Idaho research universities. Acquisition of the Falcon system would place Idaho higher education among the top echelon of U.S. universities and university systems in terms of supercomputing power. It would provide a four- to six-fold increase in the currently-available combined computing capacity of the three research universities. The project also establishes a model for subsequent transfers of supercomputers to the Board/institutions when INL retires upgraded systems in future years.

This collaborative effort is aligned with ongoing agreements among INL and the three universities and has the support of the Presidents Leadership Council. Transfer of Falcon management and operations would be carried out through an annually-renewed property loan agreement between the INL and the Board. Board

staff, INL staff, and university representatives are engaged in the planning effort. A Falcon management/operations team, under rotational leadership (University of Idaho has agreed to take initial lead) is at work to develop plans and procedures related to the operation.

The project team intends to present a concept of operations to the Board for approval at the October 2021 Board meeting. A final property loan agreement will be presented to the Board for review/approval in December 2021, to facilitate hand-off of the Falcon HPC on or about January 2022.

A fact sheet on the Falcon HPC system is presented at Attachment 1. Additional information on this system optimization project will be provided during a tour of the Falcon facility at the INL Collaborative Computing Center (C3) in Idaho Falls for new Board members.

IMPACT

The Falcon HPC project epitomizes the benefits to the higher education system—and Idaho's economy and people—of collaboration among the higher education institutions and INL. It will markedly increase the system's research computing capabilities, which are needed to build Idaho's critical infrastructure, at a fraction of the cost that would be needed if the institutions attempted to obtain this capability individually.

ATTACHMENTS

Attachment 1 – Falcon HPC Fact Sheet

STAFF COMMENTS AND RECOMMENDATIONS

Staff assesses that enhancements to Idaho's research computing capabilities, such as the Falcon HPC, are needed to maintain academic and economic competitiveness with other states. The Falcon HPC project should help the universities obtain research grants and recruit high-caliber faculty, while providing exceptional value for the investment. It is anticipated that sufficient computing capacity will be available to support other Idaho educational institutions and state agencies, as well as out-of-state research institutions on a cooperative, case-by-case basis. Costs of operations will be reduced by leaving the system in place in its current facility, and by INL's continued provision of electricity and cooling (and technical expertise) for the system. Joint operations at the control center by the three universities will also minimize expenses, enable mutual support with other existing research computing systems, and ensure continuous access to the system by all players.

BOARD ACTION

This agenda item is for informational purposes only.

FALCON PROJECT FACT SHEET



OVERVIEW

The Idaho National Laboratory (INL) has offered to transfer (via a property loan agreement) its Falcon high performance computer to the State Board of Education for use by the Idaho public research universities to support research and education throughout the state and improve the lives and economic well-being of Idaho's citizens.

WHY?

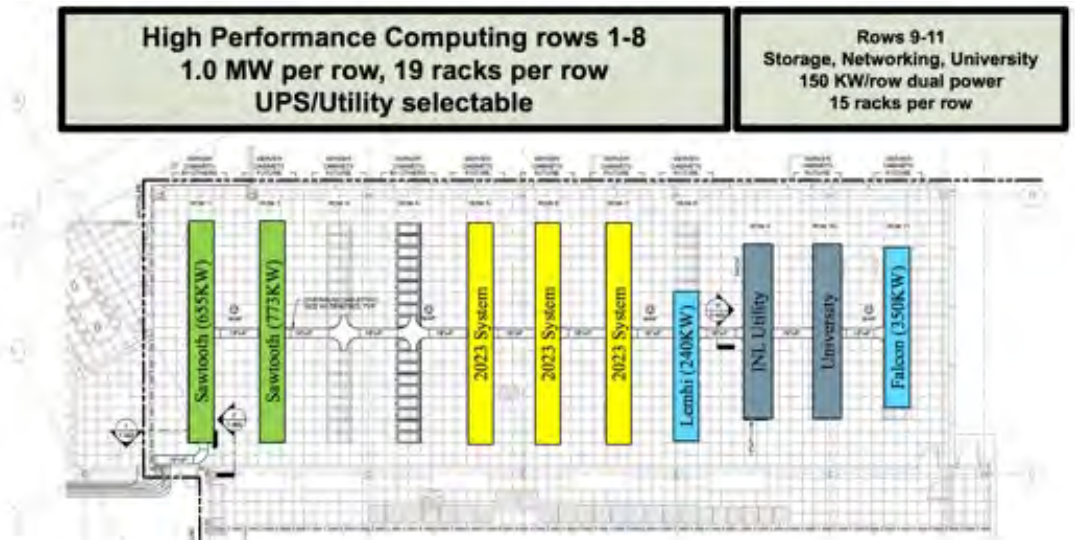
High Performance Computing (HPC) is a foundational part of modern science. Idaho university students and faculty are active users of both institutional-specific computing resources as well as INL-shared resources. Over the past twelve months, more than 60 users at UI, BSU, and ISU utilized INL HPC resources totaling ~40 million core-hours. The INL Falcon supercomputer is one of the systems heavily utilized by Idaho university researchers.

INL is continually refreshing high performance computing hardware and wishes to transition Falcon to management and exclusive use by the Idaho higher education ecosystem. This is a tremendous opportunity to:

1. Generate an order-of-magnitude increase in the computing capacity for university researchers at relatively low cost.
2. Make available additional compute cycles (245 million annual core-hours) to Idaho universities that they would otherwise be unable to utilize.
3. Strengthen collaborations among UI, ISU, and BSU and create connections with other state and national institutions.

WHAT IS FALCON?

The Falcon supercomputer represents a ~$10 million investment by INL that began in 2014. Falcon consists of 34,992 CPU cores (all upgraded to new Intel Broadwell processors in 2017) across 14 water-cooled computer racks in the Idaho Falls Collaborative Computing Center (C3) facility. The compute nodes are connected via an 8-dimensional enhanced hypercube InfiniBand network topology. It physically resides across from "University Row" in the C3 facility (see diagram on next page).



WHAT INVESTMENTS WOULD BE REQUIRED?

Storage investments for local directories and high-performance scratch space will be required. Estimated one-time cost is approximately $200,000.

This system requires specialized software tools for power on/off, InfiniBand network setup, and system control and monitoring. These tools, including operating system patches and support, are currently provided via an annual maintenance agreement with Hewlett Packard Enterprise (HPE). The most recent university pricing estimate from the vendor is $75,000 for a three-year license (approximately $25,000 per year). This license will help ensure successful operation of the system. To re-image the machine with CentOS from blank hard disks would likely require a HPE consultant engagement for approximately one week—estimated one-time cost of $20,000.

Additional system administration and user support staff will likely be required statewide. One new funded FTE position from each university has been proposed. Total cost for 3 FTE: TBD

WHERE?

Falcon resides in the C3 facility and would not be moved. Moving the system and installing the required infrastructure would likely cost ~$100,000-$400,000 (depending on data center capabilities) for transportation, assembly, power, and cooling, with considerable ongoing power costs. If kept at C3, INL intends to provide power and cooling at no cost to the universities.

WHO?

The transition will require collaboration between the universities and INL at multiple administrative levels. Resources will be required to support the system. In addition, coordination between the State Board of Education, universities, and INL will be needed to establish the administrative structure, credentialing, and access parameters. A project team consisting of representatives from SBOE, INL, and the three research universities has been formed to develop plans for the transfer and operation of the Falcon HPC.

WHEN?

SBOE approval of a property loan agreement with INL is anticipated in October 2021, with transfer of Falcon operations on/about January 2022.

COLLEGE AND UNIVERSITIES

SUBJECT

Student Fee Opt-Out

REFERENCE

April 2020	Board approves tuition and fees each year at the April Board meeting.
April 2021	Board approved second reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee
June 2021	Board discussed optional and mandatory fees and tasked the institutions with coming back with recommendations concerning making fees optional.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.R.
Idaho Code § 33-3717A

BACKGROUND/DISCUSSION

Board Policy V.R. defines fees and the process to change fees and establishes the approval level required for the various student fees (Chief Executive Officer or the Board). Board Policy V.R now provides that:

1. Administrative local fees are student fees that are approved by the State Board of Education and deposited into local institutional accounts; and

2. Such fees shall be approved by the Board at its annual meeting for setting tuition and fees and will be clearly communicated to students prior to their enrollment.

    i. Consolidated Mandatory Fee
    This fee is inclusive of all facilities, activity, and technology fees. The State Board of Education will approve the Consolidated Mandatory Fee which may then be allocated by institutions. This fee includes capital improvement and building projects and debt service required by these projects, the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students and campus technology enhancements and operations directly related to services for student use and benefit (e.g., internet, network, and web access, general computer facilities, electronic or online testing, and online media).

> A full-time and part-time rate shall be established. Institutions shall provide an annual accounting to the Board of the way the Consolidated Mandatory fee is utilized by each institution.

The purpose for such language was to try to create a greater simplification for students through the implementation of one mandatory fee as opposed to a long list of fees, many of which were not optional.

Three main fees had been assessed prior to this revision in policy. Facilities Fees (were used to support the building and renovation of campus facilities, many of which were not eligible for support from the Permanent Building Fund, and to pay debt service on facilities financed in whole or in part with student revenue bonds); Activity Fees (were fees related to student activities recommended and approved by the student body); and Technology Fees (supported the ever-growing technology needs on our campuses and expanding online/virtual access).

As part of the College and Universities' Appropriation for FY 2022, the intent language below was included. This agenda item is to update the Board on the work being done by the institutions on this topic

SECTION 7. STUDENT FEE REPORT. As soon as practicable, the State Board of Education shall: (1) make easily accessible a break-out of student activity fees on the institutions' websites; (2) develop a common naming convention for similar activity fees across the institutions; and (3) evaluate the current lists of activity fees assessed to students and determine how and which fees supporting student activities, clubs, and organizations focused on individual beliefs and values can be structured to address the need for access, affordability, and choice. The State Board of Education shall report results of this work to the Joint Finance-Appropriations Committee and the House and Senate Education Committees no later than January 14, 2022.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

At the April and June Board Meetings, the Board directed the institutions to consider how to consider which fees would be characterized as optional and which fees would be considered mandatory, categorize them as such and work to develop a common naming convention to provide greater transparency.

A working group comprised of representatives from the four-year institutions has been working to address the three requirements of the intent language within the College and Universities' Appropriation and will report on the progress made to the Board.

Regarding the first requirement, the institutions have committed to creating a webpage at each institution that is convenient for students to find and provide a link to be placed on the State Board of Education website. These webpages will be developed and implemented once the final fee structure is completed.

Regarding the second requirement, this working group has developed the following four overarching categories into which all student fees would be placed. They are:

- Institutional Operations, Services, and Support
- Student Recruitment, Success, and Engagement
- Student Clubs and Organizations
- Student Health and Wellness

Each four-year institution is in the process of aligning their student fees with these categories to provide simplicity for students. As that process is completed, that will allow a more thorough discussion of what fees can then be structured to "address the need for access, affordability, and choice." The working group has scheduled a half day work session in September and will provide a final report at the October meeting.

Board staff have kept the legislator who pushed for student fee opt-out apprised of this work to ensure it is consistent with their expectations as set forth in the legislative intent language.

BOARD ACTION

This item is for informational purposes only.

IDAHO STATE UNIVERSITY

SUBJECT
Holt Arena Renovation Bidding and Construction Approval

REFERENCE
June 2018	The Idaho State Board of Education (Board) approved the ISU 6-Year Capital Project and planning and design for the Holt Arena renovation project

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.K.2.

BACKGROUND/DISCUSSION
Idaho State University (ISU) seeks approval from the Board to proceed with bidding and construction for the Holt Arena renovation project. This project will replace the 11,700 seats, provide essential ADA upgrades, and add hospitality suites. Holt Arena opened in 1970. Because of its age, the current fiberglass seats break at a rate of roughly 150 annually. The Holt Arena also needs a number of improvements to address ADA accessibility. Finally, this project will add in six Loge boxes for 28 people, a president's box for 44 people, and a club space for 80 people. These hospitality suites will increase ISU's revenue potential from athletic and community events.

This project is funded solely through a single generous gift from Idaho Central Credit Union. Given the construction market, a conservative contingency is included in the total project cost. The project cost will not exceed $1 million of institutional funds in excess of the amount fundraised for the project

IMPACT
As ISU continues to focus aggressively on enrollment growth, fundraising, branding, image building, and athletics success, upgrading the patron and spectator experience in Holt Arena is an important part of that plan. Enhanced and new seating will also impact student and student-athlete recruiting, and the ability to attract additional and more diverse events. This will help generate much needed revenue, and will certainly assist in making events more comfortable and enjoyable to those attending. This upgrade will also help enrich donor and business relationships with interest groups, both within and outside of the State of Idaho.

ATTACHMENTS
Attachment 1 – Holt Arena

STAFF COMMENTS AND RECOMMENDATIONS
Enhancements to Holt Arena, particularly in the area of addressing accessibility for students and guests, is imperative to developing deeper relationships with the

varied constituencies that support the work of Idaho State University. This 51 year-old facility is in need of ADA upgrades. The proposed project would provide a needed facelift and some additional fundraising opportunities with new space intended to better engage donors.

To demonstrate continues fiscal responsibility, ISU has engaged in the necessary fundraising to move to the construction phase and the majority of the funds needed for the project are provided by a very generous donor. To demonstrate prudence in this challenging construction environment, ISU has also built in a $1 million contingency from institutional reserves if project costs exceed estimates. ISU is not intending to incur debt to complete the project.

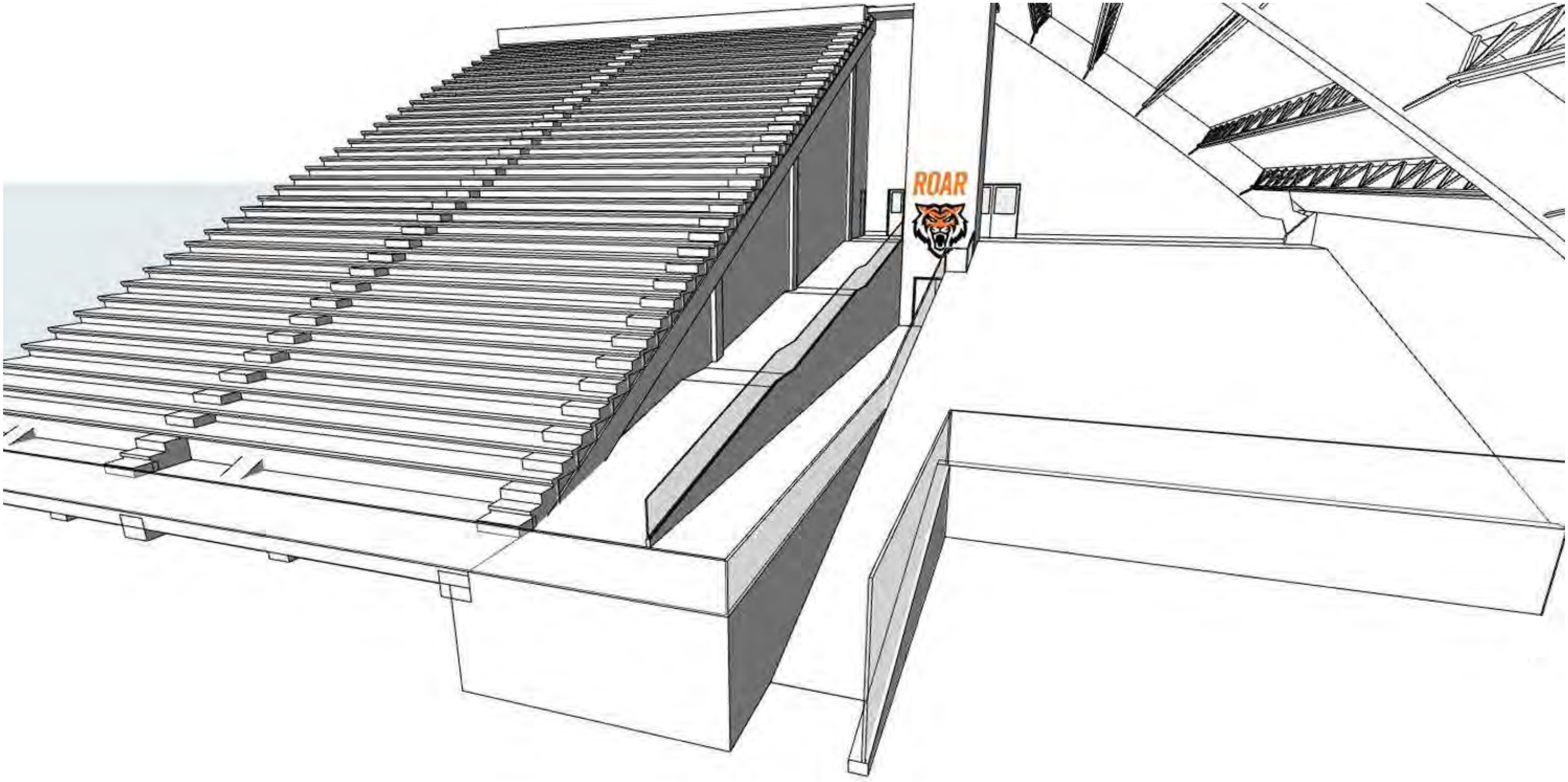
Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to proceed with bidding and construction of the Holt Arena Renovation, and to expend up to $1 million above the amount fundraised for the project.

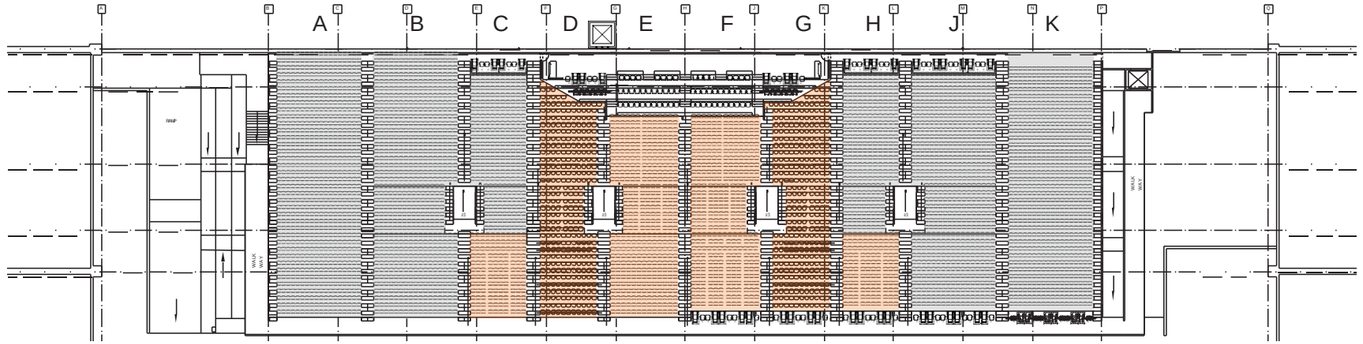
Moved by _____ Seconded by _____ Carried Yes _____ No _____

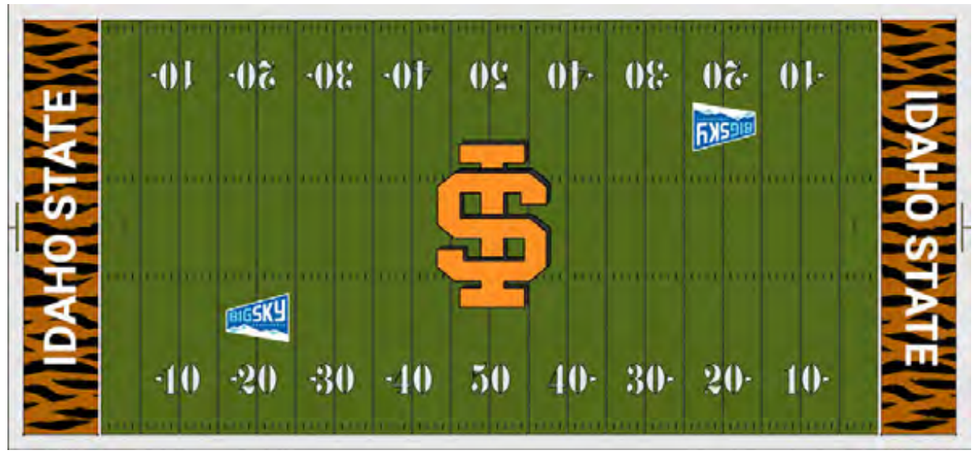
NEW RAMP & ELEVATOR



PLAN LAYOUT

PHASE 1 B WILL ESTABLISH A NEW VISION TO THE PRESIDENTS BOX, CREATING MORE PREMIUM SEATING CONDITIONS, ADA SEATING OPPORTUNITIES AND A SPACE FOR THE PRESIDENT TO ENTERTAIN WITH PERSPECTIVE DONORS, ALLUMNI'S ETC. IT WILL ALSO BE AN INITIAL PHASE TO START LEADING TOWARDS THE OVERALL VISION OF CONNECTING TO THE NEW BASKETBALL VENUE.



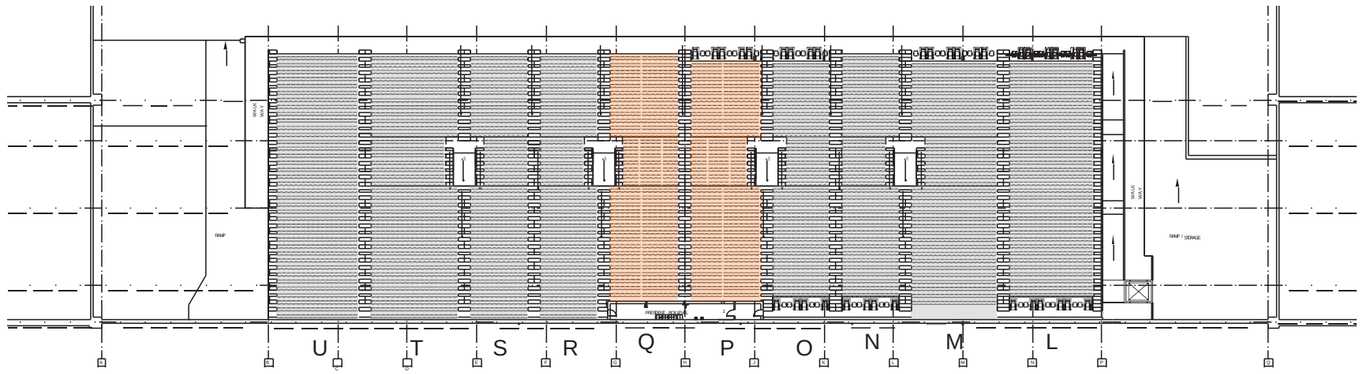


SCHEME 1B

NEW SEATING COUNTS

20" GEN. ADM. SEATS NORTH SIDE	=3036
20" GEN. ADM. SEATS SOUTH SIDE	=4192
	7228 TOTAL 20" SEATS
22" PREMIUM SEATS NORTH SIDE	=1586
22" PREMIUM SEATS SOUTH SIDE	= 860
	2446 TOTAL 22" SEATS
PRESIDENT BOX (QUATTRO) 22" PREMIUM PLUS SEATS	=78
TOTAL NEW SEATS	9752
ADA WHEELCHAIR POSITIONS	
45 NORTH SIDE	
35 SOUTH SIDE	80 TOTAL (72 REQ'D)
	9832 TOTAL CAPACITY

NOTE: PREMIUM SEATING SHOWN IN ORANGE COLOR

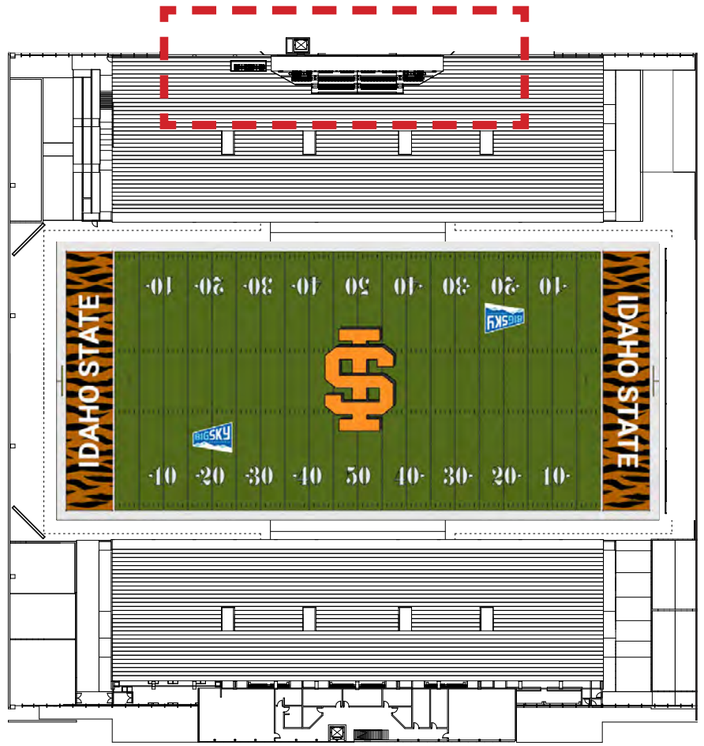


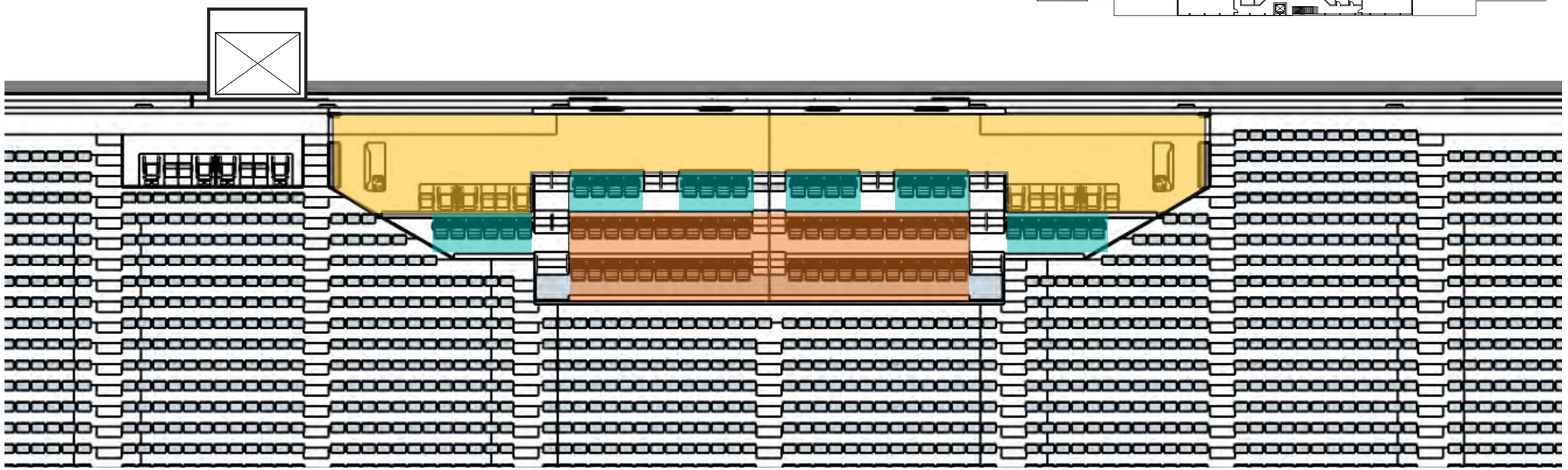
PHASE 1

1 - B

Phase 1B

With the newly upgraded seating bowl this next phase is to focus on the premium aspect for both the president and the hospitality options for the arena. In place of the existing presidents box will be a new overbuild seating section to accommodate loge boxes, ledge seating conditions, necessary ADA and also a "club" space for pre game social events and also allowing the opportunity for events to be held outside of football games. It will have direct access from the existing seating bowl and a new elevator which will be utilized not only for this phase but all future phases.



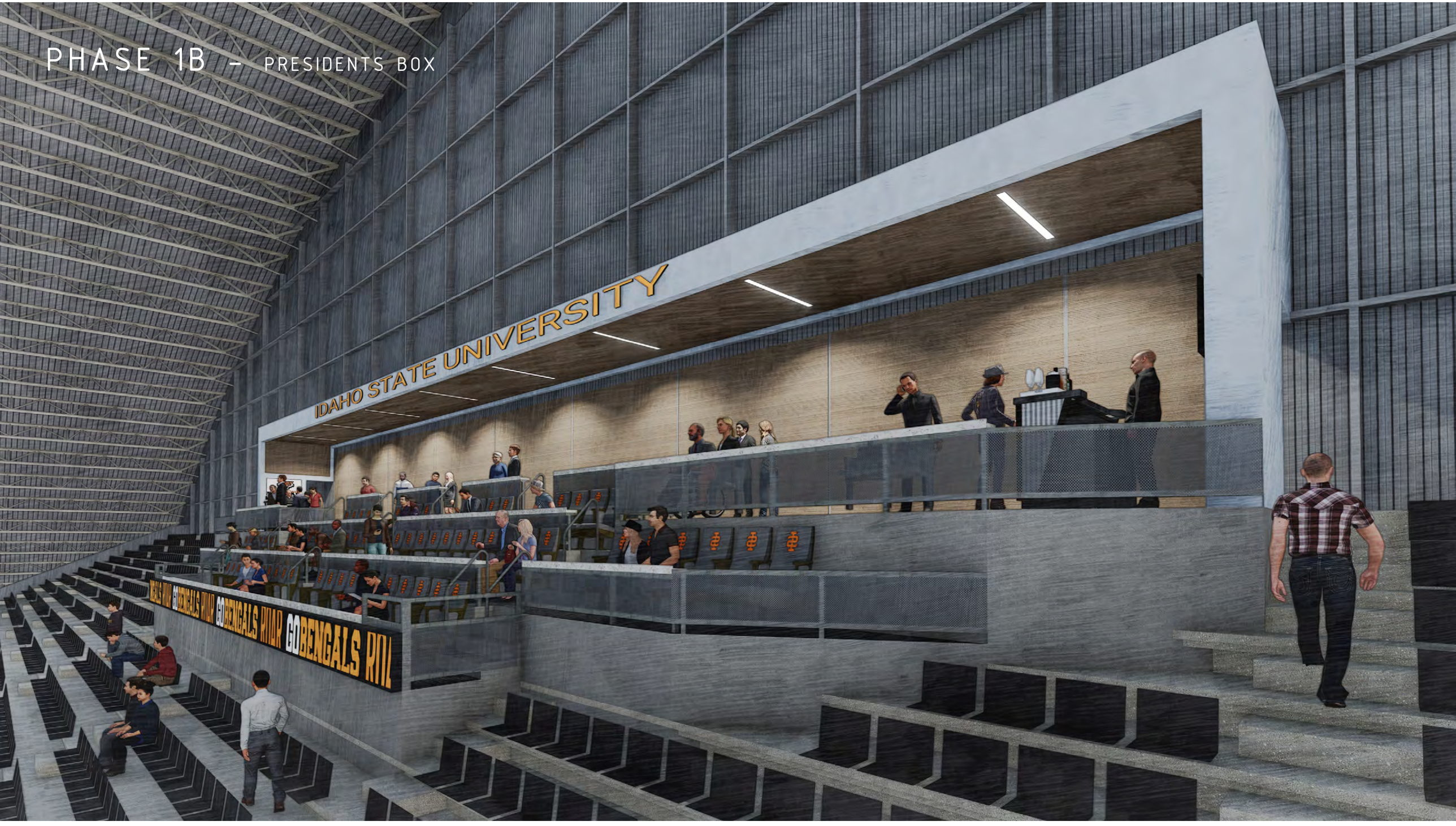


LOGE BOXES - 6 TOTAL (28 PEOPLE)

PRESIDENTS BOX - 44 TOTAL (WITH DRINKRAIL)

CLUB SPACE - 950SF - 80 PEOPLE @ 12SF PP

PHASE 1B – PRESIDENTS BOX



IDAHO STATE UNIVERSITY

SUBJECT

Marketing and advertising master services agreement with Mitchell + Palmer LLC

REFERENCE

October 2018	Idaho State University (ISU) received Executive Director approval to enter into a marketing and advertising services agreement with Mitchell Palmer LLC (M+P) for a total amount not to exceed $975,000.
August 2019	Idaho State University received Executive Director approval to enter into a marketing and advertising services agreement with M+P for a total amount not to exceed $775,000.
September 2020	Idaho State University entered into a marketing and advertising services agreement with M+P for a total amount of $164,000.
October 2020	Idaho State University received Idaho State Board of Education (Board) approval to enter into a marketing and advertising agreement with M+P for an amount not to exceed $410,500.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a
Idaho Code § 67-9225.

BACKGROUND/DISCUSSION

In 2018, ISU launched a state-wide marketing and brand image campaign to recruit students. Informal proposals were sought from three Idaho-based marketing agencies and analyzed to determine overall consistency with ISU's brand and outreach strategy, and to determine best value to ISU. Because of its past experience working with higher education institutions and the Idaho Lottery, M+P was selected from the three proposals to provide creative strategy, marketing, advertising, and the other innovative services needed for a statewide campaign. ISU received Executive Director approval for a one-year contract. In 2019, ISU decided to continue with a new phase of the campaign on a slightly smaller scale and determined that M+P was still the preferred marketing firm to execute the next phase of the campaign. As such, an additional one-year service agreement was negotiated. In 2020, ISU continued with a further phase of the campaign and selected M+P for phase three.

M+P has demonstrated exceptional services over several years and is actively involved in long term planning for ISU's marketing needs. Therefore, ISU requests Board approval to enter into a 3-year master services agreement for advertising and marketing efforts including the ongoing statewide brand-image campaign, recruiting efforts, fundraising campaigns, and any other marketing and advertising services needed by ISU. The ISU Purchasing Department has approved this contract as a valid sole-source under its purchasing policies adopted pursuant to Idaho Code § 67-9225 and approved by the Board in 2016. In accordance with ISU's purchasing policy, the university Purchasing Department evaluated the business need for this contract, the type of services required, and whether the services are sufficiently unique to justify forgoing a competitive bidding process. In this case, because M+P created all new branding and brand-use guidelines for ISU two years ago and ISU has already entered four previous agreements with M+P for advertising services, changing vendors would inevitably alter the look, design, and functionality of the University's marketing campaign. M+P is more directly connected to the existing University marketing philosophy and direction than any other vendor. For these and other reasons documented in the sole source request, the purchasing department determined a sole source contract is justified and, as is standard practice, has posted an online notice of the sole source contract for other vendors to review.

The master agreement will provide one overarching contract that will govern all work performed by M+P for ISU, which will allow for more efficient processing of separate statements of work from various departments, including for admissions and university advancement. Additionally, a multi-year contract will allow for continuity of operations through the summer months when ISU is actively preparing for additional rounds of marketing to prospective students.

IMPACT

The ISU brand image campaign has been very successful. New student admissions were up significantly prior to the COVID-19 pandemic. In fact, despite budget reduction efforts, ISU leadership supported almost unanimously to continue investment in this area. Approval of the proposed master marketing and advertising contract for services will ensure that Idaho State University can continue to recruit prospective students and maintain a statewide marketing presence.

ISU is undertaking the next phase of its enrollment strategy and requires a longer-term investment in marketing and advertising. The University has identified specific enrollment target markets, competitive advantages, and recruitment strategies that will be deployed through the implementation of a comprehensive marketing campaign. This next phase of the statewide campaign is designed to increase ongoing outreach efforts, especially with traditional students, and coordinate all marketing and promotional efforts across the University. Success will be measured by an increase in prospective student inquiries, campus visits, applications submitted, and, ultimately, student enrollment at the institution. In addition to

meeting enrollment goals, the statewide marketing efforts are also focused on increasing general awareness about the University and its positive impact on the State of Idaho.

2021-2024 Proposed Agreement Value - Not to exceed $1.5M per year for a three-year total not to exceed of $4.5M. It should be noted that approximately 70% of all fees rendered to M+P go directly to media buys and advertising placement.

ATTACHMENTS

Attachment 1 – Proposed Master Marketing and Advertising Services Agreement

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University's brand image campaign has shown initial signs of success and help provide visibility to the work being done under the current administration. Student enrollment continues to be a national conversation as higher education institutions evaluate the impact of changing demographics on their ability to recruit new students.

ISU is undertaking the next phase of its strategy which requires a longer-term investment in marketing and advertising. This phase is designed to advance the current enrollment philosophy and will coordinate multiple efforts. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a master marketing and advertising contract with Mitchell + Palmer LLC for an amount not to exceed $1.5 million per year for a three-year total not to exceed of $4.5 million.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

MASTER SERVICES AGREEMENT

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

RECITALS

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

TERMS AND CONDITIONS

1) **ENGAGEMENT.** CLIENT hereby engages AGENCY on an "exclusive basis" ("exclusive basis" shall mean that AGENCY is CLIENT's only full-service advertising agency; and AGENCY shall direct, and retain creative control of, all CLIENT branding and media activities on CLIENT's behalf), and AGENCY hereby accepts such exclusive engagement, for AGENCY (a) to provide the creative, production and media services ("Services") within the territory of the United States of America (the "Territory"); and (b) to prepare and deliver to CLIENT those deliverables, designs, plans, schemes, written ideas or concepts, data, methods, know-how, information, notes, memoranda, research and development results, processes, formulae, reports, improvements, drawings, writings, intellectual property, and/or any other deliverable ("Works") identified under this Agreement or under a Statement of Work (SOW) hereunder. All such "Statement of Work (SOW)" documents shall: (i) be signed by an authorized representative of CLIENT and also be signed by AGENCY; ii) list Works to be prepared and delivered by AGENCY to CLIENT; and iii) contain the total price to be paid by CLIENT for all Works described in each SOW. SOW's may originate from any of several different departments of the CLIENT. ADDENDUM 1: Services + Deliverables Guidelines describes possible AGENCY services and deliverables that may be included in any SOW, and provides a CLIENT fiscal year spending limit which all possible SOW's, taken together and approved in any one fiscal year, must remain within. ADDENDUM 2: Agency Billing Policy describes how the AGENCY shall invoice the CLIENT for each type of Work and the expected payment terms. In the event of any conflict between this Agreement and any ADDENDUM, this Agreement shall control. Both ADDENDUMS shall be attached to this Agreement and made a part hereof.

2) **APPROVAL/QUALITY CONTROL.** AGENCY will provide all Works, and all versions, demonstrations, prototypes and completed proposals of Works, to CLIENT for its review and approval. No Work will be deemed final or completed until it is approved by an authorized representative of CLIENT, which for the purposes of this Section 2 only shall include Stuart Summers or any others that CLIENT authorizes on any SOW. The Works shall be of first-class commercial quality meeting prevailing standards for the advertising industry. All Services and Works will be performed in accordance with this Agreement, the applicable SOW, Schedule of Services and Personnel and any written specifications as may be hereinafter provided by CLIENT and mutually agreed to by AGENCY in writing. AGENCY will comply with all applicable laws and government regulations within the Territory in its performance of Services and preparation of the Works (other than those laws pertaining to the production, exploitation and maintenance of advertising and marketing materials and programs, which shall instead be subject to the division of responsibility reflected in the indemnification provision below and other more specific provisions of this Agreement; it being understood that although both parties undertake to comply with laws, the parties understand that there is a division of responsibility in creating and using advertising and marketing materials and programs and a balancing of risks in any Agreement, and, accordingly, each party takes responsibility for compliance with certain laws and regulations within the Territory and not others). Subject to Section 7(d) below, in connection with the performance of the Services and the Works, AGENCY shall be responsible for obtaining all permits, approvals, rights, licenses, authority, consents and releases that may be reasonably necessary for the use within the Territory of any stock photos, illustrations, props, music, other copyrighted materials, trademarks (other than those trademarks approved by CLIENT pursuant to Section 7 (e) below), locations, performers and other people included in any materials produced by AGENCY in finished and final form for public distribution ("Final Materials") in order to allow CLIENT to use such Final Materials within the Territory in the manner contemplated by CLIENT and AGENCY at the time such permits, approvals, rights, licenses, authority, consents and releases are obtained. AGENCY shall not use any Works, for any purpose or in any manner, except as expressly permitted under this Agreement.

3) **OBLIGATIONS OF CLIENT.** Subject to AGENCY's obligations as expressly set forth hereunder, CLIENT will ensure that the products or services advertised or promoted in any Work are in compliance with all applicable laws and regulations within the Territory and that the claims or representations made in any Work comply with all applicable laws and regulations within the Territory, subject to Section 7(d). CLIENT will provide AGENCY, at no charge to AGENCY, complete product units as may be reasonably requested by AGENCY for use solely in connection with AGENCY's performance of its obligations hereunder. CLIENT understands that time is of the essence in providing its approvals or reasons for refusing approval of any element of the Services or Works when presented. CLIENT shall grant its approval (or explain the basis of its disapproval) within **ten (10)** business days after receipt of such any such element from AGENCY, including but not limited to formal AGENCY summaries of meetings and discussions with CLIENT (defined as "Contact Reports"); provided however, that CLIENT's failure to provide approval of, or explain the basis of its disapproval of Contact Reports or any other element within such time frame shall be deemed approval by the AGENCY to proceed with the Services or Works in question. Furthermore, should CLIENT fail to provide guidance or approvals for any WORKS after a period of sixty (60) days such that AGENCY is unable to move forward, AGENCY shall a) reserve the right to automatically cancel the WORKS in question; b) assess a kill-fee based on the cost for actual hours incurred by AGENCY up to the point of date of cancellation; and c) additionally charge CLIENT for all third-party charges incurred including any cancellation-related charges assessed by third parties - (see also article 6 a)).

4) COMPENSATION AND PAYMENT.

a) AGENCY shall be compensated generally according to ADDENDUM 2: Agency Billing Policy and more specifically, according to the cost and detailed billing advisements of each approved SOW..

b) The parties shall conduct a full two-way evaluation and review of the relationship during the 4th Quarter each CLIENT fiscal year. Any resulting changes agreed to any SOW or ADDENDUM;; the Territory; or any other aspect of this Agreement shall be agreed in writing, failing which the arrangements in place at the time of the evaluation, for instance as to AGENCY compensation, shall continue to apply.

c) The parties agree total compensation across all terms of, and approved SOWs attached to, this Agreement shall not exceed a combined total of $4,500,000 USD.

5) **DETAIL OF EXPENSES**. CLIENT agrees to reimburse AGENCY's incurred expenses in accordance with this Section 5.

a) Type. The expenses contemplated by the parties to be reimbursed or paid by CLIENT include the following without limitation, provided that all such expenses are approved by CLIENT in writing in advance: (A) direct out-of-pocket expenses of Third Party vendors incurred by AGENCY in the course of providing Services; (B) out-of-pocket traveling expenses (e.g. transportation, meals, hotels, cell phone, etc.) of AGENCY personnel performing regular duties on behalf of CLIENT; (C) expenses and costs for research and development, creative concept development, presentation, production, performance testing and rollout of Works and performance of Services; (D) all legal costs incurred in clearing rights to Works, Third Party Components or CLIENT Components; and (E) Gross Media expenses for insertions, airings, sponsorships, etc..

b) T&E. AGENCY shall be reimbursed for all travel to and from CLIENT's local offices; reasonable meals working late, e.g., resulting from CLIENT's last-minute changes; CLIENT-requested attendance at educational forums, conferences and other events. CLIENT may be billed for specified entertainment expenses, providing they have been pre-approved in writing by CLIENT. AGENCY personnel will strive to observe CLIENT's communicated internal T&E guidelines wherever possible.

c) Fluctuations in Foreign Currency Valuations. If foreign suppliers are selected, AGENCY will endeavor to contract with such suppliers in US Dollar; if not possible, exchange rate differences incurred shall be credited or debited to CLIENT's invoicing where applicable.

d) Idaho Sales Tax. As the CLIENT is located in the State of Idaho, the AGENCY is required to charge 6% sales tax to CLIENT for all Works which qualify as sales-taxable, unless the CLIENT is sales-tax exempt, in which case CLIENT must provide the ST-101 tax exemption certificate to AGENCY. AGENCY shall include sales tax on production estimates and charge the tax on invoices to CLIENT when applicable. Media costs across the board currently are not liable for sales tax.

e) Additional Expenses. Any Third Party expenses and/or AGENCY costs resulting from CLIENT's request for services and/or deliverables beyond the agreed Works and Services set forth in each applicable SOW, or for use outside of the Territory, shall be negotiated separately and additionally compensated to AGENCY by CLIENT according to ADDENDUM 2, failing any other specified advisements agreed in writing by the parties..

6) TERM AND TERMINATION.

a) Term. This Agreement is effective as of the Commencement Date and shall continue for three years ending June 30, 2024 or until such date on which the parties agree in writing to terminate this Agreement (the "Term") by giving ninety **(90)** days prior written notice to the other party. Either party shall have the right to terminate this Agreement or any SOW in the event of a material breach thereof, which breach is not cured within **thirty (30)** days of written notice thereof, (the "Effective Date of Termination") including CLIENT not making a timely payment to AGENCY when due. AGENCY shall be fairly compensated by CLIENT for all services performed, and expenses incurred in accordance with this Agreement or the applicable SOW prior to the Effective Date of Termination; expenses incurred directly as the result of termination, e.g., third-party production and media cancellation fees; and the retainer fees due during each of the three (3) months, or 90-day notice period for AGENCY to complete and transition the Works. Also see Section 3 as regards individual WORKS cancellations.

b) Effect of Termination. Upon the Effective Date of Termination of this Agreement, provided CLIENT has no outstanding indebtedness to AGENCY, (1) AGENCY shall transfer to CLIENT all property and materials previously provided by CLIENT, and all contracts for talent and other promotional adjuncts entered into by AGENCY on behalf of CLIENT; (2) CLIENT will assume responsibility for any non-cancelable commitments properly entered into by AGENCY on behalf of CLIENT; and (3) CLIENT will pay to AGENCY all amounts outstanding hereunder upon the Effective Date of the Termination. Following termination of this Agreement, Sections 4, 5, 6, 8, 9(b), 11, 13, 14 and 15 will survive for a period of **three (3)** years after the date of this Agreement and Section 7 will survive in perpetuity.

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

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

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

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

b) Assignment. Without in any way limiting the foregoing, AGENCY hereby assigns, transfers, and conveys to CLIENT, or CLIENT's designee, and their respective successors, heirs and assigns, any and all right, title or interest worldwide that AGENCY may now have, or may acquire in the future, in or to the Results and Proceeds including, but not limited to, all ownership, patent, trade secret, trademark, service mark, copyright, moral, attribution and/or integrity rights. AGENCY hereby expressly and forever waives any and all rights that AGENCY may have worldwide arising under 17 U.S.C. § 106A, and any rights arising under any federal or state laws within the Territory that convey rights which are similar in nature to those conveyed under 17 U.S.C. § 106A, or any other type of moral right or droit moral. AGENCY agrees that CLIENT and its designees may, and is entitled to use any of the Results and Proceeds without additional consideration to AGENCY, for any purpose whatsoever worldwide. AGENCY will not license to others the use of Results and Proceeds, Trademarks or other proprietary materials of CLIENT without CLIENT's prior written approval.

c) Third Party Components. CLIENT agrees that AGENCY may obtain from third parties materials of every kind and nature for use in connection with Final Materials with CLIENT's prior written approval ("Third Party Components"). In such cases, AGENCY will obtain for CLIENT the rights, licenses and authority worldwide to include Third Party Components in the applicable campaign, having terms approved by CLIENT in writing. Notwithstanding, CLIENT agrees that CLIENT is solely responsible for the payment of third-party invoices for subcontractor services or Third-Party Components, and that no such payment by AGENCY shall make AGENCY liable for any future payments. (See also Section 11 b)).

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

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

e) Trademarks. Unless otherwise agreed by CLIENT and AGENCY, AGENCY shall be responsible for the performance of preliminary trademark searches within the Territory with respect to potential trademarks created by AGENCY to be incorporated in materials produced by AGENCY on CLIENT's behalf, and AGENCY will bring to CLIENT's attention any significant trademark concerns that AGENCY may have. CLIENT agrees to pay in full for all such preliminary trademark searches and agrees further that CLIENT will be responsible for conducting any additional searches that CLIENT deems appropriate, including full trademark searches and any other searches CLIENT deems necessary, with respect to such potential trademarks. CLIENT shall make the final decision to use or proceed with any trademark based on CLIENT's independent investigation of the potential trademark and CLIENT's evaluation of the results of such independent investigation. CLIENT will notify AGENCY of CLIENT's decision with respect to the trademark. CLIENT also will be responsible for deciding whether to file for, and actually filing for, any registrations with respect to such trademark

f) Further Assurances. AGENCY hereby agrees to execute, acknowledge and deliver from time to time any and all documents and take such other action as CLIENT and its designees, in their sole discretion, believes necessary to: (i) protect, assure, register, confirm and/or otherwise vest CLIENT's and its designees' right, title and interest within the Territory in, to and under the Results and Proceeds; (ii) make a record with any and all government agencies, authorities, courts, tribunals, or third parties within the Territory of the fact that CLIENT owns all right, title and interest in, to and under the Results and Proceeds within the Territory, and any and all goodwill associated therewith; (iii) cooperate with CLIENT's and CLIENT's designees' defense of or litigation of any infringement, conversion or other similar litigation within the Territory related to the Results and Proceeds or a derivative thereof; and (iv) that AGENCY has no right, title or interest, of any kind or nature, in or to the Results and Proceeds.

Limited License to Results and Proceeds for Portfolio. CLIENT grants to AGENCY a limited, nonexclusive, worldwide fully-paid license to use Results and Proceeds for use in AGENCY's website, new business presentations, resume, curriculum vitae, and portfolio of work.

8) AGENCY'S REPRESENTATIONS AND INDEMNITY.

a) AGENCY represents and warrants that, to AGENCY's knowledge: the Results and Proceeds created and/or delivered by it under this Agreement are authentic, were and/or will be made solely by AGENCY without the contribution or assistance of any other persons or entities other than those employed by AGENCY or those subcontractors engaged by AGENCY with CLIENT's written consent, and AGENCY has and will have the sole, exclusive, and legal right within the Territory to assign, transfer, and convey all right, title and interest in and to the Results and Proceeds to CLIENT. AGENCY further represents and warrants that, except for Third Party Components and CLIENT Components, to AGENCY's knowledge: (i) no third party has any rights in, to, or arising out of Results and Proceeds contained in any unaltered Final Materials when used in the Territory; (ii) there has not been any claim of infringement of any patent, copyright, trademark, or misappropriation of any trade secret of any third party as a result of the execution, delivery and performance of this Agreement; (iii) CLIENT's or its designee's use in the Territory of unaltered Final Materials will not infringe upon any copyright, trademark, or trade secret or otherwise constitute a libel or violation of the rights of publicity of any person, entity or firm; and (iv) the execution, delivery and performance of this Agreement by AGENCY does not constitute a violation within the Territory of any term of any agreement, contract, understanding or duty by which AGENCY is bound.

b) Regarding Digital Patent claims, AGENCY shall provide no indemnification to CLIENT for any claims whatsoever relating to pre-existing digital products and digital assets (including but not limited to websites) developed by the CLIENT or any other party, in use prior to such time as the AGENCY may commence Services or produce any Works involving such digital products or assets. To avoid any dispute between the parties, AGENCY shall conduct an audit of pre-existing digital features and functionality (the "Digital Audit") prior to starting any work on behalf of CLIENT where such pre-existing digital products or assets are assigned to the AGENCY. The Digital Audit shall be conducted according to the published guidance of the 4A's (American Association of Advertising Agencies/New York) and may include such activities as collecting and archiving screen shots, client records, public records and other information sources which pertain to CLIENT's pre-existing digital footprint. Documentation areas required may include: i) technology – original, contracted and commercial and open source code libraries, etc.; ii) functionality – designs, specifications, interaction flowcharts, etc.; and iii) other software partner agreements that were in place prior to the start of AGENCY work. CLIENT agrees to cooperate fully with AGENCY in the performance of the Digital Audit prior to authorizing AGENCY to perform any work relating to any pre-existing digital assets or products.

9) MATERIAL FROM THIRD PARTIES.

a) Instructions to Third Parties. CLIENT specifically grants to AGENCY the limited right to act on CLIENT's behalf as its agent (solely within the scope of this Agreement) to give reasonably necessary instructions on behalf of CLIENT to any person or entity involved in AGENCY assignments who create or deliver Third Party Components provided CLIENT provides its prior written approval of such instructions.

Third Party Contracts. AGENCY shall use commercially reasonable efforts to ensure that all contracts for Third Party Components with third parties that are not signed as agent for CLIENT shall be, by their express terms, freely assignable to CLIENT and its designees. AGENCY shall furnish CLIENT, promptly upon request, proof of payment to third parties with respect to work and services for CLIENT's account and, upon CLIENT's request, obtain all necessary and reasonably obtainable lien waivers in connection with such work and services, provided CLIENT shall pay for all actions taken by AGENCY to obtain such waivers in connection therewith.

10) CONFIDENTIALITY.

a) Confidential Information. Each party (the "Receiving Party") agrees to retain in strict confidence all Confidential Information disclosed by the other party (the "Disclosing Party"). For purposes hereof, "Confidential Information" includes: (a) tangible disclosures marked as "Confidential," "Proprietary" or that bear any other appropriate notice indicating the confidential nature of such information; (b) information that is not susceptible to being marked (for example, orally or visually disclosed information), but that under the circumstances surrounding disclosure ought to be treated as confidential by the Receiving Party; and (c) nonpublic information that the Disclosing Party designates as being confidential or which, under the circumstances surrounding disclosure ought to be treated as confidential by the Receiving Party, including, without limitation, information in tangible or intangible form relating to and/or including released or unreleased software or hardware products, the marketing or promotion of any product, business policies or practices, product information, reports, studies, notes, analyses, summaries, business, market and development plans, procurement and sales activities and procedures, promotion, pricing, information received from others that the Disclosing Party is obligated to treat as confidential and all information that derives actual or potential independent economic value from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use and is the subject of efforts that are reasonable under the circumstances to maintain its secrecy.

b) Exclusions. Confidential Information will not include information that: (a) is or becomes generally known or available by publication, commercial use or otherwise through no fault of the Receiving Party; (b) the Receiving Party can demonstrate to have had rightfully in its possession and without restriction, prior to disclosure hereunder; (c) is independently developed by the Receiving Party without use of the Disclosing Party's Confidential Information; (d) is lawfully obtained from a third party who has the right to make such disclosure; or (e) is released for publication by the Disclosing Party in writing. A Receiving Party also may disclose Confidential Information to the extent required by a court or other governmental authority or legal process, provided that the Receiving Party promptly notifies the Disclosing Party of the disclosure requirement and cooperates with the Disclosing Party (at the latter's expense and at its request) to resist or limit the disclosure. The parties recognize Agency is an agency of the State of Idaho subject to the Idaho Public Records Act. Nothing herein shall be construed as a waiver of Agency's obligations to comply with the Act.

c) Protection of Confidential Information. Each party agrees to protect the other's Confidential Information to the same extent that it protects its own confidential information of a similar nature and will take all reasonable precautions to prevent any unauthorized disclosure of Confidential Information to third parties. If either party provides Confidential Information of the other party to any third-party contractor to perform its obligations under the Agreement, then it will ensure that such third party has entered into a written confidentiality agreement protecting such Confidential Information from unauthorized disclosure or improper use. Each party's obligation not to disclose Confidential Information will terminate **two (2)** years from the initial date of receipt of the Confidential Information or **one (1)** year from the expiration or the Effective Date of Termination of this Agreement, whichever is later.

d) No Effect on Other Agreements. The provisions of this Section 10 will not limit or replace the restrictions and requirements of any other (existing or future) confidential information agreement between the parties or their affiliates.

11) INDEPENDENT RELATIONSHIP / SEQUENTIAL LIABILITY.

a) No employer/employee relationship. The parties expressly agree that there shall be no agency relationship (except as expressly provided and limited in Section 9(a) of this Agreement) and no employer-employee relationship between AGENCY and CLIENT. AGENCY is retained by CLIENT only for the purposes of, and to the extent set forth in, this Agreement, and the relationship of AGENCY with CLIENT under this Agreement during the term of this Agreement shall be that of an independent contractor. AGENCY agrees to devote sufficient time, effort, resources, ability, skill and attention as may be necessary for AGENCY to perform the services required to be provided to CLIENT under this Agreement, but AGENCY shall have the full authority to select the means, manner, and method of performing such services.

b) Sequential Liability. The AGENCY shall be solely liable for payment of all third-party charges (e.g., media and production vendor charges, costs of assets and rights purchases made by AGENCY on CLIENT's behalf) only after the AGENCY has been paid for those costs in full by CLIENT. Prior to payment in full to the AGENCY, the CLIENT shall remain solely liable for sums owing third parties not yet paid to the AGENCY.

12) INDEMNIFICATION BY AGENCY / LIMITATION OF AGENCY LIABILITY. AGENCY shall defend, indemnify and hold harmless CLIENT, its parent and subsidiaries, and each of its and their officers, directors, employees, agents, successors and assigns, from and against any and all claims, losses, liability, costs and expenses (including reasonable attorneys' fees) arising out of or in connection with AGENCY's (a) breach of any of its representations and warranties in this Agreement; (b) property damage, or personal injury or death resulting from any act or omission to act by AGENCY or any of its employees, agents, representatives or contractors constituting negligence; and (c) any claim within the Territory pertaining to libel, slander, defamation, false or deceptive advertising, disparagement, copyright or trademark infringement, invasion of privacy, piracy, and/or plagiarism under U.S. law arising from CLIENT's use in the Territory, consistent with releases and agreements with third parties, of any Final Materials that AGENCY creates or supplies to CLIENT that have not been altered by CLIENT, except to the extent that such claim arises from CLIENT Components or from CLIENT's performance or failure of performance of its obligations under Section 3. CLIENT will provide written notice to AGENCY of any claim or lawsuit arising from this Agreement. This Section 12 shall survive the expiration or termination of this Agreement for a period of **two (2)** years. Notwithstanding the foregoing, AGENCY's liability under this Agreement will be limited to the total amount of insurance payments received under the insurance policies maintained by AGENCY**.** For purposes of this Agreement, use in the Territory (the United States) includes use on Websites or in digital materials that are primarily directed to consumers in the United States. Notwithstanding the above, CLIENT agrees to the exception found in Section 8. b).

13) CLIENT LIABILITY. CLIENT shall be responsible and assume liable for its own wrongful or negligent acts or omissions, or those of its officers, agents, or employees to the full extent required by law, including for any and all claims, losses, liability, costs and expenses (including reasonable attorneys' fees) ("Claims and Losses") arising out of or in connection with (a) violation of any applicable federal, state or local law, rule or regulation; (b) breach of any of its representations and warranties in this Agreement; (c) property damage, or personal injury or death resulting from any act or omission to act by CLIENT or any of its employees, agents, representatives or contractors constituting negligence; or (d) any claim of defamation, false or deceptive advertising, disparagement, copyright or trademark infringement, invasion of privacy or plagiarism under U.S. law, or violation of any other intellectual property right of any person or entity within the Territory, to the extent based upon CLIENT Components or based upon CLIENT's performance or failure to perform its obligations under Section 3, (e) the use by CLIENT of any Final Materials in a manner that is inconsistent with any agreements or releases with third parties (except to the extent that AGENCY has failed to advise CLIENT of the material terms of such agreements or releases and such failure to advise CLIENT results in such Claims and Losses); or the use of any preliminary, raw, or altered materials produced by AGENCY; or (f) any risks of which AGENCY has apprised CLIENT (provided that AGENCY proceeds in accordance with CLIENT's direction with respect to such risks). AGENCY will provide written notice to CLIENT of any claim or lawsuit arising from this Agreement. This Section 13 shall survive the expiration or termination of this Agreement for a period of **two (2)** years.

14) INSURANCE. Throughout the Term hereof, AGENCY shall maintain with reputable insurers such policy or policies of insurance as may be necessary to cover the AGENCY's obligations and liabilities under this Agreement, including but not limited to general liability, professional liability, and transmission and production insurance against transmission and production risks for all Advertising undertaken for television, broadcast and video. Such policies shall have limits of no less than $1,000,00 per occurrence. When required, the premiums for transmission and production insurance shall be included in the AGENCY's production charges to the CLIENT. CLIENT and the State of Idaho shall be named as additional insured's in all policies as requested

15) DAMAGES. In addition to any other damages that either party may be entitled to at law or in equity, should either party breach this Agreement, the non-breaching party may, in accordance with applicable law, be entitled to recover reasonable attorney's fees, costs, and expenses incurred in enforcing the terms of this Agreement.

16) CERTIFICATION CONCERNING BOYCOTT OF ISRAEL: Pursuant to Idaho Code section 67-2346 (effective July 1, 2021), if payments under the Contract exceed one hundred thousand dollars ($100,000) and Contractor employs ten (10) or more persons, Contractor certifies that it is not currently engaged in, and will not for the duration of the Contract engage in, a boycott of goods or services from Israel or territories under its control. The terms in this section defined in Idaho Code section 67-2346 shall have the meaning defined therein.

16) MISCELLANEOUS. The following additional provisions shall apply:

a) Governing Law; Submission to Jurisdiction. This Agreement and any claim or dispute arising out of or related to this Agreement or the transactions contemplated hereby, whether in contract, tort or otherwise, shall be governed by and construed in accordance with the laws of the State of Idaho, without giving effect to its conflicts of law principles. Any legal actions, suits or proceedings arising out of this Agreement (whether for breach of contract, tortious conduct or otherwise) shall be brought exclusively in the state courts located in Bannock County, Idaho and the parties to this Agreement hereby accept and submit to the personal jurisdiction of these Idaho courts with respect to any legal actions, suits or proceedings arising out of this Agreement.

b) No Assignment. This is a personal services agreement and may not be assigned by AGENCY without first securing the written consent of CLIENT.

c) Third Parties. AGENCY will use commercially reasonable efforts to guard against any loss to CLIENT caused by the failure of media, suppliers or others to perform in accordance with their commitments, but AGENCY will not be responsible for any such loss or failure on their part, or any destruction or unauthorized use by others of CLIENT's property.

d) Cancellation. CLIENT has the right at any time to direct AGENCY to cancel any plans, schedules, or work in progress, but CLIENT agrees to reimburse AGENCY for any loss, cost, or liability AGENCY may sustain as a result of such action. AGENCY will be entitled to its fees, and payments for services performed prior to CLIENT's instructions to cancel, and for advertising and materials placed or delivered thereafter if AGENCY is unable to halt such placement or delivery. Under no circumstances will AGENCY be obliged to breach any lawful contractual commitment to others. (See also Section 3).

e) Further Assurances. Each of the parties agree to take such further action to execute and deliver such additional documents as may be required to them to effectuate the purpose and intent of this Agreement.

f) Entire Agreement. This instrument contains the entire Agreement between the parties hereto with respect to the transaction contemplated herein, and may not be amended or modified except in writing signed by each of the parties.

g) Notices. All notices, requests, consents and other communications under this Agreement will be in writing, addressed to the receiving party's address appearing on the banner page to this Agreement or to another address as that party may designate in a written notice, and will be either (i) delivered by hand; (ii) made by email; (iii) sent by overnight courier; or (iv) sent by registered mail, return receipt requested, postage prepaid. All notices, requests, consents and other communications under this Agreement will be deemed to have been given (a) if by hand, at the time of the delivery thereof to the receiving party; (b) if made by email, at the time that receipt thereof has been personally acknowledged in writing by the receiving party; (c) if sent by overnight courier, on the next business day following the day such notice is delivered to the courier service; or (d) if sent by registered mail, on the fifth business day following the day such mailing is made.

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

MASTER SERVICES AGREEMENT

Version File Name: **ISU MSA FY2022_v1dr**

Agreed to as of the Commencement Date written above.

AGENCY:	Mitchell Palmer LLC	CLIENT	Idaho State University
By:		By:	
Name:	Billy Mitchell	Name:	Kevin Satterlee
Title:	Principal	Title:	President
Address:	1150 W State Street – Suite 200	Address:	921 So. 8th Ave.
	Boise, ID 83702		Pocatello, ID 83209
Telephone	208.830-4018	Telephone:	208.282.3343
Fax:		Fax:	
Email:	billy@mitchellpalmer.com	Email:	summstua@isu.edu

MASTER SERVICES AGREEMENT

ADDENDUM 1: SERVICES + DELIVERABLES GUIDELINES

The following are a list of services and deliverables that Mitchell Palmer LLC ("Agency") could provide during the duration of the agreement with Idaho State University with an ongoing goal of increasing awareness of Idaho State University within the State of Idaho as well as increasing applicants and enrollment at the University. The primary departments Agency will work with to accomplish these are the University Marketing and Communications team in the Office of the President as well as the Admissions Department. Work for other teams and departments, such as the Scholarships + Financial Aid or individual colleges, to be done upon request.

Specific work and deliverables for any projects will be agreed upon through a separate Statement of Work (SOW) to be approved by the manager of the requesting department; each SOW shall be governed by this MSA and its annual spending cap. Costs for all work and production provided by Agency shall not exceed $1.5 Million per fiscal year for the duration of the MSA.

Agency shall provide the following services:

- Account and Project Management
- Brand and Marketing Strategy
- Media Planning and Placement
- Creative Strategy and Development
- Design and Copywriting
- Production

To create the following deliverables:

Media Planning and Placement

- Development of a media plan that aligns with ISU's marketing goals and initiatives.
- Placement and monthly reconciliation of media based on approved media plan including outdoor billboards, streaming video and audio, online display and social media ads.

Creative Strategy, Development, Design and Copywriting

- Campaign concepting
- Outdoor billboards
- Online display banner ads
- Social media assets
- TV and video scripts

- Radio scripts

Production

- Television Spots
- Social Media Videos
- Enrollment and Recruitment Videos
- Branding Videos
- Radio Ads
- Photo Shoots
- HTML5 Banner Ad
- Outdoor Billboard Printing
- Printing of Direct Mail, Flyers, Brochures, etc.

ADDENDUM 2: AGENCY BILLING POLICY

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

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

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

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

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

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

IDAHO STATE UNIVERSITY

SUBJECT

EAMES Phase III Project - Financing Approval

REFERENCE

February 2017	Idaho State Board of Education (Board) approved engineering and cost estimating to move College of Technology Academic Programs to the RISE Building.
August 2017	ISU FY19 Six-Year Capital Project Plan approved.
December 2018	Board approved Idaho State University's request, pending JFAC approval, to reallocate the $10M dollars of funding from Gale Life Science to the EAMES Project, to allow Idaho State University to begin construction of Phase I of EAMES Building remodel for moving College of Technology Programs at a total project cost estimated at $13.3M.
January 2018	JFAC approved and the Governor's office signed the approval to reallocate $10M dollars of funding from Gale Life Science to the EAMES Project.
February 2019	Legislature passed and the Governor signed House Bill 20 to reallocate $10M dollars of funding from Gale Life Science to the EAMES Project.
April 2019	Board approved Idaho State University's request to bid Phase I, with Phase II as an add alternate contingent upon collection of donated funds, for a total construction amount not to exceed $18,952,000
February 2020	Board approved bidding and construction for EAMES Phase III for an amount not to exceed $3,600,000

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.2.

BACKGROUND/DISCUSSION

Idaho State University (ISU) seeks approval from the Board to increase the maximum total cost for EAMES Phase III to $4,639,335. Due to the rapidly inflating construction market, the lowest project bid came in higher than anticipated, bringing the total project cost to $4,639,335, which is $1,039,335 more than approved by the Board in February 2020.

ISU and the ISU Foundation have developed a strategy to cover the project cost escalation. The College of Technology will contribute $510,000 generated through local fund operations and other revenue-generating activities, which were not expended from the COVID-19 pandemic. Additionally, $529,335 will be generated from philanthropic support from donors that have already committed funds to the project. These commitments will come in over-time to cover the cost differential. ISU will commit institutional reserves and as the donor funds are made available, those reserves will be reimbursed.

Previous Project Cost	
U.S. Economic Development Administration Grant	$2,271,953
Previously Committed Philanthropic Support	$1,328,047
Project Over-Run	
Future Philanthropic Commitments	$ 529,335
College of Technology Carry Forward	$ 510,000
Total	$ 4,639,335

IMPACT

The EAMES Phase III project completes the multi-phased effort to collocate a number of key programs in the College of Technology to one facility alleviating deferred maintenance issues and expanding career technical and research possibilities.

STAFF COMMENTS AND RECOMMENDATIONS

The bidding climate has produced challenges for institutions to assure that pricing is accurate prior to bid. With construction costs escalating, and with the support of the Division of Public Works, the bid on the EAMES Phase III project exceeded the previous approval of the Board by $1,039,335.

Board Policy V.K.5 states, “If a project budget increases above the total Board-authorized amount by the lesser of 5% or $500,000, then the institution or agency shall be required to seek further authorization.” ISU is bringing this request forward to the Board in compliance with that policy for authorization to increase the budget in alignment with the lowest project bid. Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to proceed with the construction of EAMES Phase III for a total cost not to exceed $4,639,335

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT

Huron Consulting Group Contract – E-Procurement Software Implementation

REFERENCE

September 29, 2017	Board adopted the Higher Education Task Force recommendations, including the recommendation to increase systemness.
December 20, 2018	The Huron Consulting Group, Inc., presented its final report on Administrative Review and Consolidation Assessment to the Board.
January 18, 2019	Board accepted the final Huron report and authorized the Board president to appoint a subcommittee of Board members to identify a timeline and decision points for future Board consideration.
April 21, 2021	The Board approved the institutions entering into a Joint Purchasing Agreement.
June 28, 2021	Board approved the Jaggaer contract for an e-procurement software solution.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho, with the approval of the Idaho State Board of Education, formed a higher education joint purchasing group, now known as the Idaho Higher Education Procurement Federation (IHEPF), in order to help implement a recommendation from the 2019 Huron report for the institutions to more fully cooperate on shared purchasing efforts and contracts in order to increase efficiency and effectiveness. Further, the four institutions entered into a Joint Purchasing Agreement to allow for the consolidation of purchasing efforts among the institutions.

Part of the Huron report (Operational System Integration) recommended the acquisition of an E-Procurement software system to be utilized by the four institutions. The execution of the Joint Purchasing Agreement allows the institutions to more easily implement this recommendation. IHEPF evaluated E-Procurement systems, and selected the Jaggaer E-procurement system. In June, the UI was granted authorization to procure the Jaggaer E-procurement software system. Given the complexity of the system, having the assistance of a firm experienced in the implementation of the software will greatly assist the institutions in the implementation and utilization of the software. Huron Consulting is the primary implementation firm for Jaggaer, and this contract was proposed within the

guidelines of the State of Idaho contract with the Division of Purchasing. Pursuant to the Joint Purchasing Agreement, the University of Idaho is the lead institution for this proposed contract and will be the contracting institution.

IMPACT

The acquisition of the E-Procurement software system will allow Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho to utilize Jaggaer's E-Procurement system, along with Jaggaer's contract management software, and other systems. The contract with Huron Consulting Group will allow the institutions to more efficiently implement the system between the institutions. This will involve such work as implementation planning, facilitation of functionality, design of system interfaces, training materials, development of training curriculum, and development of change management and communication strategies. The total cost of the contract with Huron Consulting is $1,481,430. Most of the cost of this contract and a separate proposed contract with Jaggaer for the E-procurement software (which has been presented in a separate agenda item) will be covered by a $2.5 million appropriation from the Legislature to the State Controller's Office for the Building Idaho's Future initiative. The remaining costs will be divided among the institutions, with Idaho State University, Boise State University and University of Idaho paying 30% each, and Lewis-Clark State College paying 10%.

The Jaggaer E-Procurement system will be implemented at the four, four-year institutions with expandability to the two-year institutions.

ATTACHMENTS

Attachment 1 – University of Idaho Contract for Services
Attachment 2 – Huron Consulting Group Statement of Work

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In response to the Board's initiative on system optimization, the four-year institutions entered into a Joint Purchasing Agreement in April of 2021 and have worked together to complete the work recommended by the Huron Consulting Group. The Legislature appropriated $2.5 million to fund this project beginning in FY 2022; and the institutions, led by the University of Idaho, have determined that a systemwide software will serve the E-Procurement needs of the institutions. This request is to enter into a contract with Huron for implementation of the Jaggaer software.

Board Policy V.I.3.a. states, "Purchases exceeding one million dollars ($1,000,000) require prior Board approval." The University of Idaho requests Board approval to enter into the contract and requests the funding be released from the State Controller's Office (SCO). Board staff will develop a Memorandum of Understanding with SCO for the transfer of the funds. The Jaggaer contract, which was approved in June, will provide the software. This contract with Huron

will fund services needed to implement the Jaggaer software. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to execute the attached contract with Huron Consulting Group and to authorize the University of Idaho Vice-President for Finance and Administration, or designee, to execute the necessary contractual documents in substantial conformity to the documents attached to this motion.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO
CONTRACT FOR SERVICES

This Agreement is made between the Regents of the University of Idaho, a public corporation and state educational institution, and body politic and corporate organized and existing under the Constitution and laws of the state of Idaho ("Institution"), and Huron Consulting Group, a corporation with its principal place of business in Chicago, Illinois and with authority to do business in the State of Idaho ("Contractor"), collectively the Parties.

RECITALS

A. Institution desires to obtain the services of Contractor; and

B. Contractor claims to have expertise and experience to provide the services described herein for the benefit of the Institution.

TERMS

The Parties in recognition of the good and valuable consideration as further described herein agree as follows:

1.0 Scope of Services

1.1 Contractor agrees to perform such professional services as are set forth in this Agreement with the standard of professional care and skill customarily provided in the performance of such services, and Institution agrees to pay Contractor such amounts as are specified in this agreement, all upon the following terms and conditions:

1.2 Contractor agrees to provide the deliverables set forth in Option 2 in the Huron Statement of Work for Idaho Higher Education Procurement Federaion, Exhibit A, attached hereto and incorporated herein. Provided that if there are any conflicting terms between this Agreement and Exhibit A, the terms in this Agreement shall control.

1.3 Contractor shall provide such services as are necessary to provide the deliverables set forth in Exhibit A.

1.4 Contractor agrees to perform as set forth in sections 1.2 and 1.3 to the satisfaction of Institution.

1.5 Institution's liaison overseeing the services provided under this Agreement is Julia McIlroy, Director, Contracts and Purchasing Services, who is located at University of Idaho, Moscow, ID 83844-; Voice: (208) 885-6123.

1.6 The parties may from time-to-time extend the scope of services and deliverables or omit services and deliverables previously ordered, and the provisions of this Agreement shall apply to all such additions and omissions. All such additions and omissions must be in a writing executed by both parties in order to be effective.

2.0 Fees and Expenses.

2.1 Institution agrees to pay a maximum fee of one million four hundred eighty one thousand four hundred thirty and 00/100 dollars ($1,481,430) for services, out-of-pocket expenses and deliverables rendered by Contractor hereunder, including all amounts already paid.

2.2 The total fee, and any reimbursement for incidental out-of-pocket expenses identified in section 2.4, shall be payable upon completion of the work on a monthly basis. An application for payment of fees and expenses, accompanied by proper documentation, including receipts, shall be submitted by Contractor to Institution upon completion of the work, said application to cover and include all fees earned and expenses incurred. Contractor shall be deemed to have waived its right to payment for any fees earned or expenses incurred if not included on the application. Institution reserves the right to require reasonable additional supporting documentation from Contractor. All applications for payment shall be on forms acceptable to or approved by Institution.

2.3 Contractor agrees that Contractor is solely responsible for payment of income, social security, and other employment taxes due to the proper taxing authorities, and that Institution will not deduct such taxes from any payments to Contractor hereunder. Contractor agrees to indemnify, defend, and hold harmless the state of Idaho and Institution and its governing board, officers, employees, and agents from and against any and all costs, losses, damages, liabilities, expenses, demands, and judgments, including court costs and attorney's fees, relating to the payment of income, social security, and other employment taxes for itself and subcontractor(s) of any tier.

2.4 Institution shall, at its discretion, reimburse or directly pay the following designated out-of-pocket expenses, provided the request for travel reimbursement is made to Institution in advance of travel and Contractor receives written approval prior the initiating the travel. Absent a specific statement from Institution that it will directly pay for a designated expense, a designated expense will be reimbursed. In all cases, whether direct pay, or reimbursement, the rates for the following costs shall be consistent with the University's current travel policy and rates:

(1) Airplane travel for [TBD] person(s) not to exceed coach rate for dates of travel.
(2) One rental car in an amount not to exceed economy rates for dates of travel, unless an upgrade is justified and authorized by Institution.
(3) Lodging for [TBD] person(s) for [TBD] night(s) not to exceed standard single rates, unless otherwise justified and authorized by Institution.
(4) Meals for [TBD] person (s) for [TBD] day(s) not to exceed Institution per diem for such location, per day.
(5) Other as follows: none without prior written approval

2.5 Fees for services not within the scope of this Agreement shall be at an hourly rate to be negotiated in writing by the parties.

3.0 Term.

The services to be rendered by Contractor under this Agreement shall commence not later than September 1, 2021, and be completed by December 31, 2022. Time is of the essence for this Agreement. This term may be extended beyond such completion date if Institution agrees to the extension in writing.

4.0 Contractor's Capacity and Responsibilities.

4.1 It is expressly understood that Contractor is an independent contractor and not the agent, partner, or employee of Institution. Contractor and Contractor's workers are not employees of Institution and are not entitled to tax withholding, Workers' Compensation, unemployment compensation, or any employee benefits, statutory or otherwise.

4.2 Contractor shall not have the authority to enter into any contract or agreement to bind Institution and shall not represent to anyone that Contractor has such authority.

4.3 Contractor represents and warrants to Institution that in performing the services called for hereunder Contractor will not be in breach of any agreement with a third party.

4.4 In the event that Contractor subcontracts for the services to be provided herein, Contract shall remain liable for all obligations and commitments under this Agreement and shall ensure that any necessary obligations and commitments flow through to the subcontractor(s) of any tier.

5.0 Confidentiality of Information.

5.1 Contractor agrees to keep confidential and not to disclose to third parties any information provided by Institution pursuant to or learned by Contractor during the course of this Agreement unless Contractor has received the prior written consent of Institution to make such disclosure. This obligation of confidentiality does not extend to any information that:

5.1.1 Was in the possession of Contractor at the time of disclosure by Institution, directly or indirectly;

5.1.2 Is or shall become, through no fault of Contractor, available to the general public, or

5.1.3 Is independently developed and hereafter supplied to Contractor by a third party without restriction or disclosure.

5.2 This provision shall survive expiration and termination of this Agreement.

6.0 Property Rights and Reports.

6.1 Contractor agrees that any intellectual property including but not limited to computer programs, software, documentation, copyrightable work, discoveries, inventions, or improvements developed by Contractor solely, or with others, resulting from the performance of services pursuant

to this Agreement is the property of Institution, and Contractor herby agrees to assign all rights therein to institution. Contractor further agrees to provide Institution with any assistance which Institution may require to obtain patents or copyright registrations, including the execution of any documents submitted by Institution.

6.2 Intentionally Left blank.

6.3 Non-Use of Names and Trademarks. No party to this Agreement shall, without express written consent, use any name, trade name, trademark, or other designation of any other party hereto (including contraction, abbreviation or simulation) in advertising, publicity, promotional, or any other activities or context

6.4 This provision shall survive expiration and termination of this Agreement.

7.0 Suspension or Termination of Contract.

Institution reserves the right to suspend indefinitely or terminate the contract and the services to be rendered by Contractor for any reason upon seven (7) days' prior written notice. In the event of termination prior to completion of all work described in Section 1.0, the amount of the total fee to be paid Contractor shall be determined by Institution on the basis of the portion of the total work actually completed up to the time of such termination.

8.0 Indemnification and Hold Harmless.

8.1 Contractor agrees that any personal injury to Contractor or third parties or any property damage incurred in the course of performance of the Consulting Services shall be the responsibility of Contractor.

8.2 Contractor agrees to indemnify, defend, and hold harmless the state of Idaho and Institution and its governing board, officers, employees, and agents, Boise State University, Idaho State University, and Lewis-Clark State University from and against any and all costs, losses, damages, liabilities, expenses, demands, and judgments, including court costs and attorney's fees, which may arise out of Contractor's performance of the Consulting Services, including performance of subcontractor(s) of any tier, except to the extent such are caused by the negligence of Institution.

8.3 This provision shall survive the termination of this agreement.

9.0 Insurance

9.1 General Requirements

9.1.1 Contractor and its subcontractor(s) of any tier are required to carry the types and limits of insurance shown in this insurance clause, section 9.0, and to provide Institution with a Certificate of Insurance (“certificate”). All certificates shall be coordinated by the Contractor and provided to the Institution within seven (7) days of the signing of the contract by the Contractor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set

forth below. All certificates shall provide for thirty (30) days' written notice to Institution prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Said certificates shall evidence compliance with all provisions of this section 9.0. Exhibit B, the Request for Certificate of Insurance, provides a list of instructions for the insurance agent or broker of the Contractor and its subcontractor(s) of any tier.

9.1.2 Additionally and at its option, Institution may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the Institution's request.

9.1.3 All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Institution may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at Institution's option.

9.1.4 All policies shall name Institution as Additional Insured. On the certificate, the Institution shall be stated as: "State of Idaho and The Regents of the University of Idaho". Certificates shall be mailed to: University of Idaho, Risk Management, 875 Perimeter Drive MS2433, Moscow, ID 83844-2433.

9.1.5 Failure of Institution to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Contractor and its subcontractor(s) of any tier to maintain such insurance.

9.1.6 No Representation of Coverage Adequacy. By requiring insurance herein, Institution does not represent that coverage and limits will necessarily be adequate to protect Contractor and its subcontractor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Contractor and its subcontractor(s) of any tier under the indemnities granted to Institution in this Lease.

9.1.7 Contractor is responsible for coordinating the reporting of claims and for the following: (a) notifying the Institution in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with Institution in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the Institution from protecting its interests.

9.2 Required Insurance Coverage.

Contractor and its subcontractor(s) of any tier shall at its own expense obtain and maintain:

9.2.1 Commercial General and Umbrella / Excess Liability Insurance. Contractor and its subcontractor(s) of any tier shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than $1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than $1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under a contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

9.2.2 Commercial Auto Insurance. If applicable, Contractor and its subcontractor(s) of any tier shall maintain a Commercial Auto policy with a Combined Single Limit of not less than $1,000,000; Underinsured and Uninsured Motorists limit of not less than $1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than $10,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

9.2.3 Personal property. If applicable, Contractor and its subcontractor(s) of any tier shall purchase insurance to cover personal property of Contractor and its subcontractor(s) of any tier. In no event shall Institution be liable for any damage to or loss of personal property sustained by Contractor, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Waiver of subrogation language shall be included.

9.2.4 Workers' Compensation. Contractor and its subcontractor(s) of any tier shall maintain all coverage statutorily required of the Contractor and its subcontractor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Contractor and its subcontractor(s) of any tier shall maintain Employer's Liability with limits of not less than $100,000 / $500,000 / $100,000.

9.2.5 Professional Liability. If available generally to members of the professions of Contractor and its subcontractor(s) of any tier, Contractor and its subcontractor(s) of any tier shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars ($1,000,000).

10.0 Attorneys' Fees

In the event of any controversy, claim or action being filed or instituted between the parties to this Agreement to enforce the terms and conditions of this Agreement or arising from the breach of any provision hereof, the prevailing party will be entitled to receive from the other party all costs, damages, and expenses, including reasonable attorneys' fees, incurred by the prevailing party, whether or not such controversy or claim is litigated or prosecuted to judgment. The prevailing party will be that party who was

awarded judgment as a result of trial or arbitration, or who receives a payment of money from the other party in settlement of claims asserted by that party.

11.0 Notice.

Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the Institution:
Contracts and Purchasing Services
University of Idaho
875 Perimeter Drive MS 2006
Moscow, ID 83844-2006
Phone: (208) 885-6116
Fax: (208) 885-6060

With a copy to (University contact):

Julia McIlroy
University of Idaho
875 Perimeter Drive MS 2006
Moscow, ID 83843
Phone: (208) 885-6123
Email: juliam@uidaho.edu

the Contractor:
Jens Brown, Managing Director

Phone: 602-463-1555
Email: jensbrown@hcg.com

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

12.0 Entire Agreement; Modification.

This Agreement (and its attachments, if any) constitutes the entire understanding between the parties with respect to the subject matter hereof and may not be amended except by an agreement signed by Contractor and an authorized representative of Institution.

13.0 Severability.

The terms of this Agreement are severable such that if any term or provision is declared by a court of competent jurisdiction to be illegal, void, or unenforceable, the remainder of the provisions shall continue to be valid and enforceable.

14.0 Governing Law; Forum.

Any legal proceeding instituted between the parties shall be in the courts of the County of Latah, state of Idaho, and each of the parties agrees to submit to the jurisdiction of such courts. It is further agreed that this Agreement shall be governed by the laws of the State of Idaho as an agreement to be performed within the State of Idaho.

15.0 Paragraph Headings.

The paragraph headings in this Agreement are inserted for convenience only and shall not be construed to limit or modify the scope of any provision of this Agreement.

16.0 Non-Waiver.

The delay or failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, nor shall the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise.

17.0 Assignment.

Contractor may not assign the rights or delegate the obligations under this Agreement without Institution's prior written consent.

18.0 Accounting; Audit.

For a period of three (3) years following completion of the services called for hereunder, Institution or its authorized representatives shall be afforded access at reasonable times to Contractor's accounting records relating to the services set forth herein in order to audit all charges for the services.

19.0 Nondiscrimination and Affirmative Action.

19.1 Contractor shall not discriminate against any employee or applicant for employment in the performance of this Agreement, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, age, status as Disabled or a veteran, or physical or mental handicaps, national origin or ancestry. Breach of this covenant is a material breach of this agreement. The Contractor certifies that it does not, and will not maintain segregated facilities or accommodations on the basis of race, color, religion or national origin. Regarding any position for which an employee or an applicant is

qualified, the Contractor agrees to take affirmative action to employ, train, advance in employment, and retain individuals in accordance with applicable laws and regulations including:

19.1.1 For nondiscrimination based on race, color, religion, sex or national origin this includes, but is not limited to, the U.S. Constitution, and Parts II and IV of Executive Order 11246, September 24, 1965 (30 FR 12319). Contractor disputes related to compliance with its obligations shall be handled according to the rules, regulations, and relevant orders of the Secretary of Labor (See 41 CFR 60-1.1).

19.1.2 For nondiscrimination based on Disabled or Vietnam Veterans this includes, but is not limited to, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended (38 U.S.C. 4012)(the Act); Executive Order 11701, January 24, 1973 (38 CFR 2675, January 29, 1973); and the regulations of the Secretary of Labor (41 CFR Part 60-250).

19.1.3 For nondiscrimination based on the Handicapped this includes, but is not limited to, Section 503 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 793)(the Act); Executive Order°11758, January 15, 1974; and the regulations of the Secretary of Labor (41 FR Part 60- 741).

19.1.4 For nondiscrimination based on Age this includes, but is not limited to, Executive Order 11141, February 12, 1964 (29 CFR 2477).

19.2 The Contractor shall include the terms of this clause in every subcontract or purchase order exceeding $50,000 and shall act as specified by the Department of Labor to enforce the terms and implement remedies.

20.0 Representations and Warranties.

Contractor represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to provide the equipment and goods, complete the services, and perform its obligations hereunder; (b) that it is able to furnish any of the plant, tools, materials, supplies, equipment, and labor required to complete the services required hereunder and perform all of its obligations hereunder and has sufficient experience and competence to do so; (c) that it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and has or will obtain all licenses and permits required by law; and (d) that it has familiarized itself with the local conditions under which this agreement is to be performed.

21.0 Compliance with Rules, Regulations, and Instructions.

Contractor shall follow and comply with all rules and regulations of the Institution and the reasonable instructions of Institution personnel. The Institution reserves the right to require the removal of any worker it deems unsatisfactory for any reason. The duties and responsibilities required under this

agreement shall be performed in accordance with all local, state and federal law. Failure to perform these obligations in conformity with controlling law may be construed as breach.

Some provisions of this Agreement may not be applicable, and those sections do not need to be completed by the parties. Please see attached Exhibit C for a list of provisions that are specifically excluded from this Agreement and, therefore, have no legal force or effect on the parties signing this Agreement.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement:

INSTITUTION: The Regents of the University of Idaho	CONTRACTOR:
Signature:	Signature:
Name:	Name (please print):
Title:	Title:
Date:	Date:

Exhibit A
Scope of Work

Exhibit B

Request for Certificate of Insurance to be sent to University of Idaho
RETURN A COPY OF THESE INSTRUCTIONS WITH YOUR CERTIFICATE.
CERTIFICATE RECEIVED WITHOUT THIS SHEET WILL NOT BE APPROVED.

Contractor (Insured) is required to carry the types and limits of insurance shown in this Request, and to provide the University of Idaho with a Certificate of Insurance within 7 days of the signing of the contract.

- Certificate Holder shall read:
  State of Idaho and the Regents of the University of Idaho
  Attn: Risk Management
  875 Perimeter Drive MS 2433
  Moscow, ID 83844-2433

- Description area of certificate shall read: "Contracting Agreement with [Insert Named Insured]"
- All certificates shall provide for thirty (30) days' written notice to University prior to cancellation or material change of any insurance referred to therein.
- All insurers shall have a Best's rating of AV or better and be licensed and admitted in Idaho.
- All policies required shall be written as primary policies and not contributing to nor in excess of any coverage University may choose to maintain.
- All policies (except Workers Compensation and Professional Liability) shall name the following as an Additional Insured: The Regents of the University of Idaho, a public corporation, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho.
- Failure of the University to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of Contractor's obligation to maintain such insurance.
- Failure to maintain the required insurance may result in termination of this grant or contract at the Institution's option.
- By requiring this insurance, University does not represent that coverage and limits will necessarily be adequate to protect Contractor, and such coverage and limits shall not be deemed as a limitation on Contractor's liability under the terms of the grant or contract.
- A copy of this certificate request must be sent with the Certificate.

Required Insurance Coverage. Contractor shall obtain insurance of the types and in the amounts described below.

- Commercial General and Umbrella / Excess Liability Insurance. Contractor shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than $1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than $1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an Contractor contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.
- Commercial Auto Insurance. If applicable, Contractor shall maintain a Commercial Auto policy with a Combined Single Limit of not less than $1,000,000; Underinsured and Uninsured Motorists limit of not less than $1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than $10,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.
- Personal property. If applicable, Contractor shall purchase insurance to cover Contractor's personal property. In no event shall Institution be liable for any damage to or loss of personal property sustained by Contractor, even if such loss is caused by the negligence of University, its employees, officers or agents. Waiver of subrogation language shall be included.
- Workers' Compensation. Contractor shall maintain all coverage statutorily required of the Contractor, and coverage shall be in accordance with the laws of Idaho. Contractor shall maintain Employer's Liability with limits of not less than $100,000 / $500,000 / $100,000.
- Professional Liability. If available generally to members of the Contractor's profession, Contractor shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars

($1,000,000).

If you have additional questions, please contact:

Risk Management
PH (208) 885-7177. FAX (208) 885-9490
risk@uidaho.edu

Exhibit C

Not Applicable Provisions

None.

JAGGAER IMPLEMENTATION SERVICES – PHASES 2 THROUGH 4

EXHIBIT A: STATEMENT OF WORK

'Idaho Higher Education Procurement Federation'

June 9, 2021

Revised June 23, 2021, June 30, 2021

Latest Revision July 23, 2021

SUBMITTED TO:

Julia McIlroy
Director, Contracts & Purchasing Services
University of Idaho
Lead entity for the 'Idaho Higher Education Procurement Federation'

SUBMITTED BY:

Jens Brown
Managing Director
Huron Consulting Group
(602) 463-1555
jensbrown@hcg.com

HURON

July 23, 2021

Julia McIlroy
Director, Contracts & Purchasing Services
University of Idaho
Lead entity for the 'Idaho Higher Education Procurement Federation'

Dear Julia**:**

We are pleased to confirm, on behalf of Huron Consulting Services LLC ("Huron" or "we"), our engagement to provide University of Idaho ("Client", "you" or "University") with services related to the implementation of JAGGAER solutions for Contract Lifecycle Management, eProcurement and Accounts Payable automation. Huron understands that the University of Idaho is taking a lead role in representing the '*Idaho Higher Education Procurement Federation*' ("IHEPF" or "the Federation") and is coordinating with Boise State University, Idaho State University and Lewis & Clark State College for this substantial initiative that will **drive transformational** change.

Huron is fortunate to have meaningful experience with the Idaho State Board of Education, and a variety of projects with signature Higher Education institutions across Idaho over the past few years spanning operational improvement, sponsored research finances and technology initiatives. As **procurement practitioners and eprocurement innovators**, we understand the importance of your vision to invest in the best platform that delivers a unified procurement lifecycle, including contract management, requisition to payment, and data analytics. Using a single platform that is easy-to-use, flexible, and comprehensive will make procurement processes easier, guide better alignment with institutional nuances and provide a single suite that empowers your future goals to operate in a more 'system-oriented' fashion. **Simply put our goal is to ensure you have the capabilities you need today and the flexibility and innovation to embrace tomorrow.**

Huron as your **trusted advisor and solution implementer** will help steer, advise, design, and deliver the JAGGAER solution. Our approach to implementation emphasizes collaboration, agility, and speed to help you realize the full value from JAGGAER, inspire user adoption and maximize procurement transformation. Huron brings unmatched practical experience **implementing JAGGAER with over 75 complex organizations** and the precise implementation services to ensure a successful implementation. Huron is uniquely positioned to provide a proven methodology in support of your JAGGAER implementation. We believe the Federation and related Higher Education entities will benefit from our methodology and expertise, to include the following:

> ***Accelerated implementation.*** Our approach incorporates our existing templates to provide a "head start" when defining new business processes, solution design and advisory services to maximize value.
>
> ***Flexible.*** While our approach combines standard tools, templates, and activities to help streamline the project progress, it is designed to be customized to fit the unique situations and distinctive environments of the Federation and various universities and colleges.
>
> ***Improve compliance***. Huron's methodology helps you utilize JAGGAER Contract, Procurement and Accounts Payable tools for governance and process compliance. By giving users a better online invoice processing experience, adoption is encouraged, and invoices are driven to contracts and other compliance steps, ultimately realizing cost savings.
>
> ***Reduce risk.*** Huron's approach helps manage project risk by identifying the critical tasks along with the associated skill requirements at the initiation of a project, applying appropriate governance and controls to guide the project, and identifying and establishing risk mitigation plans throughout the lifecycle of the project.

As your partner, we are honored to help with your transformation efforts. If you have questions related to any aspect of this engagement, please contact me.

Sincerely,



Jens Brown
Managing Director, Huron Consulting Group

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Objectives and Scope

Our Understanding of Your Needs

We understand that the University of Idaho, as the lead entity for Idaho Higher Education Foundation, desires a statement of work for professional services to implement JAGGAER for contract lifecycle management, eprocurement and accounts payable automation. The scope and pricing information provided herein should be understood to be directionally correct and is subject to refinement as additional information and scope areas are identified. We understand some of the immediate goals for this project include:

- Define an overall project governance structure and high-level project timeline for the Procurement technology implementation based on IHEPF's current state and future objectives.
- Improve compliance to policies and controls while also enabling efficiencies through automation.
- Enable the sharing of contract agreements across entities and potentially with other state Higher Education entities.
- Identify cost savings through process improvements and transparency of spend.
- Improve the user experience for procurement and accounts payable related activities.
- Ensure industry leading practices are used to expedite the implementation and provide the anticipated value for the eProcurement and Contracts+ solutions.
- Facilitate consistent contract workflow, process transparency and e-signature.
- Improve university requisition and invoice processing with a unified, self-service solution covering all procurement and payment types.

Some Phase 1 Implementation Planning activities are addressed and initiated in the Phase 1 Implementation Services statement of work, the scope of this SOW is the remaining Phase 1 items and Phase 2 through 4 activities.

Huron Scope and Role

Huron is flexible in our potential role supporting this engagement. The role of your resources and ours should be further defined as part of scoping out this project, however we can recommend two flavors of implementation services 'Option 1: Planning, Project Advisory, Solution Configuration' and 'Option 2: Full-Service Implementation'. In summary:

Option 1: Planning, Project Advisory, Solution Configuration
▪ This option relies upon a heavy initial effort by Huron for planning, but transitions to a **Client-led project management mode**l and depends on the client to drive the process forward. During implementation **Huron provides part-time** project advisory services to the client Project Manager including regular status reports, performs the solution configuration, develops the JAGGAER interfaces with your ERP, and helps to prepare and support testing, and other activities to support readiness for go-live. After go-live Huron supports your ongoing deployment, for four months in a part-time fashion. ▪ In this model the client has a heavy responsibility to drive the project forward, confirm business decisions, and otherwise be the key project manager. ▪ Client is responsible for complete ERP technical integration development responsibilities. Huron perform the JAGGAER-side of all ERP integrations.

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Option 2: Full-Service Implementation (This SOW)
▪ This option is a more classical approach whereas **Huron is the overall project manager throughout**, liaising with the **client in a more shared governance** fashion. Huron drives the project forward and directs the assignment of project tasks to client staff and stakeholders, performs the solution configuration, provide technical interfaces design advisory, leads, and performs testing and post-production support. ▪ This has the benefit of removing a heavy PM load from the client and relies less upon client staff for day-in-the-life project tasks and preparedness for key workstreams like testing, training, and production readiness. ▪ In this model, the Huron PM is a near full-time resource for the duration of the 16-month project, with increased level of support for key Huron roles including the Solution Consultant and Technical Consultant. Additionally, a near full-time Change Management, Training and Testing Readiness resources are provided, further augmenting the overall team, and reducing the resources needed from the client team to accomplish these tasks. ▪ After go-live Huron supports your ongoing deployment, for four months in a part-time fashion. ▪ Client is responsible for complete ERP technical integration development responsibilities. Huron perform the JAGGAER-side of all ERP integrations.

COMPARISON OF OPTIONS

KEY TASKS & ACTIVITIES	Option 1: Planning, Project Advisory, Solution Configuration	Option 2: Full-Service Implementation
✓ **Implementation Planning**	Huron Led	Huron Led
✓ **Overall Program Governance, partner with client**	Client Managed	Huron Led
✓ **Dedicated Project Manager**	Client Provided	Huron Provided
✓ **Facilitate Functionality / Design Session, Discovery**	Huron Led	Huron Led
✓ **Perform Jaggaer configuration**	Huron Led	Huron Led
✓ **Design System Interfaces**	Client Led	Huron Led
✓ **ERP System Interface Workstream Leadership**	Client Led	Huron Led
✓ **JAGGAER Interface Development**	Huron Performed	Huron Performed
✓ **ERP System Interface Development**	Client Performed	Client Performed
✓ **System Validation / Testing Workstream Leadership**	Client Led	Huron Led
✓ **Change Management Design / Communication Strategy**	Client Led	Huron Led
✓ **Training Materials Development / Curriculum Development**	Client Performed	Huron Performed

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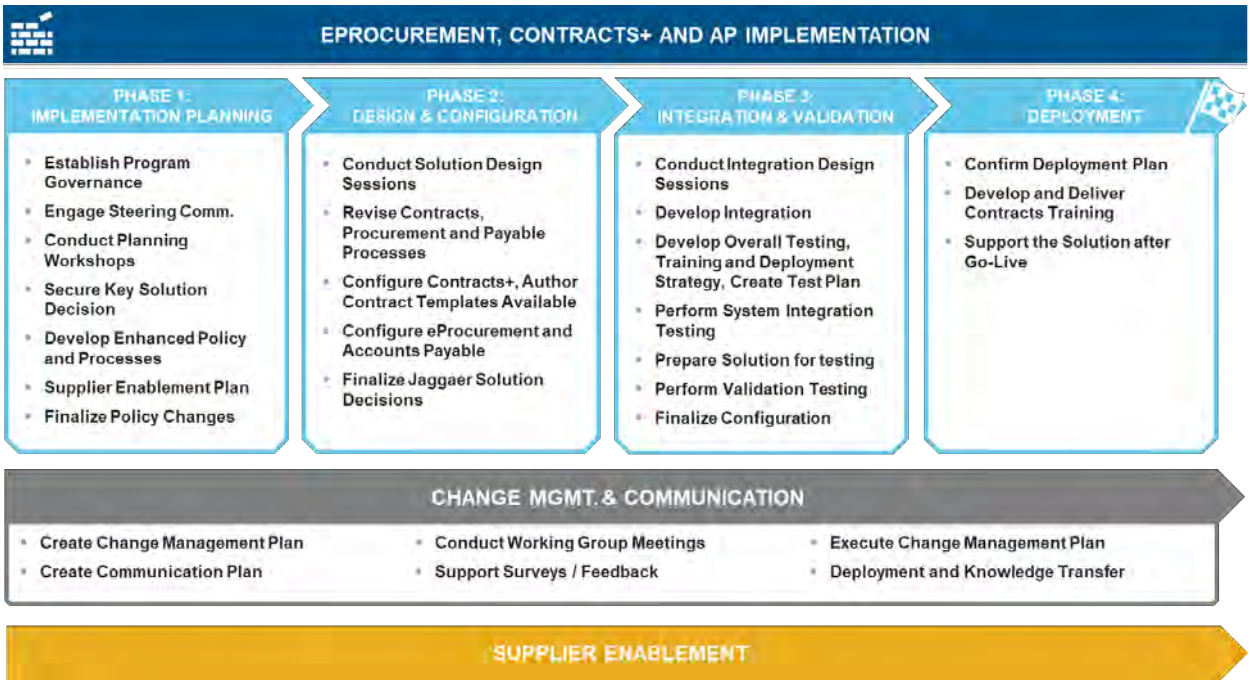
KEY TASKS & ACTIVITIES	Option 1: Planning, Project Advisory, Solution Configuration	Option 2: Full-Service Implementation
✓ **Deployment Planning**	Huron Led	Huron Led
✓ **Deployment and Adoption Workstream Leadership**	Client Led	Client Led
✓ **System Go-Live**	Huron Led	Huron Led
✓ **Support Ongoing Adoption**	Client Led	Huron Led

This statement of work comprises the services listed in ***Option 2: Full-Service Implementation***.

Project Approach

Huron will serve in part time leadership role for the initial planning activities, followed by advisory and subject matter expert roles during implementation, performing the configuration of JAGGAER and providing guidance and support to the client business and technical teams and campus stakeholders. To accomplish the goals of this workstream, Huron recommends the following staged approach for the JAGGAER Implementation:



PHASE 1: IMPLEMENTATION PLANNING

The aim of Huron's Implementation planning services is to develop and define key business process and identify pertinent decision points to inform the solution design changes, re-configuration and system-wide deployment. Areas of focus will include tying the project activities to your overall project governance structure, creating, and validating the actionable project plan, developing relevant business process designs, as well as understanding and identifying the approach for configuration, integration, testing, organization readiness and preparation for deployment. Huron's role is to start the process in making

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this a transformational effort, in terms of re-thinking your business processes to get the most value from the JAGGAER solution.

Huron will facilitate implementation planning sessions in month one, prior to starting implementation activities. The focus of activities will be to discuss, distinguish and document the configuration of Jaggaer to support existing and common practices, and align business requirements and change management considerations. A summary of roles and responsibilities for planning are noted below – the details of Lead, Advise and Support will be developed further during the planning process for this and subsequent activities:

Activities, Roles and Responsibilities	Client	Huron
Establish program governance structure with Procurement, Finance, General Counsel, IT, Sponsored Research and other stakeholders	Lead	Support
Conduct project kickoff planning session with team members to review project schedule and management ("Project Kickoff Meeting").	Support	Lead
Review and Demonstrate JAGGAER functionality	Support	Lead
Facilitate question and answer sessions regarding JAGGAER capabilities.	Support	Advise
Provide (i) Gantt chart of project showing detailed timeline and activities ("Project Plan") and (ii) and an implementation workbook to document your business processes and decisions, including a listing of the overall deployment tasks such as change management, training, testing needs and deployment activities.	Support	Lead
Develop and define the governance model between the State Board, IHEPF and the respective campus, with the goal of defining an overall Project Manager, and Campus SPOCs to drive the tasks for each institution's involvement.	Advise	Lead
Create and maintain configuration design document. Provisions and commentary to be included to highlight potential impact areas for future phase initiatives.	Support	Lead
Conduct configuration checkpoint after design is finalized.	Support	Lead
Finalize and socialize the project plan with Client leadership and campus stakeholders	Advise	Lead

Project Governance Structure [Part of Phase 1 SOW]

Huron will assist with determining the overall project governance, with clear responsibilities outlined for business decisions and issue resolution. One of the goals will be to secure executive, key stakeholder, and Information Technology services support. We will also work with you to finalize the agreement on and development of necessary project management tools that will be used in support of the initiative. Huron will play an active role in executive steering committee meetings, with the monthly steering committee meetings intended to provide a status update on project timeline, recent activities, key decisions, and an opportunity to reflect on mitigating project risks with project sponsors. Huron also envisions specific monthly meetings to provide a gate-check with executive leadership as an approval to proceed to the next phase of the project.

Develop High-Level Project Plan [Part of Phase 1 SOW]

Huron will develop an initial, high level project plan for the Implementation and Deployment phase of the JAGGAER solutions. This will be comprehensive listing of the overall deployment tasks such as change management, training, conversion strategy, testing needs and deployment activities. At the conclusion of this activity, Huron will partner with the designated client Project Manager and entity Workstream leads to execute against plan.

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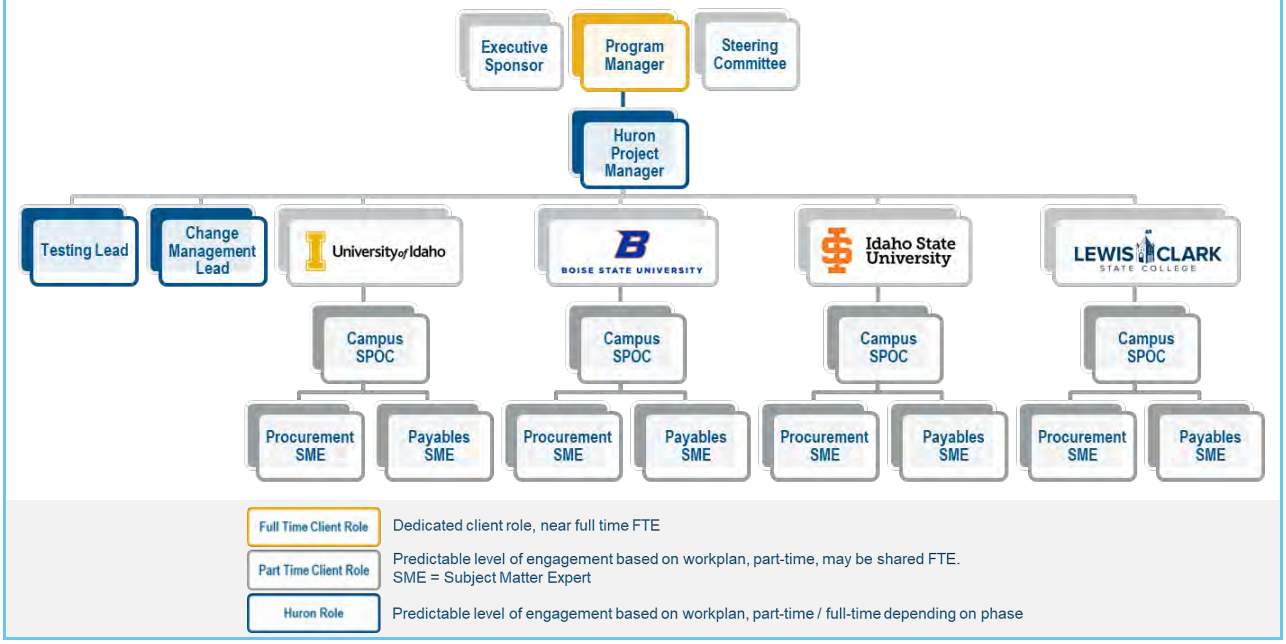
Develop Resource Plan [Part of Phase 1 SOW]

As part of the initial planning effort Huron will further refine the expectations for your resources required for the implementation team, including the estimated effort and duration for Campus Single Points of Contact and business and technical subject matter experts that may be needed for the project. In addition, the resource plan will provide an estimate of the time commitment required to fulfill each role in both the short and long term.

A representative view of the functional project structure is included below – this is based on the principle of a core Huron Project Manager reporting to your Program Manager, Executive Sponsor and Steering Committee. Likewise, each University / State College will have a designated Campus Single Point of Contact (herein 'SPOC') who is responsible for ensuring business decisions and risk are adequately managed and will take the local lead on ensuring implementation success for their institution. Each SPOC is supported by Subject Matter Experts ("SMEs") for Procurement, Payables and Contracting. A separate project structure reflecting technical work is included in Appendix B: Representative Project, page 25.

Functional Project Structure - Representative



To ensure robust solution ownership, Huron will also develop a detailed Responsibility Assignment Matrix (e.g., RACI model) for all project team members and those who will be designated to administer the system going forward. This deliverable is an example of our focus to ensure your staff have role clarity and establish an accountable process to support effective program governance.

Business Process Discussions / Workshops

Huron will facilitate business process workshops during the planning phase to assist with initial decisions regarding future state business processes and to identify concerns or barriers with respect to those open decisions. Huron will perform a review of topic areas throughout the planning process with the dual purpose of (1) identifying risks associated with the project prior to implementation and (2) surfacing key business decisions that the organization will need to make throughout the implementation process and in advance of the design and configuration efforts.

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Business Process Examples	
▪ Security and Application Management	▪ Supplier Management
▪ Purchase Requisitions (PR)	▪ Complex Services, Contract and Capex Ordering
▪ Approval Workflow	▪ Contract Requests
▪ Shopping w/ Forms (Non-catalog Items & Services)	▪ Contract Creation and Authoring and Compliance
▪ Shopping w/ Forms Internal Requests	▪ Contract Obligation and Performance Management
▪ Shopping from Hosted and Punchout Catalogs	▪ PO Invoice Creation
▪ Custom Fields / Accounting Information	▪ Non-PO / External Invoices
▪ Budget Check / FOAP / PR Validation	▪ AP Processing / Invoice Entry / Invoice flow
▪ PO Dispatch	▪ Imaging
▪ Change Orders	▪ Invoice Workflow / Match Exceptions
▪ Non-PO Payment Requests	▪ Credit Memos
▪ Receiving	▪ Payment Status

Data & ERP Readiness Examples	
▪ Shipping Addresses / Billing Addresses	▪ Vendors (i.e. types, records, structure)
▪ Units of Measure	▪ User profiles (i.e. format, workflow implications)
▪ Commodity Codes (i.e. standards, mapping)	▪ Integration methodology / standards
▪ ERP Application Changes	▪ Statewide ERP System Considerations

Change Management and Communication Plan

The purpose of this component is to provide the major elements of change necessary to be managed as part of the implementation of the JAGGAER solution. Recommendations of effective ways to increase awareness of the solution and buy-in of solution users will be provided to identify the optimal methods of providing improvement updates and general awareness. The change management plan will also include recommendations for effective training approaches that are reflective of other successful JAGGAER deployments at organizations of similar size and complexity. In addition, Huron will lead regularly scheduled (often every six weeks) User Group review meetings to facilitate stakeholder buy-in of the implementation effort.

Phase 1 Planning Deliverable

Huron will present the final Phase 1 Planning documents to the Project Manager upon the conclusion of this phase of the engagement, comprised of an *Implementation Planning* document, which includes the following components:

- High level implementation plan, including a resource plan, project team organizational chart and designated roles
- Business process discovery matrix
- High level integration approach
- High level change management and communication plan
- Buying and paying classification matrix (template)

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- Key Business Processes and Workflow
- Supplier Strategy and Enablement Plan

As informed by the Phase 1 Planning effort, if this is deemed unlikely, adjustments to timeline will be identified in Phase 1 and maybe subject to change in scope of services.

PHASE 2: DESIGN AND CONFIGURATION

Project Advisory Services

For the entirety of Phase 2 and Phase 3, Huron will provide an experienced Project Manager in a near full-time capacity throughout the JAGGAER solution implementation along with best practices guidance. Designated Client individuals are expected to be the overall Program Manager, Executive Sponsor(s), and Campus Single Points of Contact (SPOCs) respectively.

This option is a more classical approach whereas Huron is the overall project manager throughout, liaising with your leadership in a shared governance fashion. Huron drives the project forward and directs the assignment of project tasks to client staff and stakeholders, performs the solution configuration, provide technical interfaces design advisory, leads, and performs testing and post-production support.

The benefit of this approach is mitigating a heavy Project Management load from the client and rely less upon client staff for day-in-the-life project tasks and preparedness for key workstreams like testing, training, and production readiness.

Huron will specifically provide project management and advisory services, including:

- Providing remote advisory services throughout the entire project, including best practices advisory on all configurations based on Huron's extensive experience implementing JAGGAER modules across numerous clients.
- Contribute to solution design, configuration, and integration work sessions.
- Identifying opportunities to normalize business processes organizational units (if applicable).
- Working with client Program Manager to create a deployment planning, outreach and communication with Contract Management, General Counsel, Finance & Administration, and other key departments and organization stakeholders.
- Working with the client team members to craft a communication strategy to disseminate information about the initiative to the departments and draft PowerPoint presentations and communications.
- Engaging with the Client Program Manager to create weekly the JAGGAER Solution project status report including the following attributes / data:
    - Original planned date and current planned date for all major deliverables and milestones
    - Financial update: Budget, dollars spent, estimate to complete, estimate at completion.
    - Identified risks / issues / decisions made/required.
- Playing an active role in executive committee meetings, user group reviews, status reporting, scope management, and issue escalation.
- Outline critical path project action items to support deployment planning and execution.

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Business Process Design

Huron will facilitate functional and technical discussions with planned cadence to identify key decisions, define application field and page changes, master data sources, workflow needs, user roles and responsibilities, project settings, business processes requirements and other solution configuration options. Huron will document all finalized configuration decisions in a configuration tracker. Huron will work with your leadership and identified stakeholders as needed to jointly finalize all configuration design decisions.

We understand the operating principle from the Board and 'Idaho Higher Education Procurement Federation' is to build the solution to focus on areas of 'systemness' and commonality. Accordingly, in all cases the Board, Federation and each University / College will actively seek to align to a common design and business processes for requisition workflow, contract request workflow, sponsored research review / approval activities, PO and Non-PO business processes, receiving and invoice matching rules.

A summary of roles and responsibilities for design and configuration are noted below:

Activities, Roles and Responsibilities	Client	Huron
Design		
Using Huron best practices and input as a starting point, develop plan for how replace your existing business processes.	Support	Lead
Using Huron best practices and input as a starting point, develop plan for how the JAGGAER Applications will be rolled out to your users and Individuals	Lead	Advise
Provide Initial Configuration based on institution feedback regarding business processes	Support	Lead
Configuration		
Review existing configuration with your team, review best practices configuration options and obtain Client feedback on its business process and how the Initial Configuration should be adjusted to best match your business processes ("Configuration Workshop"). Huron intends to be tightly aligned your designated Jaggaer System Administrator for most configuration activities.	Support	Lead
Provide a best practices validation test plan and testing guide, which Client may supplement with additional test scenarios, based on additional feedback and support from Huron.	Support	Lead
Conduct series of iterative working sessions to: (1) continue to adjust configurations to best meet your business processes need and (2) train your System Administrator(s) on how to configure the JAGGAER Applications, so that Client may continue to adjust configurations as needed based on its organizational and users' needs ("Configuration Sessions"). Conduct remotely via Huron Zoom meeting, twice a week for two (2) hours, for maximum of fourteen (14) weeks.	Support	Lead
Configure JAGGAER Application in test environment, based on Configuration Workshop and Configuration Sessions. To support collaboration and knowledge transfer, Huron will work jointing with the Jaggaer System Administrator to recap the revised configuration.	Support	Lead
Load sample of your data into the JAGGAER Applications in the test environment.	Support	Lead
Provide your team detailed walk through of newly configured JAGGAER Applications.	Support	Lead
Revise and Finalize configuration design document which you may continue to rely on as guide during both implementation and production to understand configuration decisions.	Support	Lead

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Supplier Enablement

Huron will collaborate with you to assess the existing supplier base and how goods and services are procured. The outcome is a strategy for enabling your key suppliers within the JAGGAER eProcurement solution and supplier community. The enablement strategy will include the optimal way to procure goods and services from suppliers, such as punch-out versus hosted catalog, and inform the optimal mix of suppliers within the marketplace as well as the settlement approaches most beneficial to the institutions.

Huron will assist with the enablement of suppliers targeted for inclusion in the JAGGAER marketplace. Areas of focus include:

Activities, Roles and Responsibilities	Client	Huron
Supplier Enablement		
Work with JAGGAER representatives to schedule and conduct enablement calls with target suppliers	Support	Lead
If desired, act as your representative on initial supplier enablement calls and communicate business requirements to representatives of the supplier's team	Lead	Support
Develop a comprehensive plan for supplier enablement testing	Support	Lead
Execute supplier enablement test scenarios	Support	Lead
Work with the supplier's enablement teams to remediate identified issues	Support	Lead
Track and report testing progress	Support	Lead

Policy Recommendations

Huron will provide recommendations on policy revisions needed to support the adoption of procure-to-pay best practices as well as the decisions made during the design of the JAGGAER eProcurement system.

Develop Contracts Conversion Strategy

Realizing that you may have existing contracts that must be migrated to the new solution, Huron will develop a detailed conversion strategy to manage the build of the new Contracts+ solution. During our Design Phase, Huron will validate our initial plan with your Contract stakeholders to secure alignment on project scope, migration, rollout, and change management.

Huron will provide your Contract stakeholders with detailed contract data collection materials that cover the specific contract Masterdata collection (an excel template) and the convention that digital version of contracts must adhere. The respective entities are responsible for conducting the collection, formatting, and validation of this data prior to conversion into JAGGAER Contracts+.

Once you are ready for go-live we propose a slow controlled phased by converting existing agreements first, the expanding to core groups including OGC, Procurement and other areas as identified. This will ensure that changes are applied correctly and change management process are in place to properly train users on the reimplementation.

Prepare Draft Deployment Plan

Huron will work with the Program Manager, campus Workstream Leads and the project team to assist in developing a comprehensive plan for deployment. The plan will be based on several factors, such as the departments included in the rollout, other current initiatives, or activities, and/or the benefits of a pilot release.

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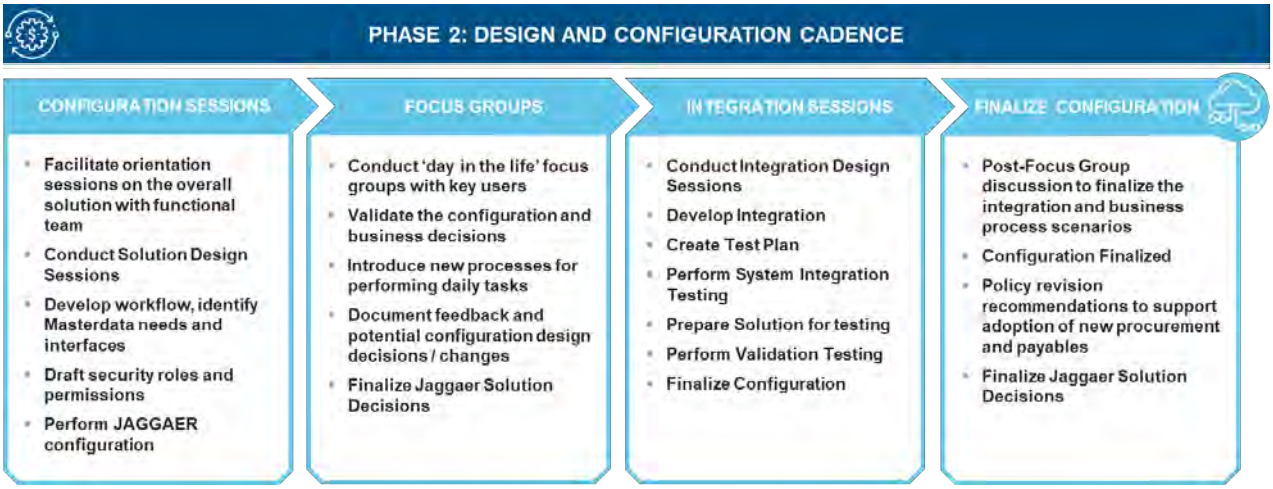
Perform Functional Build and Configuration Scope

Huron will provide subject matter advisory to your resources leading the functional and technical development of the solution. Based on Huron experience with similar implementations, tasks for this work include execution of solution configuration of end-to-end contract lifecycle management and Eprocurement solutions, design and configuration of contracts and policy workflow, development of data synchronization and interfaces, and configuration of security roles and permissions. This has been a proven model for driving collaboration and accountability for the overall implementation effort and the cadence of design and configuration is reflected below:



Configuration Scope

This configuration aspect of this project is estimated for a duration of up to twelve (12) months from the mutually agreed upon start date of the Project (the "Project Kickoff Date") to the Transition to JAGGAER Customer Support. Phase 2 includes implementation of the following JAGGAER products: eProcurement, Invoicing, and Contracts+.

Services for the following JAGGAER Applications and business processes are included in this Project:

- JAGGAER eProcurement: shopping, forms, approvals, and PO distribution, eProcurement contract compliance
- Supplier enablement activities will be coordinated and led by the JAGGAER Enablement team (not Huron) with key client staff being involved for vetting and approval of designated suppliers and desired catalog / punchout content.
- JAGGAER eInvoicing: receiving, invoicing, and workflow.
- JAGGAER Contracts+: request, request workflow, contract authoring, repository, and reporting

JAGGAER eProcurement Configuration Scope Details

Overall User Management	
Users	Perform a one-time load of users in Client's Production site and a subset in Client's Test site.
User Roles	Configure up to twenty-five (25) new roles related to eProcurement, content management, and eInvoicing (Accounts Payable) activities envisioned. Informed by other implementations, below are the planned roles. System Administrators for each instance will the ability to setup additional roles over time to meet additional business needs. The following are potential roles give the modules and processes envisioned for by the Client:

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Overall User Management	
	1. Shopper 2. Requisitioner 3. Approver 4. Buyer / Professional Purchasing 5. Contract Admin 6. Contract Manager 7. Catalog Admin 8. Catalog Manager 9. Invoice Entry 10. Invoice Exception Processor 11. Invoice Approver 12. AP Manager 13. Payment Specialist 14. System Admin 15. ePro Administrator 16. AP Administrator

Shopping	
Shopping	Configure the solution to enable shopping for goods (catalog, punchout, non-catalog items) and services (via forms) including configuration of the Purchasing Showcase dashboard.
Branding	Configure initial site branding including color theme, client logo, site name, Login URL, and organization message.
General Settings	Configure general application and shopping settings.
Procurement Forms	Configure up to eight (8) custom forms and educate Client on process, options, and permissions needed to create additional forms. Forms will be developed to be as common as possible across instances – insofar as each University / State College will work towards a common set of information for forms.

Requisition Approvals	
Approvals	Configure the solution to enable purchase requisition and purchase order approval and notification processing through workflow.
Workflow	Configure up to fifteen (15) workflow steps associated with requisition approvals and educate customer how to manage approval updates. The workflow steps can have subordinated settings that trigger intervention / approval / notification steps based on 'several 'dimensions'.
Purchasing Documents	Configure the solutions Purchase Requisition document (e.g. the fields and general layout of the user entry pages) to support Client requirements.

Order Delivery	
Approvals	Configure the solution to enable purchase requisition and purchase order approval and notification processing through workflow.
Workflow	Configure up to fifteen (15) workflow steps associated with requisition approvals and educate customer how to manage approval updates. The workflow steps can have subordinated settings that trigger intervention / approval / notification steps based on 'several 'dimensions'.
Purchasing Documents	Configure the solutions Purchase Requisition document (e.g. the fields and general layout of the user entry pages) to support Client requirements.

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Order Delivery	
Purchasing Documents	Configure the solutions Purchase Requisition document (e.g. the fields and general layout of the user entry pages) to support Client requirements.

Master Data Load	
Suppliers	Perform a one-time load of suppliers in the Jaggaer spreadsheet import format into Client's Production site and a subset in Client's Test site. This task will be performed in conjunction with the decision of the Supplier Management project.
Account Codes	Perform a one-time load of account codes in Client's Production site and a subset in Client's Test site.
Commodity Codes	Hosted and punchout catalogs are based on UNSPSC code set and as part of setting up the commodity codes there will be a 'mapping exercise' to roll-up the granular UNSPSC codes to more meaningful Commodity Codes. This will result in performing a one-time load up to 1,500 commodity codes in Client's Production site and a subset in Client's Test site.
Contracts	Provide the data load format and Contract header data template will be provided by Huron to the Client for completion. Perform a one-time load up to 1,500 contracts in Client's Production site and a subset in Client's Test site.

JAGGAER Contracts+ Configuration Scope Details

Activities, Roles and Responsibilities	
CONTRACT REQUEST	
Contract Request	HURON to configure up to two (2) contract request template and a reasonable number of contract request workflow notification/approval steps to satisfy common and exception scenarios.
Request Workflow	HURON to configure up to ten (10) notification/approval steps, using Advanced Dynamic Workflow if applicable.
REPOSITORY	
Contract Entities	HURON to configure up to ten (10) contract types and fifteen (15) work groups.
Users	HURON will perform a one-time load of users in Client's Production site and a subset in Client's Test site.
Legacy Contracts	HURON will perform an iterative load of up to 5,000 contracts in Clients' Production site and a subset in Client's Test site. Client will collaborate with HURON to resolve load errors. Client is solely responsible for populating the Contracts load template and denoting any Attachments.
Attachments	HURON will perform a one-time load up to 5,000 contract attachments (e.g., original contract document, PDF) in Client's Production site and a subset in Client's Test site. Client is solely responsible for preparing contract Attachments prior to load.
AUTHORING	
Clause Libraries	HURON to configure one (1) clause library with up to fifteen (15) clauses.
Alternative Clause Language	HURON will configure in English and will configure up to twenty (20) custom / alternative clauses.
Templates	HURON to configure up to ten (10) simple (static) templates up to twenty (20) pages in length each. Configuration to include creating the template header record, uploading the MS Word document and inserting document placeholders.

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Activities, Roles and Responsibilities	
Contract Workflow	HURON to configure up to ten (10) notification/approval steps, using Advanced Dynamic Workflow if applicable.

Contract Compliance Tracker	
Contract Compliance	Configure the solution to enable contract compliance functionality.
General Settings	Work with Client to configure contract shopping settings.
Contract Item Import	Configure the solution and user roles to enable item import and item attributes.

JAGGAER Accounts Payable Configuration Scope Details

For the application and applicable add-on(s) referenced in the JAGGAER order form, Huron will perform configurations and provide guidance to Client on best practice configurations per the scope detailed below.

Master Data Load	
Suppliers	Perform a one-time load of suppliers in the Jaggaer spreadsheet import format into Client's Production site and a subset in Client's Test site.
Account Codes	Perform a one-time load of account codes in Client's Production site and a subset in Client's Test site.

Invoice Creation	
Invoicing	Configure the Solution to enable non-PO invoice creation (if applicable), both manually and electronically via the Supplier Portal.
General Settings	Configure general invoicing settings to support Client requirements
Custom Fields	Configure up to five (5) custom fields on Invoice document.
Invoice document layout	Configure the solutions invoice document (e.g., the fields and general layout of the user entry pages).
Credit Memo document layout	Configure credit memo document (e.g., the fields and general layout of the user entry pages).

Invoice Matching and Approvals	
General Settings	Configure general invoice approvals and general matching settings to support Client requirements.
Matching and Tolerances	Configure Advanced Dynamic Matching (ADM) for up to five (5) matching rules and educate Client on managing and updating ADM settings/rules. There are parameters used to set matching tolerances such as receipt quantity over/under PO, Receipt cost over/under PO, Invoice Quantity over/under PO/receipt Qty, Invoice Unit Price over/under, Invoice extended price over/under, etc. This is configurable within the tolerance parameters. Some examples of matching rules include: ▪ 2 Way Matching ▪ 2 Way Matching Over $50 ▪ 3 way for Cost Receiving Only orders ▪ 3 way over $XXX within $XX or XX% ▪ Exact Match for Enabled Vendors over $XX ▪ Non-PO Invoice
Invoice Workflow	Configure up to fifteen (15) workflow/review steps associated with invoice workflow. Educate customer on workflow configuration is used to manage approval updates.

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Invoice Approvals	
General Settings	Configure general invoice approvals and general matching settings to support Client requirements.
Invoice Workflow	Configure up to five (5) workflow/review steps associated with invoice workflow. Educate customer on workflow configuration is used to manage approval updates.

Non-PO Invoice Process and Approvals	
Updates to Invoice document layout	Configure invoice document to support Client non-po invoice requirements.
Updates to Credit Memo document layout	Configure credit memo document to support Client non-po credit memo requirements.

Jaggaer Environments

Huron will deliver and configure a test (UIT) environment to test the configurations and integrations selected by the University and train users and a production (PROD) environment for the University to conduct production transactions. Huron will also enable all integrations in both the test and production environments. The environments will be configured uniformly, and the integration messages and formats will be identical. These environments shall be available for your use including development, system integration testing, configuration testing and training. You will continue to have access to the test and production environments after completion of the Services and during the term of your agreement with JAGGAER.

PHASE 3: INTEGRATION & VALIDATION

Integration

Integration Design Support

Huron will work with the IT organization at each campus, in a collective fashion, to understand the integration requirements of your financial solution including:

- Facilitate discussions on Banner IFEP, Oracle Cloud and Colleague integration points and approach to support procurement, payables, reporting and related transactions.
- Support design of user import and accounting chart field data
- Support design and provide configuration advisory for the Jaggaer Solution integrations with Banner IFEP, Oracle Cloud and Colleague, including suppliers, user sync/import, budget validation, and purchase order and invoice transactions.

JAGGAER Integrations

Huron will collaborate with your resources on the design of interfaces with an expectation that you have appropriate integration resources assigned. JAGGAER will be integrated with your ERP systems in a variety of methods depending on the ERP.

This includes outlining the integration specifications required based on the requisite system interfaces. Your ERP configuration team will continue with those activities and Huron resources would provide advisory based on our experience with institutions implementing the same model. We also recognize that the State is implementing a system for state agencies called LUMA which may be fed information from the four institutional ERP systems, however we understand no integration between JAGGAER and LUMA is planned at this time.

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Activities, Roles and Responsibilities	Client	Huron
JAGGAER Integration		
Integration design activities including optimal integrations and real time interfaces	Advise	Lead
Partner with HURON technical consultant to accomplish integration	Lead	Support

Jaggaer Integrations

- Single Sign-on (SSO) via LDAP, Active Directory, Login XML, SAML etc.
- 'Jaggaer Standard Integrations' for Supplier Import, Custom field import, invoice export, and invoice status import integration point.
- Ellucian Banner IFEP eProcurement and eInvoice interfaces

Planned Integration Points and Methods

Integration	*Banner IFEP* [1]	*Oracle Cloud* [2]	*Colleague* [3]
Single Sign-on (SSO)	CAS, SAML, LDAP, LoginXML	CAS, SAML, LDAP, LoginXML	CAS, SAML, LDAP, LoginXML
User Import	XML, Flat File (CSV)	XML, Flat File (CSV)	XML, Flat File (CSV)
Account Codes / Custom Field Import	IFEP Included	JAGGAER Standard XML	JAGGAER Standard XML
Supplier Import	IFEP Included	JAGGAER Standard XML	JAGGAER Standard XML
PR Validation	IFEP Included	JAGGAER Standard XML	JAGGAER Standard XML
PO Export	IFEP Included	JAGGAER Standard XML	JAGGAER Standard XML
Invoice Export	eInvoice Adapter	JAGGAER Standard XML	JAGGAER Standard XML
Payment Status	JAGGAER Standard XML	JAGGAER Standard XML	JAGGAER Standard XML

Planned Integration Points and Methods / Assumptions

- Banner will require separate IFEP license to accomplish integration for eProcurement.
- Integration Services may be used to translate into client formats, or the Client can review the files as posted/messaged and process via local integration methods.

[1] **Banner** integration is using Banner IFEP and Banner eInvoice adapter (not Banner ETHOS), along with Banner integration tools for User Import and Payment Status.

[2] **Oracle Cloud** integration is based on OC configured to consume/produce standard XML messages.

[3] **Colleague** integration is based on use of Colleague integration tools + standard Jaggaer XML messages.

Testing

Testing Approach and Workplan

Huron will support the development of a comprehensive test plan that addresses all three phases of testing – supplier enablement testing, system testing (i.e. validation testing), and user testing. Huron will support the organization in coordinating system test efforts including establishing a testing workplan to outline testing and user acceptance resources and participation commitments.

Testing Support

Based on the business process inventory, Huron will develop test scenarios based on Client business needs, exception scenarios, and other test needs leveraging Huron's templates and comprehensive test

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scenarios from other implementation examples. Huron will conduct a hand-off meeting with the Campus Workstream leads and the Project Manager testing stakeholders to vet and hand-off test scenarios for continued ownership by you.

Once the design has been finalized, Huron will assist part-time with providing advisory services to support the client development of a test plan and approach. Huron will also assist in testing prioritization and troubleshooting identified issues.

Test Execution

Huron will develop test scenarios based on identified business needs, exception scenarios, and other test needs leveraging Huron's templates and comprehensive test scenarios from other implementations. You are responsible for organizing and performing all tests, reporting on results and capturing testing issues.

Huron will conduct a hand-off meeting with key client testing stakeholders to vet and hand-off test scenarios ownership. Huron will manage / coordinate lead testing efforts.

A summary of roles and responsibilities to provide solution testing and validation are noted below:

Activities, Roles and Responsibilities	Client	Huron
Testing and Solution Validation		
Define the test plan and approach	Advise	Lead
Document end to end Contracts+ test scenarios	Support	Lead
Kick-off testing and solution validation	Support	Lead
Weekly execution of test plan	Support	Lead
Prioritize and troubleshoot issues	Support	Lead
Communicate issues to Huron for resolution	Lead	Support
Solution validation checkpoint after testing is completed and all critical issues addressed	Lead	Support
Validation Phase		
Kick off CLIENT's user validation testing of the configurations chosen by Client to best match your business processes ("Validation Testing")	Support	Lead
Finalize the Validation Testing plan with the specific workflows and integrations from the Configuration Design Document, so that Client may fully validate that the configurations best match Client's business processes	Support	Lead
Execution of Validation Testing	Support	Lead
Align JAGGAER Applications migration action items (test to production) with Client migration methodology	Support	Lead
Finalize plan to roll out JAGGAER Applications to Client's users	Support	Lead
Migrate the JAGGAER Applications configured for Client into a production environment	Support	Lead

Change Management and Communication

The purpose of this component is to define the appropriate frequency, methods, content, and style of messages to the internal/external constituents at each institution. An analysis of effective ways to penetrate the awareness of Campus users will be conducted to identify the optimal methods of providing project and solution introduction and updates.

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Change Management and Communication	Client	Huron
Develop Plan		
Create Change Management plan, Create Communication plan	Support	Lead
Working group meetings	Support	Lead
Surveys / feedback	Lead	Advise
Execute Plan		
Execute Change Management and Communication Plan	Lead	Advise

Curriculum Development and Training

Huron will work with your team to confirm the deployment training approach and finalize the scope. Huron will validate the training modality and materials and will then develop materials based on your approved material inventory list. The institutions and Huron will undertake a review process of developed materials and perform content revisions. In preparation for go-live, Huron will deliver pilot training and then support your training staff. A summary of roles and responsibilities for this stage are noted below:

Curriculum Development and Training (Optional)	Client	Huron
Scope Audience(s), Roles and Volume		
Confirm the audience(s) for training	Support	Lead
Validate Modality and Materials		
Develop a list of all materials (curriculum inventory) and specify the methods for content delivery	Support	Lead
Instructional Design / Develop Materials		
Prioritize materials needed for 'day one' business use, including Develop JAGGAER tutorials, reference guides, JAGGAER Adopt, and other support material required to assist end users in their transition to the JAGGAER solution.	Support	Lead / Perform
Develop materials and give your resources time to review materials and likewise Huron enough turnaround time for content revisions	Support	Lead
Support Campus change leads as they drive adoption of JAGGAER within their organizations	Lead	Support
Establish a schedule for materials development, review, approval, and finalization to drive clarity and accountability. Materials developed will follow a pre-defined outline reviewed by Client stakeholders with up to 2 (two) rounds of review within 5 (five) business days of the drafts being received by CI.	Support	Lead
Deliver Pilot Training		
Huron delivers mock training to de-bug curriculum materials and validate test site	Support	Lead
Huron delivers course in classroom to your Trainer	Support	Lead
Client is responsible for classroom scheduling / logistics	Lead	Support
Client delivers course shadowed a few times by Huron to participate / co-deliver	Lead	Support

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PHASE 4: DEPLOYMENT

Once the design has been finalized and testing completed, Huron will provide advisory and post-production support services for the deployment of the solution.

Production Migration, Activation and Live Testing

These testing activities represent the final stage of the project. It is important to communicate the solution rollout to all groups and individuals impacted by the project. Depending on the solution being rolled out, Live Testing can include sending out live orders, completing contract negotiations and workflow, etc.

Following the completion of testing, the JAGGAER solution will be activated into production. Typically, this involves migrating all desired configuration options into the production environment and confirming integration.

When the solution is first activated in production, the campus' conduct live order testing which includes sending out live orders, completing contract negotiations and workflow, etc. Live testing is a controlled event that is monitored for success. Once validated, the solution is ready for go-live.

Services following go-live include four months of deployment post-production support and incremental training services and coaching to improve utilization.

A summary of roles and responsibilities for deployment activities are noted below:

Activities, Roles and Responsibilities	Client	Huron
Deployment		
Identify user population, key groups/departments, deployment groups	Lead	Support
Plan, author and communicate based on the communication / org readiness plan	Lead	Support
Develop Post-Production Support Strategy and Plan	Support	Lead
Provide support during go-live and first month	Start Up	Lead
Go-Live Phase		
Deploy JAGGAER Applications to a control group selected by Client	Lead	Support
Transition Client to JAGGAER Customer Support; set up Customer Support Portal for Client	Support	Lead

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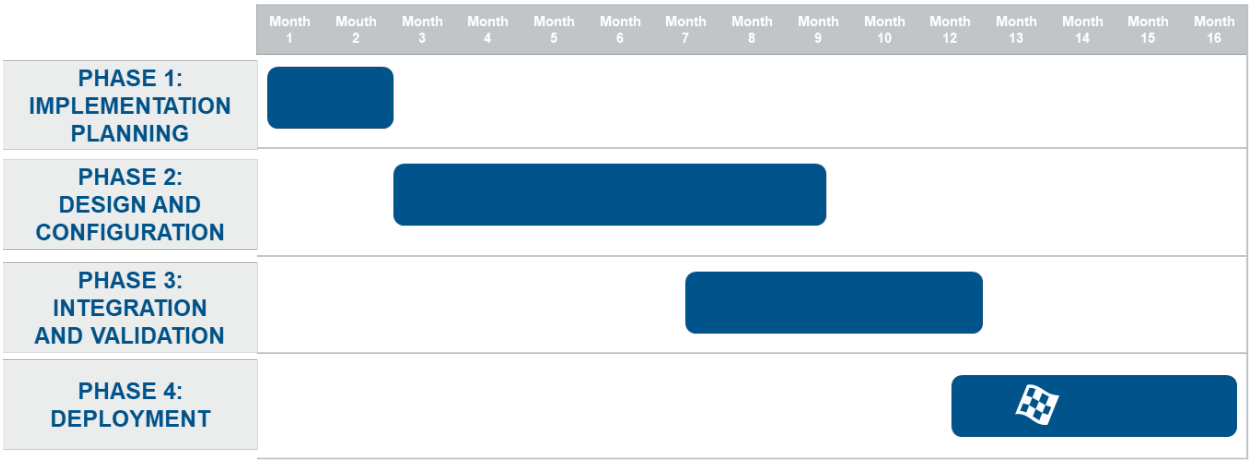
Project Timeline

We estimate that the scope of this engagement will be accomplished in 16 months, commencing September 2021. The timeline below illustrates the estimated duration and sequence of the phases. We envision the involvement of a broad group of stakeholders from the Board, Federation, Universities, and the State College throughout the project with a particular emphasis on getting cross functional involvement from day 1.

To ensure solution adoption and success, thorough system and business process testing followed by training will result in a pilot go-live in month 12, followed by four months of deployment to support initial go-live activities, followed by utilization reinforcement with campus Workstream leads and other stakeholders.

Figure 1 - Overall Staged Timeline



Proposed Resource Model

HURON ENGAGEMENT TEAM

The Huron engagement team will consist of the following roles. Team members are subject to change based on project timing.

Role	Description	Est. Hours
Huron Program Executive and Quality Assurance	Jens Brown, a Managing Director within Huron's Spend Management practice will serve as the overall lead and will provide subject matter expertise on a part time basis over the 8-month project and will provide guidance and have overall quality assurance and delivery responsibility for Huron's engagement.	168
Huron Program Director	A Senior Manager or Director, this individual will provide part-time, project delivery oversight and contribute to best practices.	288
Planning Lead, Advisor and Project Mgmt. Support	A Manager will serve as the overall lead and advisor for Huron activities regarding the implementation of JAGGAER eProcurement, Contracts+ and Accounts Payable and lead the implementation planning portion of the project. Provides ongoing near full-time project management support to the client Program Manager.	2368

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Role	Description	Est. Hours
Technical Consultant	David Joyner, a Manager, will be the Technical Consultant engaged to perform the JAGGAER portion of system integrations.	1068
Solution Consultant	An Associate with extensive JAGGAER experience, will perform the JAGGAER solution configuration and functional meeting facilitation for the JAGGAER solution in a part-time capacity.	1376
Change Management / Testing Readiness Lead	An Associate with extensive change management and testing experience, will support overall change management activities, including key pieces of curriculum development, instructional design, and organization / coordination of testing activities.	832

The Huron team members listed above will deliver our services – each have significant functional area expertise, deep multi-industry credentials and JAGGAER solution expertise. In addition to the core team members, we may leverage other subject matter expertise from our team to best accomplish the objectives of the engagement. Huron reserves the right shift hours among resources to best accomplish projects objectives.

Huron resources will perform most services in an off-site fashion. We will determine additional meaningful onsite activities in advance (e.g., monthly meetings, steering committee, etc.).

While we will attempt to comply with your requests for specific individuals, we retain the right to assign and reassign our personnel, as appropriate, to perform the services.

Pricing

PROFESSIONAL FEES

The estimated fees for the engagement will be **$1,414,930** based on the terms of the Master Services Agreement and staffing plan provided in this Statement of Work.[1]

Huron is equipped to deliver these services in a remote fashion, any planned travel expenses are estimated at approximately 18% of the total professional fees delivered onsite at various locations in the State of Idaho.

BILLING

Huron will invoice the University of Idaho on a monthly basis for fees and expenses incurred in the prior month. Payments may be made via ACH to:

Harris Bank Chicago, Illinois
Routing No. 071000288
Account Title: Huron Consulting Services, LLC
Account Number: 262-463-3

Comments: (Include Invoice Number to ensure proper credit)

CHANGES IN SCOPE

[1] The estimated fees of $1,414,930 are a 5% discount if the 'Phase 1 Implementation Services' SOW dated 6/30/2021 is signed by 7/9/2021, and this SOW is signed by 8/30/2021. Otherwise, the non-discounted amount of $1,489,400 will apply to this SOW.

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Any change in project scope or duration resulting in additional fees will be mutually agreed upon between the University and Huron Consulting Group and documented in an amendment to this letter of engagement prior to work beginning on additional scope of work.

OPTIONAL SERVICES

As an **optional service**, to support the transition of contract information from offline sources, you could anticipate the automated scrubbing, indexing, and OCR of legacy contracts (e.g., those in offline digital sources) to be accomplished via our intelligent automation service. Approximate fees for conducting this service range from $12 to $16 per contract.

Assumptions and Client Responsibilities

In connection with our provision of services, you will perform the tasks, furnish the personnel, provide the resources, and undertake the responsibilities specified below.

- You will designate an employee or employees within your senior management who will make or obtain all management decisions and/or provide proper guidance with respect to this engagement on a timely basis. You also agree to ensure that all assumptions set forth below are accurate and to provide us with such further information we may need and which we can rely on to be accurate and complete. You also agree to cause all levels of your employees and contractors to cooperate fully and timely with us. We will be entitled to rely on all of your decisions and approvals, and we will not be obligated to evaluate, advise on, confirm, or reject such decisions and approvals.
- To help maximize the value of our work to you and to keep the project moving on schedule, you agree to comply with all of our reasonable requests and to provide us timely access to all information and locations reasonably necessary to our performance of the services.
- The successful delivery of our services, and the fees charged, are dependent on (i) your timely and effective completion of your responsibilities, (ii) the accuracy and completeness of any assumptions, and (iii) timely decisions and approvals by your management. You will be responsible for any delays, additional costs, or other liabilities caused by any deficiencies in the assumptions or in carrying out your responsibilities.
- There will be a recurring project status meeting to address open issues and make key decisions. The format of the status meeting will be mutually agreed upon between Client and Huron at the start of the project.
- Documentation / deliverables will be delivered in electronic format, unless otherwise expressly agreed to by Client and Huron.
- Client will work to the agreed upon timeline and Huron will not be responsible for delays in the project timeline due to elongated decision-making processes, inability to provide required resources, information, or requirements, and delays in the execution of any aspect of the project. Any delays may have time and/ or cost impact.
- Huron will have reasonable access to required Client staff during this engagement as any delays in the implementation by either party will be highlighted during the standing status reports.
- Unless otherwise specified herein, your ERP / IT development resources are responsible for the development of any interfaces between files / messages provided by Jaggaer to your ERP system, and vice versa, if applicable.

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* * * * * *

Business Terms

Business terms are to be based on University of Idaho Contract for Services.

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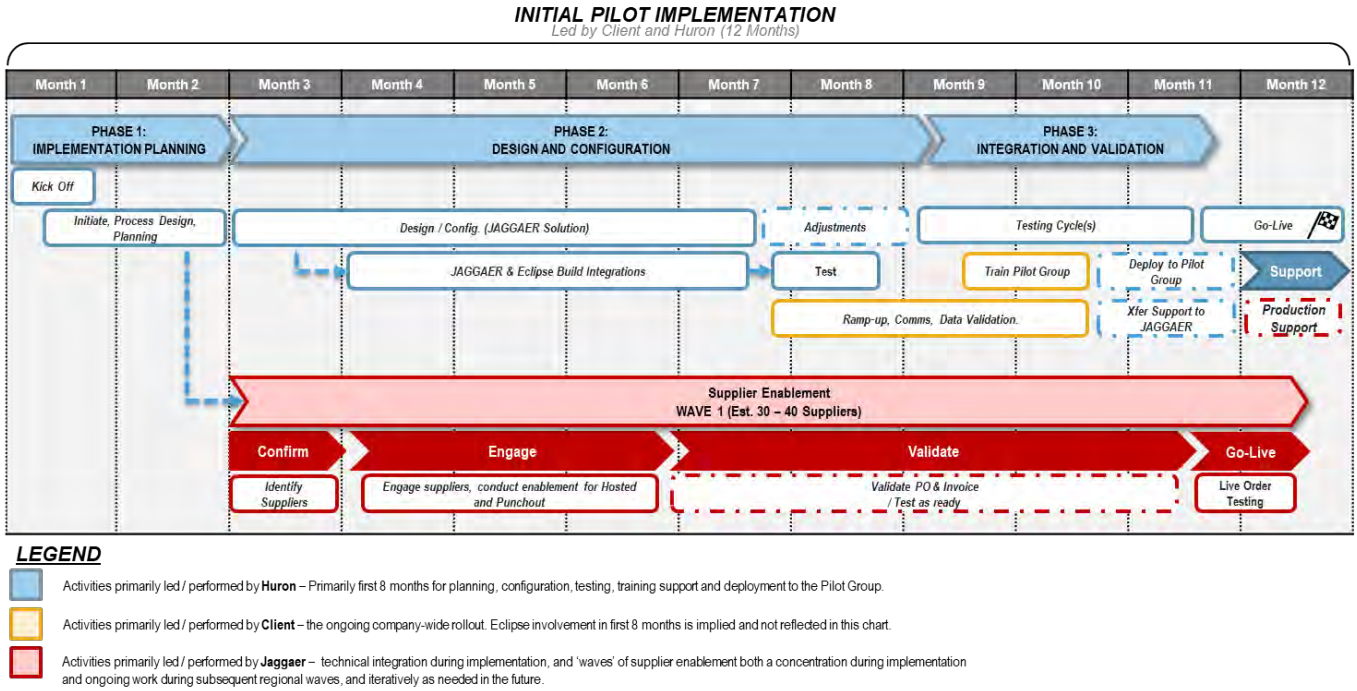
Appendix A: Representative Project Timeline – Pilot Implementation



LEGEND

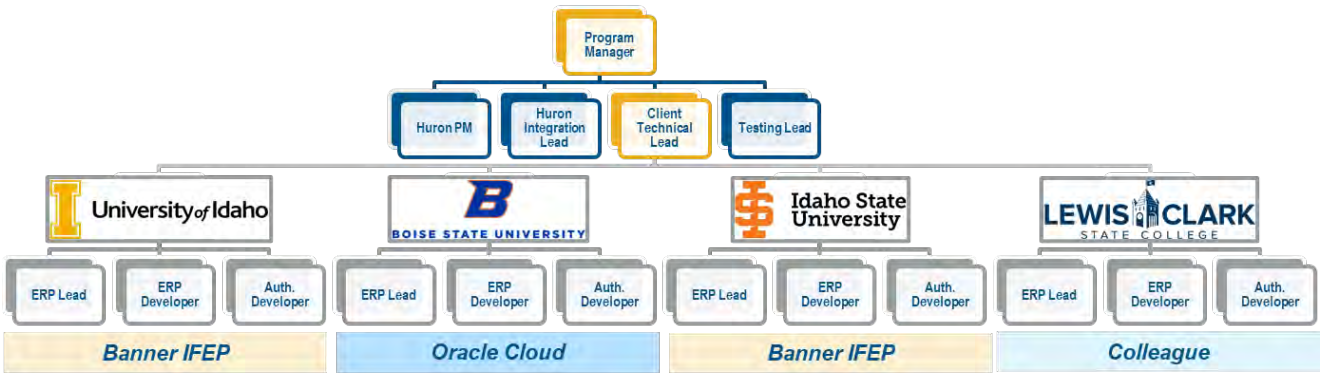
Activities primarily led / performed by **Huron** – Primarily first 8 months for planning, configuration, testing, training support and deployment to the Pilot Group.

Activities primarily led / performed by **Client** – the ongoing company-wide rollout. Eclipse involvement in first 8 months is implied and not reflected in this chart.

Activities primarily led / performed by **Jaggaer** – technical integration during implementation, and 'waves' of supplier enablement both a concentration during implementation and ongoing work during subsequent regional waves, and iteratively as needed in the future.

Appendix B: Representative Project Structure

Technical Project Structure - Representative



Full Time Client Role	Dedicated client role, near full time FTE
Part Time Client Role	Predictable level of engagement based on workplan, part-time, may be shared FTE. SME = Subject Matter Expert
Huron Role	Predictable level of engagement based on workplan, part-time / full-time depending on phase

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UNIVERSITY OF IDAHO

SUBJECT

Ellucian renewal agreement – ERP software

REFERENCE

June 30, 1993	The University of Idaho executed an ERP agreement with SCT Software & Resource Management Corporation (now Ellucian).
Various	The University of Idaho has presented various Ellucian contracts and maintenance agreements to the Board of Regents and the Executive Director for the SBOE for approval on several occasions since the 1993 initial contract in order to ensure continuous use, service, support, and appropriate expansion of the various Ellucian software products used by the U of I.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Since 1993, the University of Idaho (UI) has relied on Ellucian products (previously SCT Software & Resource Management Corporation) for enterprise resource planning (ERP) and other software solutions, including Banner (ERP), CRM Advance, and ChromeRiver (Travel Management) after a successful RFP process. Successful implementation and years of improvement and application integration have yielded positive results. The University's use of the products has included numerous licenses and maintenance agreements with Ellucian. The additions of CRM Advance and ChromeRiver have further streamlined business and finance operations through integration with Banner.

IMPACT

The University of Idaho requests a contract renewal for a term of five years for Banner and three years for CRM Advance and ChromeRiver; for costs of $2,371,197 for the Banner software license; $30,523 for professional services related to implementation, training, and management services for the Banner products; $3,446 for support services; and $619,829 for the ChromeRiver and CRM Advance Cloud-based software. The University of Idaho issued Requests for Proposals, and Banner (1993), CRM Advance (2016) and ChromeRiver (2018) were awarded the contracts, respectively. These contracts are renewals of those agreements. The total cost of these contracts is $3,024,995. By combining the three products, UI will receive a reduced price, equating to an average annual savings of $50,000. Additionally, UI will receive access to Premium Ellucian Experience and the mobile app. As part of the contract to receive the newer

products, the U of I will be surrendering a perpetual license to use some of the products granted under the original 1993 agreement and its subsequent amendments.

This agreement aligns with the timing and term length of similar agreements signed between BSU, ISU, LCSC, and their respective ERP providers. This furthers the Board of Regents' mission of improving purchasing coordination and centralization among the four-year institutions, in addition to creating the opportunity for ERP alignment among the institutions in the future.

ATTACHMENTS

Attachment 1 – License Exchange and Enhancement Order Form (Ellucian Renewal for Banner, among other products)
Attachment 2 – Order Form for Renewal of Cloud Software
Attachment 3 – Original 1993 SCT Software (now Ellucian) Banner Contract
Attachment 4 – Original 2016 Cloud Software Order Form for ChromeRiver and CRM Advance

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In the last year, both Boise State University and Lewis-Clark State College have entered into five-year agreements, consistent with the Board's desire for a plan for ERP convergence to be in process by 2026. The University of Idaho has been mindful of the guidance from BAHR members that there be a planned convergence of ERP systems while simultaneously demonstrating responsible stewardship in the interim. The contract includes software that provides a platform for Canvas, the portal for the Online Idaho project, and provides for a cloud-based software that will position the University for a shared ERP convergence in 2026.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to execute the attached contracts with Ellucian and to authorize the University of Idaho Vice-President for Finance and Administration, or designee, to execute the necessary contractual documents in substantial conformity to Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



LICENSE EXCHANGE AND ENHANCEMENT ORDER FORM

This Order Form is between **ELLUCIAN COMPANY L.P.** ("Ellucian") and **UNIVERSITY OF IDAHO** (the "Client"). This Order Form amends the Software License & Services Agreement dated June 30, 1993 between the parties (the "Agreement"). Capitalized terms in this Order Form shall have the same meaning given to such terms within the Agreement unless redefined herein.

Under the Agreement, Ellucian granted Client a perpetual right of use for certain systems of software. Subject to the terms and conditions of the Agreement as modified by this Order Form, Client and Ellucian hereby terminate Client's license for the "**Terminated Perpetual Software**" identified in Exhibit 1 hereto in consideration for a license to use certain software, as identified in the **Subscription Software Table** below, on a term-of-years basis ("**Subscription Software**") and/or certain other software, as identified in the **Cloud Software Table** below, on a term-of-years, Ellucian cloud-provided basis ("**Cloud Software**"). Client is retaining its perpetual license to use certain other Continuing Perpetual Software (as that term is defined below), all subject to the terms and conditions of the Agreement as modified by this Order Form. Accordingly, Ellucian and Client, intending to be legally bound, agree as follows:

Software Term. For purposes of both the Subscription Software and the Cloud Software licensed under this Order Form, the "Software Term" consists of the period of time from the last day of the month of execution of this Order Form (the "Beginning Date") until July 31, 2026 (the "Expiration Date"). At the end of the Software Term (unless otherwise specified in the Documentation or this Order Form), Client's license to access and use the Subscription Software and the Cloud Software will automatically renew for consecutive Contract Years on a year-to-year basis extending the Expiration Date and the Software Term by a year each time, unless either party notifies the other in writing of its intent not to effect such renewal at least ninety (90) days prior to the then-current Expiration Date; automatic renewal beyond the Software Term will be subject to an increase of up to seven percent (7%) annually, for each such renewal Contract Year, in addition to applicable third party fee increase (if any), unless and until the parties execute a written amendment or subsequent order form for a committed renewal term.

Information Security. Ellucian will adhere to the terms governing information security set forth in Exhibit 3 to this Order Form during the Cloud Software Term.

Security Breach. With respect to Client Data, as defined in Section 1 of the Cloud Software Order Form signed by the parties on November 20, 2016, in the event of a "Security Breach" as defined by applicable state or federal law, to the extent caused by or resulting from Ellucian's negligence or willful misconduct or Ellucian's failure to adhere to the terms governing information security set forth in Exhibit 3, Ellucian shall be responsible to pay for, or reimburse Client for, the following, to the extent applicable up to the limit stated in the last sentence of this paragraph: (1) reasonable attorneys' fees incurred by Client in furtherance of Client's obligations with respect to the Security Breach; (2) the cost of notifying appropriate law enforcement agencies, government regulatory authorities and affected customers/students; (3) two (2) years of credit monitoring services for Client's affected customers/students/faculty members/employees, provided by a reputable credit monitoring services provider; and (4) any other expenses or damages imposed by law upon Client to respond to or remedy the security breach. The limitations provided in Section 16 of the Ellucian Cloud Software Standards (see Exhibit 5 and see www.ellucian.com/contracts-and-documentation) shall not apply to costs that Ellucian has agreed to pay for a Security Breach as described within this Section (entitled "Security Breach") which costs are instead limited so as not to exceed $500,000.

Security Audit. No more than once per calendar year, Client may request and Ellucian will provide: (i) subject to Client executing a non-disclosure agreement, a copy of the most recent independent security attestation report applicable to the activities under the Order Form, and (ii) a copy of Ellucian's then-current information security policies and standards that relate to security controls applicable to the services Ellucian provides to Client.

FERPA. To the extent that Ellucian will have access to, store or receive student education records, Ellucian agrees to abide by the limitations on use and re-disclosure of such records set forth in the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and 34 CFR Part 99, as applicable. Ellucian agrees to hold student record information in strict confidence and shall not use or disclose such information except as authorized in writing by the Client or as required by law. Ellucian agrees not to use the information for any purpose other than the purpose for which the disclosure was made. Upon termination of the Agreement, Ellucian shall return all student education record information as provided in the Agreement without keeping a copy for itself.

Termination of License for Terminated Perpetual Software. Client's license to use the Terminated Perpetual Software is terminated thirty (30) days following the Beginning Date.

Grant of Licenses Pursuant to This Order Form. Licenses granted pursuant to this Order Form are for Client's internal use only and are subject to all use restrictions and limitations set forth in the Agreement and this Order Form, including referenced attachments. Ellucian grants Client a non-exclusive, non-transferable license to use the Subscription Software and Cloud Software, for Client's internal use, only during the Software Term specified herein, for the fees specified herein. Third party owners of Software licensed or provided for use by Ellucian are third party beneficiaries of this Order Form with regard to each such owner's respective products. Client acknowledges that Subscription Software that replaces the Terminated Perpetual Software has been delivered. Ellucian will provide the necessary process and procedure for Client's access to the Cloud Software within thirty (30) days of the Beginning Date.

Continuing Perpetual Software. Notwithstanding the termination of Client's license to use the Terminated Perpetual Software as provided for in this Order Form, Client has an ongoing license for use of certain other systems of software as more particularly identified in Exhibit 2 hereto (the "**Continuing Perpetual Software**"), as previously licensed between the parties. In order to align Software Support Services for the Continuing Perpetual Software to the Software Term applicable to Subscription Software and Cloud Software licensed under this Order Form, the parties hereby amend, renew, and extend Software Support Services for the Continuing Perpetual Software (only) for a term commencing on the Beginning Date through the Expiration Date ("Extended Maintenance Term").

SUBSCRIPTION SOFTWARE TABLE [1,2,3]	
Description	**Fee**
Banner Student (includes Student Self-Service and Faculty and Advisor Self-Service)	Included
Ellucian Degree Works	Included
Ellucian Degree Works Transfer Equivalency	Included
Banner Financial Aid (includes Financial Aid Self-Service and CSS Profile Interface)	Included
Banner Finance (includes Finance Self-Service)	Included
Banner Human Resources (includes Employee Self-Service)	Included

CLOUD SOFTWARE TABLE [1,4]	
Description	**Fee**
Ellucian Intelligent Learning Platform for Canvas [2]	Included
Federal Methodology Needs Analysis	Included
Ellucian Experience	Included
Ellucian On Demand Training [5] • Enterprise (25 Named User License)	Included

PAYMENT SUMMARY FOR SUBSCRIPTION SOFTWARE AND CLOUD SOFTWARE	
TOTAL (for Contract Year ending July 31, 2022) (to be prorated)	**$446,626**
TOTAL (for Contract Year ending July 31, 2023)	**$460,024**

TOTAL (for Contract Year ending July 31, 2024)	**$473,826**
TOTAL (for Contract Year ending July 31, 2025)	**$488,040**
TOTAL (for Contract Year ending July 31, 2026)	**$502,681**

Professional Services. Ellucian agrees to provide Client with the Professional Services identified in the Professional Services Table below (the "Services"), for the additional fees set forth in that Table, on the terms and conditions set forth in the Agreement as modified by this Order Form. Where a number of hours is specified within this Order Form for Ellucian's delivery of Professional Services on a time and materials basis, the associated fees shown herein represent a good faith estimate based on the information available to Ellucian as of the Execution Date; the total fees payable for Professional Services may vary based on the actual number of hours of services required to complete the services and the rate that is applicable during the period of Ellucian's delivery of the services. In performing its obligations with respect to services identified herein, Ellucian may use a combination of remote services, centralized services, and onsite services, using personnel worldwide.

PROFESSIONAL SERVICES TABLE			
Description [6]	**Hours**	**Rate** [7]	**Fee** [8,9]
Intelligent Learning Platform (ILP) 5 Implementation	10	$213	$2,130
Ethos Integration Essentials (SaaS or Managed Cloud)	32	$187	$5,984
Banner Project Management Services	7	$187	$1,309
Ellucian Experience Single Sign-on	Fixed Fee [10]	Fixed Fee [10]	$7,000
Ellucian Experience Training and Planning	Fixed Fee [10]	Fixed Fee [10]	$7,000
Ellucian Experience Toolkit Workshop	Fixed Fee [10]	Fixed Fee [10]	$7,100
TOTAL PROFESSIONAL SERVICES FEES:			**$30,523**

Notes to Tables:

1 For a description of the product details and the terms of service, see Exhibit 5 and see www.ellucian.com/contracts-and-documentation.

2 Pricing in this Order Form allows for up to a tier threshold of 10,999 (the "Contracted FTE"). The annual fees shown in the Cloud Software Table do not include implementation/setup services.

3 Subscription Software includes Software Support Services at the Advantage Plus Maintenance Level without additional charge.

4 Cloud Software includes Software Support Services for such Cloud Software at the Subscription Advantage Maintenance Level without additional charge.

5 Client is granted a right to access and use the Ellucian-proprietary self-paced, web-based training programs ("Web-Based Training Programs") that Ellucian makes available during the applicable Software Term. Within thirty (30) days of the Beginning Date and upon receipt of user account information from Client, Ellucian will make available to Client the most current version of the Web-Based Training Programs for the Baseline version of Ellucian Software. Further, provided that Client pays Ellucian the applicable subscription fees specified in this Order Form, Ellucian will, during the applicable Software Term, make available to Client each new version of the Web-Based Training Programs will be made available via the website as soon as reasonably practicable after the same become generally available to Ellucian licensees in each instance. Client will only have the right to use the Web-Based Training Programs in connection with its license to use the corresponding Software, and Client's right to use the Web-Based Training Programs will be subject to and limited by the licensing terms of the Agreement. All Web-Based Training Programs are owned by and constitute copyrighted and confidential information of Ellucian. Client is expressly prohibited from placing on or otherwise making any Web-Based Training Programs, in whole or in part, available from any website, including any website maintained, operated, or authorized by Client.

6 For a description of the services identified in this Order Form, see the Statement of Work attached as Exhibit 4.

7 Hourly rates specified in this table will be held in place for this project for a period beginning on the Execution Date and ending eighteen (18) months later.

[8] Client is advised that Ellucian personnel rendering services bill for travel time, preparation time, and follow-up time, as applicable.

[9] Where a number of hours is specified in the table with an associated hourly rate, the "Fee" is a good faith estimate based on the information available to Ellucian at the time of execution of this Order Form. The total amount that Client will pay for these services will vary based on the actual number of hours of services required to complete the services and the rate that is applicable when the services are rendered. If it is determined that additional services are needed beyond what is listed in this contract, Ellucian will secure written approval from Client by executing a separate work order prior to delivering those services.

[10] Fixed Fee services fees will remain valid for a period of one (1) year following the Execution Date; Client must schedule delivery of Fixed Fee services within the one (1) year period or additional charges may apply.

Invoicing. Fees for Software Support Services, Subscription Software, and Cloud Software are payable on the basis of a "Contract Year" (consisting of twelve (12) consecutive months beginning August 1) during the Software Term unless otherwise provided herein or in the Exhibits hereto. As applicable based upon the specific products identified in this Order Form, Ellucian will invoice Client:

- on an annual basis, in advance of each applicable Contract Year for Subscription Software and Cloud Software (fees for the initial Contract Year will be invoiced on the Execution Date and may be prorated, if applicable, for a partial initial Contract Year depending upon the Execution Date)
- on an annual basis, in advance of each applicable Contract Year for Software Support Services fees applicable to the Continuing Perpetual Software (fees for the initial Contract Year will be invoiced on the Execution Date and may be prorated, if applicable, for a partial initial Contract Year depending upon the Execution Date);
- on the Execution Date for all Professional Services to be performed on a fixed fee basis;
- monthly on an as-incurred basis in arrears for all Professional Services to be performed on a time and materials basis as well as for reimbursable travel and living expenses and other applicable charges in accordance with the terms of the Agreement if Ellucian's performance of any Professional Services involves onsite delivery (unless the service rate(s) identified in the Professional Services Table indicate that travel and living expenses are included). All services are anticipated to be delivered remotely under this Order Form. However, if it is determined that services will need to be delivered onsite, Client will reimburse Ellucian for pre-approved actual and reasonable travel and living expenses that Ellucian incurs in providing Client with Professional Services. Such travel and living expenses will be invoiced on a monthly basis in arrears and are due within thirty (30) days from the date of invoice. Ellucian will use reasonable efforts to limit travel and living expenses by using coach air fare, booked in advance when available, staying at hotels identified in advance by Client as offering Client's contractors a discounted rate, and sharing rental cars. Reimbursement is subject to any statutory reimbursement limitations imposed on Client contractors, and Client will provide Ellucian with a copy of such limitations before Ellucian incurs expenses.

Payment Terms. Unless a different payment obligation is specified in the Agreement, Client's payments under this Order Form are due within thirty (30) days of the date(s) of invoice(s).

By the execution below, each party represents and warrants that it is bound by the signature of its respective signatory for this non-cancelable Order Form. Except as expressly amended by this Order Form, the terms of the Agreement remain unchanged and in full force and effect; any fees due under this Order Form are in addition to and not in lieu of fees already due or scheduled to come due under the Agreement. Client has not relied on the availability of either any future version of any software or any future software product or service.

(EXECUTION PAGE FOLLOWS)

Ellucian		**Client**	
By:	_____	**By:**	_____
	Authorized Signature		*Authorized Signature*
Name:	_____	**Name:**	_____
	Printed		*Printed*
Title:	_____	**Title:**	_____
Date:	_____	**Date:**	_____

The later date of signature above is the "Execution Date" of this Order Form.
The pricing contained in this Order Form is valid only if the Execution Date occurs on or before August 31, 2021.

Client Billing Contact Information:		**Client Cloud Software Provisioning Contact Information:**	
Name:	_____	**Name:**	_____
Address:	_____	**Title:**	_____
City, State, Zip:	_____	**Email:**	_____
Email Address:	_____		
PO# (if applicable)	_____		

EXHIBIT 1

TERMINATED PERPETUAL SOFTWARE TABLE: [1]

Description
Banner Student & Financial Aid (including Faculty and Advisor Self-Service, Student Self-Service, and Financial Aid Self-Service)
Banner Human Resources (including Employee Self-Service)
Banner Finance (including Finance Self-Service)
Ellucian Degree Works
Ellucian Degree Works Transfer Equivalency

Notes to Terminated Perpetual Software Table:

[1] Prior to the Execution Date of this Order Form to which this Exhibit 1 is attached, Client paid Ellucian certain fees as Software Support Services for the Terminated Perpetual Software, either under the Agreement or under a separate maintenance agreement ("Maintenance Agreement"). Client's obligation to pay Ellucian Software Support Services fees for the Terminated Perpetual Software identified in the Terminated Perpetual Software Table below is terminated as of the Beginning Date. Client will receive a credit for any prepaid Software Support Services for the Terminated Perpetual Software for the period commencing on the Beginning Date or will be billed for the Software Support Services for the Terminated Perpetual Software through the Beginning Date, as applicable.

EXHIBIT 2

CONTINUING PERPETUAL SOFTWARE- TABLE A (paid in advance): [1,3]

Description	Maintenance Level	Base Year Fee (for Contract Year ending July 31, 2022)
Banner International Tax Navigator Interface	Advantage	Included
TOTAL BASE YEAR SOFTWARE SUPPORT SERVICES FEE:		**$2,106**

CONTINUING PERPETUAL SOFTWARE -TABLE B (paid in arrears): [2,3]

Description	Maintenance Level	Base Year Fee (for Contract Year ending July 31, 2022)
Electronic Data Interchange EDISmart	Advantage	Included
TOTAL BASE YEAR SOFTWARE SUPPORT SERVICES FEE:		**$1,340**

Notes to Continuing Perpetual Software Table:

[1] Ongoing Software Support Services Table A (paid in advance). Client will continue to pay Ellucian Software Support Services fees for the Continuing Perpetual Software as provided in the parties' existing underlying Maintenance Agreement through the Beginning Date. During the Extended Maintenance Term, Ellucian will continue to provide Software Support Services (including Maintenance) on the Continuing Perpetual Software in accordance with the terms and conditions of the Maintenance Agreement and Client will pay the fees specified in the Continuing Perpetual Software Table annually, in advance, on the basis of a Contract Year; (ii) for each Contract Year throughout the Extended Maintenance Term, Software Support Services fees may increase by not more than five percent (5%) over the amount payable for Software Support Services for the immediately preceding Contract Year and will be specified by Ellucian in an annual invoice issued at least thirty (30) days before the start of the applicable Contract Year for which such Software Support Services fees are being remitted, with payment due within thirty (30) days of the date of each such invoice; and (iii) absent any further amendment or extension with respect to continuing Software Support Services beyond the Extended Maintenance Term, Software Support Services fees for each subsequent Contract Year after the Extended Maintenance Term will be specified by Ellucian in an annual invoice and will increase over the immediately preceding Contract Year's fee by not more than seven percent (7%).

[2] Ongoing Software Support Services Table B (paid in arrears). Client will continue to pay Ellucian Software Support Services fees for the Continuing Perpetual Software as provided in the parties' existing underlying Maintenance Agreement through the Beginning Date. During the Extended Maintenance Term, Ellucian will continue to provide Software Support Services (including Maintenance) on the Continuing Perpetual Software in accordance with the terms and conditions of the Maintenance Agreement and Client will pay the fees specified in the Continuing Perpetual Software Table annually, in arrears, on the basis of a Contract Year; (ii) for each Contract Year throughout the Extended Maintenance Term, Software Support Services fees may increase by not more than five percent (5%) over the amount payable for Software Support Services for the immediately preceding Contract Year and will be specified by Ellucian in an annual invoice issued at least thirty (30) days before the end of the applicable Contract Year for which such Software Support Services fees are being remitted, with payment due within thirty (30) days of the date of each such invoice; and (iii) absent any further amendment or extension with respect to continuing Software Support Services beyond the Extended Maintenance Term, Software Support Services fees for each subsequent Contract Year after the Extended Maintenance Term will be specified by Ellucian in an annual invoice and will increase over the immediately preceding Contract Year's fee by not more than seven percent (7%).

[2] For a description of the product details and the terms of service, see Exhibit 5 and see www.ellucian.com/contracts-and-documentation.

EXHIBIT 3

INFORMATION SECURITY ADDENDUM

This Exhibit 3 contains terms governing information security to which Ellucian will adhere during the Cloud Software Term. Ellucian may modify specific security protections from time to time but will continue to provide at least the same level of security as on the date this Exhibit became part of the Cloud Software Order Form.

1. Information Security Program

Ellucian will maintain a global Information Security Program aligned with ISO 27001 that will plan, implement, and manage processes on an ongoing basis to meet information security objectives and requirements applicable to the Cloud Software delivered worldwide. The Information Security Program will include demonstrable oversight and commitment from Ellucian senior management. The Information Security Program will also include performing information security risk assessments and implementing treatment plans at appropriate intervals, such as when significant changes to the Cloud Software occur.

2. Information Security Compliance

Ellucian will design and maintain a control environment for the Cloud Software aligned with global information security practices and standards such as ISO 27001 and third party attestation frameworks such as SSAE 18 / SOC 1 and SOC 2.

3. Information Security Policy

Ellucian will maintain an Information Security Policy that is approved by senior management and communicated to employees and applicable third parties. The Information Security Policy will identify roles and responsibilities as well as governing principles and control objectives for information security across Ellucian's global business operations. The Information Security Policy and will be reviewed annually and supporting standards, guidelines and procedures will be adjusted as appropriate.

4. Information Security Awareness Program

Ellucian will maintain an employee awareness program to allow employees to understand and fulfill their responsibilities for information security, including requirements for personal data privacy, confidentiality, and non-disclosure of information.

5. Personnel Security

Employees will be screened in accordance with relevant laws and such screening will be proportional to employee roles and responsibilities. Employees and applicable third parties will agree to requirements for confidentiality and non-disclosure of information prior to employment or prior to providing services to Ellucian.

6. Physical Security

Ellucian currently uses Amazon Web Services (AWS) who is responsible for protecting the global infrastructure upon which the Cloud Software is delivered. AWS will maintain controls to manage and monitor physical access at both the data center perimeter and building ingress points using security staff, or electronic access control validation.

7. Access Control

Ellucian will authorize access to the Cloud Software only for employees and third parties with a legitimate business need. Controls and mechanisms to authenticate access and monitor and prevent unauthorized access to the Cloud Software and Client Data will also be in place. Ellucian will also maintain appropriate onboarding and termination processes to manage revocation of access to the Cloud Software.

8. Data Security

Ellucian will maintain security controls to safeguard the Cloud Software from unauthorized access, modification, disclosure, or destruction, or becoming inaccessible to authorized users. Data protection methods will include restricting and monitoring access to information systems, encrypting data in transit and while at rest when necessary

or required, maintaining backups of Client Data, and securely returning data to the Client, or disposing or destroying data in a secure manner using techniques consistent with NIST 800-88 ("Guidelines for Media Sanitization").

9. Cloud Software Security

Ellucian will protect the confidentiality, integrity, and availability of the Cloud Software. Ellucian will maintain safeguards for the security of electronic communications networks. Ellucian will also maintain a change management process to control planned and unplanned changes and the installation of software, manage mechanisms to detect threats such as malware, and recording and monitoring security events to identify anomalous or unauthorized activity.

10. Technical Vulnerability Management

Ellucian will maintain a process and supporting tools to evaluate and resolve technical vulnerabilities within the Cloud Software within reasonable timeframes to address the risk of potential exploitation, or system or data compromise.

11. Third Party Security

Ellucian will maintain a process to identify risks to the Cloud Software that are accessible to third parties. The process will ensure that relevant information security requirements are incorporated into business agreements with third parties and that relevant third party risks are addressed within reasonable timeframes.

12. Information Security Incident Management

Ellucian will maintain an information security incident management program to respond to security incidents within the Cloud Software. Ellucian will provide timely notification to the Client in the event that the Cloud Software or Client Data is known to have suffered an Information Security Breach. Timely notification is defined as providing notice to the Client as soon as reasonably practicable and without undue delay after Ellucian became aware of the Information Security Breach. An "Information Security Breach" is defined as an event(s) that is known to have resulted in unauthorized access to a Client's Cloud Software or use or disclosure of Client Data. Ellucian will further maintain a process to capture and apply knowledge gained from such events to address the likelihood of reoccurrence.

13. Business Continuity Management

Ellucian will implement controls designed to maintain the continued availability of the Cloud Software. Controls will include maintaining a defined business continuity management plan relevant to the Cloud Software that, if interrupted, may result in significant downtime or data loss.

EXHIBIT 4

ELLUCIAN EXPERIENCE – SINGLE SIGN-ON – DESCRIPTION OF SERVICES

Overview
Ellucian will provide consulting to configure Single Sign-on with Client Single Sign-on provider.

High-level Tasks and Deliverables for Ellucian Experience – Single Sign-on

Engagement	High Level Tasks	Deliverables
Ethos Integration Validation	Ellucian will validate Ethos Integration and functional mappings in 1 non-production and 1 production environment.	
Single Sign-on (SSO) and Technical Configuration	Ellucian will: • Configure SAML SSO (via ADFS, Shibboleth or Ethos Identity); • Gather Details on which SAML Assertions will define the roles to be used in Ellucian Experience; and • Set up Ellucian Experience Application in Ethos Integration.	• Configuration Worksheet • 1 provisioned production • 1 provisioned non-production Ellucian Experience site

Service Assumptions for Ellucian Experience – Single Sign-on
- Ethos Integration with Ellucian Banner has been completed and the Person data model has been fully mapped.

Client Responsibilities for Ellucian Experience – Single Sign-on
- Configure Identity Provider for Single Sign-on (SSO); and
- Perform ongoing content changes and updates.

Out of Scope for Ellucian Experience – Single Sign-on
Includes but is not limited to:
- Configuring SSO with any provider besides ADFS, Shibboleth or Ethos Identity;
- Configuration or setup of additional integrated licensed products;
- Data Access loading or troubleshooting;
- Shared Technology Platform (STP);
- Customizations which may be required to provide parity with current portal-like systems;
- Performing content management and intranet functions including document storage and collaboration; and
- Performing content migration from existing portal system to Ellucian Experience.

ELLUCIAN EXPERIENCE – TRAINING AND PLANNING - DESCRIPTION OF SERVICES

Overview
Ellucian will provide consulting to assist the Client implementing Ellucian Experience.

High-level Tasks and Deliverables for Ellucian Experience - Training and Planning

Engagement	High Level Tasks	Deliverables
Project Kickoff	Ellucian will: • Provide a demo of Ellucian Experience; • Provide Client recommendations;	

Engagement	High Level Tasks	Deliverables
	• Review schedule; and • Review requirements.	
Admin User Training	Ellucian will train the administrative users to: • Configure client logo and colors; • Configure main menu; • Configure and test delivered and template cards; and • Administer Ellucian Experience.	
Functional User Training and Content Planning	Ellucian will: • Provide an overview of delivered and template cards; and • Discuss content scenarios and identify methods to accommodate content.	• Decision Workbook
Go-live Planning and Testing	Ellucian will discuss adoption, marketing, and rollout of Ellucian Experience.	• Go-live Plan • Test Plan
Training and Handoff	Ellucian will: • Provide training on how to change, test and maintain site content.	• Decision Workbook Checklist • Sign-Off

Service Assumptions for Ellucian Experience - Training and Planning

- Ellucian Experience has been configured for Single Sign-on use and SAML Assertions defined; and
- Ethos Integration is complete and configured for Ellucian Experience.

Client Responsibilities for Ellucian Experience – Training and Planning

- Perform ongoing content changes and updates.

Out of Scope for Ellucian Experience – Training and Planning

Includes but is not limited to:

- Configuration or setup of additional integrated licensed products;
- Data Access loading or troubleshooting;
- Shared Technology Platform (STP);
- Customizations which may be required to provide parity with current portal-like systems;
- Performing content management and intranet functions including document storage and collaboration; and
- Performing content migration from existing portal system to Ellucian Experience.

EXPERIENCE TOOLKIT WORKSHOP - DESCRIPTION OF SERVICES

Overview

Ellucian will deliver a hands-on Workshop to help the Client understand the Ellucian Experience Dashboard and the effort involved in building Experience cards and pages with the Experience setup. The Workshop will use the Client's Ethos Integration environment and Experience Dashboard. All hands-on activities performed during the Workshop are conducted in a familiar environment and any updates made to the environment are available after the Workshop ends.

High-level Tasks and Descriptions for Experience Toolkit Workshop

Engagement	High Level Tasks	Deliverables
Planning	Ellucian will: • Conduct project initiation meeting, Workshop service preparation, and preparation for Workshop; • Verify necessary components for Ethos Integration and Ellucian Experience are installed and functioning; and • Verify the Client team participating in the Workshop will have access to their non-production environment.	• Workshop Agenda • Service Preparation Document (SPD)
Hands-on Workshop	Ellucian will instruct Client to: • Understand the Ellucian Experience architecture and platform; • Understand how to obtain reference information for Ellucian Experience; • Verify the components necessary for Ellucian Experience are installed and functioning properly; • Conduct hands-on tests with Postman to validate APIs are functional; • Troubleshoot common error scenarios with Ellucian Experience; • Understand recommended practices for Ellucian Experience card and page development; • Publish Ellucian Experience card and page with a simple custom JavaScript application using Visual Studio Code and Ellucian Experience Setup in the Client's Ellucian Experience environment; and • Discuss implementation needs that could potentially be used for Ellucian Experience.	• Training material • Experience card and page examples

Service Assumptions for Experience Toolkit Workshop

- The Workshop will only use baseline Ethos Data Models and APIs. A discussion around how custom data models can be leveraged will be a part of this Workshop;
- The development of custom cards, pages and integrations for the Client is the responsibility of the Client technical staff. Ellucian can develop custom cards, pages, and integrations for the Client via a separate work order;
- The Workshop is expected to be a working session on non-production Banner and Ethos Integration and Ellucian Experience component instances;
- The Client participants will have the required access to the Ethos Integration and Ellucian Experience components;
- The Workshop will use the Client's Ethos Integration and Ellucian Experience environment for all hands-on activities;
- End-to-end, bidirectional communication between the Banner and Ethos Integration is setup, configured and fully functional. Ellucian can provide services to setup Ethos Integration, Ellucian Experience, and its associated components via a separate work order;
- The code components delivered as a part of this Workshop are meant for instructional purposes only. They are not production ready;
- The Workshop will use a previously-agreed-upon selection of Ethos Data Models for the Workshop; and
- Workshop participants should have a basic understanding of JavaScript and GraphQL.

Client Responsibilities for Experience Toolkit Workshop

- Circulate Ellucian materials in advance of the service;
- Work with Ellucian to determine service expectations and timeline;

- Ensure required Ethos Integration and Ellucian Experience components are installed, configured and ready for use;
- Ensure that the Workshop participants have access to the non-production Ethos Integration tenant, Ellucian Experience, the Banner instance and have the required software (as specified in the Service Preparation Document) installed on their computers; and
- Provide Client point of contact who can ensure required Ethos Integration and Ellucian Experience components are installed and ready for use.

Out of Scope for Experience Toolkit Workshop
Includes but not limited to:

- Activities that fall within the boundaries of the scope statement are considered "in scope" and are accounted for in the schedule and budget. If an activity falls outside the boundaries, it is considered "out of scope" and is not planned for and not included in the Description of Service.

ETHOS INTEGRATION ESSENTIALS – DESCRIPTION OF SERVICES

Overview
Ellucian will integrate Ethos with the Ellucian Banner

High-Level Tasks and Deliverables for Ethos Integration Essentials

Engagement	High Level Tasks	Deliverables
Planning and Turnover	Ellucian will: • Guide the technical kickoff; • Conduct service preparation call; • Confirm pre-requisites for service readiness; and • Knowledge sharing on Ethos Integration and Ellucian ERP Middleware component deployment.	• Service Preparation Document (SPD) • Training Materials
Ethos Integration – Functional Integration	Ellucian will: • Configure the Ellucian ERP in preparation for the Ethos Integration implementation; and • Configure Ellucian Ethos Data Model mappings in both non-production and production.	• Decision Workbook • Configured Mappings
Ethos Integration - Technical Integration	Ellucian will: • Deploy or upgrade the Ellucian Messaging Adapter to the latest supported version; • Configure the Ellucian ERP for the integration required for the Ethos Integration implementation; and • Configure the Client Ethos Integration Tenant to the authoritative source (Ellucian ERP) in both non-production and production.	• Deployed or Upgraded Ellucian Messaging Adapater • Configured Ellucian ERP for Ethos Integration
Ethos Integration – Technical Validation	Ellucian will: • Review Ethos Integration message flow validation from Ethos Integration to the Ellucian ERP; and • Review Ellucian ERP to Ethos Integration in both non-production and production.	• Validate non-production and production environment • Installation Report

Service Assumptions for Ethos Integration Essentials

- Per the high level tasks and deliverables defined within this Description of Service.

Client Responsibilities for Ethos Integration Essentials

- Provide a designated non-production environment representative of the intended production environment for deployment of the integration;
- Provide the appropriate resource(s) to assist with deployment of integration components and execute the test plan in the same designated non-production environment, and provide timely system support as needed to maintain operation and availability of the designated non-production environment;
- Develop and deliver test plan;
- Provide test data in the designated non-production environment per the test plan;
- Provide access to ellucian.okta.com with Ethos Integration icon with data access if client has Ellucian Analytics or Ellucian Workflow; and;
- Client must meet the requirements for Ellucian Ethos Integration.
- Upgrading and validating that all Banner pre-requisites for both the Banner Common DB Upgrade and the Ethos API DB upgrade are met;
- Applying all the ODS pre-processor steps and ensuring ODS is properly staged if applicable;
- Install and/or upgrade the Banner Student API and Ethos Integration API unless specified within scope;
- Run the GUID generation process via the GJAPCTL screen in Banner INB or Banner 9 Admin Pages;
- Install and validate that the Banner DB Upgrade and Ethos DB Upgrade are installed in the Banner environments of which the API's will be integrated with unless specified within scope. The installation must be complete for all licensed Banner modules;
- Install the webserver (Tomcat or WebLogic) with an SSL certificated from a well-known certificate authority unless specified within scope for the API's to be hosted on.

Out of Scope for Ethos Integration Essentials

Includes but is not limited to:

- Services not clearly defined within this Description of Service.

INTELLIGENT LEARNING PLATFORM IMPLEMENTATION – DESCRIPTION OF SERVICES

Overview

Ellucian will conduct functional workshops designed to review and configure Intelligent Learning Platform ("ILP") settings using Ethos to support the Client's integration requirements between a single LMS and Banner.

High-level Tasks and Deliverables for Intelligent Learning Platform 5 Implementation

Engagement	High Level Tasks	Deliverables
Ethos Integration Validation	Ellucian will validate Ethos Integration and functional mappings in 1 non-production and 1 production environment.	
ILP Consulting	Ellucian will: • Conduct a functional overview of ILP and its features; • Connect ILP to Ethos Integration; • Connect ILP to 1 non-prod and 1 production supported Learning Management System; • Configure and test bulk and real-time provisioning course, user, and enrollment updates against 1 non-production and 1 production environment; • Configure and test Grade sync setup against 1 non-production and 1 production environment; • Set up integration with Ellucian Mobile; and • Assist with ILP go-live planning.	• Reference guide • Decision workbook

Service Assumptions for Intelligent Learning Platform 5 Implementation

- Blackboard Learn Learning Management System (LMS) minimum release requirements are met prior to the ILP implementation.
- Blackboard SaaS Learning Management System (LMS) minimum release requirements are met prior to the ILP implementation.
- Ethos Integration has been completed and tested.

Client Responsibilities for Intelligent Learning Platform 5 Implementation

- Configure the Ethos integration tenant to the authoritative source where Ellucian Ethos Data Model mappings are complete.
- Complete all technical and ERP pre-requisite requirements in their entirety prior to the ILP implementation otherwise specifically stated.
- Upgrade the Ellucian software components to the minimum required versions prior to the ILP implementation.
- Provide a dedicated non-production environment and a production environment of the LMS, at the minimum release or higher, to configure ILP against.

Out of Scope for Intelligent Learning Platform 5 Implementation

Includes but is not limited to:

- Integration with an LMS other than the LMS identified above;
- Updates to the Client's ERP;
- Installation, upgrade or migration of Ellucian Portal;
- Installation, configuration or federation of Learning Management System for authentication;
- Installation or configuration of load balancers;
- Configuration of the Client's Network (including DNS or Firewall); and
- Language localizations.

PROJECT MANAGEMENT – DESCRIPTION OF SERVICES

Overview

Ellucian will provide Project Management services to Client using the Ellucian Edge Project Management Methodology.

High-level Tasks and Deliverables for Project Management

Engagement	High Level Tasks	Deliverables
Initiation	Ellucian will: • Set up a My Projects site; • Introduce Project Leadership team; • Hold Ellucian-internal Sales to Delivery touchpoint; • Compile Project Roster of Client and Ellucian staff; and • Acclimate Client to project site.	• Project site for Project Collaboration • Initial site Project Roster • Meeting summaries
Planning	Ellucian will: • Conduct Project Kickoff and Planning call; • Create project site Project Scope; • Create project site Integrated Project Schedule; • Create Project Budget Baseline; • Document initial risks, issues and decisions in project site; and • Complete Client Survey for Initiation & Planning.	• Project site Project Scope Statement • Project Schedule for project site • Project Budget Reconciliation for project site • Project site Risk, Issues and Decision registers

Engagement	High Level Tasks	Deliverables
		• Project site Change Request register • Meeting summaries • Client Survey
Execute	Ellucian will: • Conduct weekly Project Status Update meeting; • Manage project tasks; • Manage risks, issues, and decisions; and • Manage Scope.	• Updates to site Project Status • Updates to the site Integrated Project Schedule • Updates to the project site Risk, Issues and Decision registers • Updates to the project site Change Request register • Meeting summaries
Transition & Close	Ellucian will: • Conduct Project Transition Planning Meeting; and • Complete Client Survey for Project Completion.	• Project Transition Plan • Meeting summaries • Client Survey

Service Assumptions for Project Management

- The Ellucian Edge Project Management Methodology is delivered via five components: Initiation, Planning, Execution, Transition & Close and Monitor & Control.
- The Monitor & Control phase overlaps the first four phases to provide Project Governance.
- Ellucian and Client will use an Ellucian-provided My Projects web site that is the home page for the project described by this Scope of Services. This site is the only source of project status for Ellucian and Client project staff, project managers, and executive stakeholders. It provides the following information and deliverables.
    - Project status dashboard. The status dashboard presents the status through:
        - Project Status at a glance
        - Project Health
        - Project Progress
        - Milestone Status
        - Upcoming Tasks
        - Upcoming Events
    - Registers for:
        - Change Requests
        - Risks
        - Issues
        - Decisions
    - Project Schedule
    - Project Calendar
    - Project Roster
    - Communications Plan
    - Licensed Products
    - Project Documents
    - Project Management Assignment Plan (PMP)

Client Responsibilities for Project Management

- Provide information to the Ellucian project team per the agreed project schedule that will contribute to project activities and development of project documents as described in this Scope of Services.
- Provide acceptance approval for project tasks and Change Requests (CR).

  - When Ellucian staff complete a task within the project site Task list, which may include preparing information that resides in the site or in separate documents and setting the task status to Completed, the Client will approve the task as having been completed (including all related information and documents) by changing the task's status to Verified.
  - Task completion will be determined per agreed sign-off criteria and Client acceptance period for approval.
  - Change Requests will be described in Change Request documents and will require signatures by approved Client and Ellucian individuals.
- Attend and participate in project status update meetings and project stakeholder meetings.
- Support and otherwise cooperate with Ellucian throughout all project activities, development of documents, and project outcomes.
- Provide timeline approval of project change requests prior to the start of the project change.

Out of Scope for Project Management
Includes but is not limited to:

- All activities related to Organizational Change Management except for knowledge sharing services described in this Scope of Work; and
- Meeting summaries for any meetings that Ellucian does not lead or organize.

CANCELLATION OF SCHEDULED PROFESSIONAL SERVICES. The parties agree that once Client and Ellucian have scheduled a specific time during which Ellucian will provide Professional Services, Ellucian will be obligated to perform and Client will be obligated to obtain and pay Ellucian for such scheduled Professional Services, in accordance with the agreed upon schedule. If Client desires to cancel or postpone scheduled Professional Services, Client must provide Ellucian with notice of such cancellation or postponement (a "Services Cancellation Notice"). For the purposes of this Section, Services Cancellation Notices must be provided by sending an email to: services@ellucian.com. When cancelling scheduled Professional Services, Client will be subject to the following cancellation fees as liquidated damages and not as penalties:

(a) If Ellucian receives the Services Cancellation Notice more than thirty (30) calendar days prior to the date on which Professional Services are scheduled to commence, Client will not be assessed a services cancellation fee;

(b) If Ellucian receives the Services Cancellation Notice less than thirty-one (31) calendar days, but more than fourteen (14) calendar days, prior to the date on which Professional Services are scheduled to commence, Client will be assessed a services cancellation fee in an amount equal to fifty percent (50%) of the total anticipated fee for the scheduled Professional Services; and

(c) If Ellucian receives the Services Cancellation Notice less than fifteen (15) calendar days prior to the date on which Professional Services are scheduled to commence, Client will be assessed a services cancellation fee in an amount equal to one hundred percent (100%) of the total anticipated fee for the scheduled Professional Services.

In addition to cancellation fees due under this Section, Client will be assessed the full amount of any airline- or hotel-imposed cancellation charges associated with previously purchased non-refundable fares or reservations (as applicable) incurred by Ellucian as a result of the cancellation.

EXHIBIT 5

Applicable Terms and Conditions/Product Specifications:

Ellucian Cloud Software Standards
Ellucian Cloud Service Level Agreement
Ellucian Data Protection Amendment
Maintenance Standards

- Advantage Plus Maintenance Level (as to Continuing Perpetual Software)
- Subscription Advantage Plus Maintenance Level (as to Cloud Software)

Degree Works Specifications (including Degree Works Operating Environment Requirements)
Experience Specifications
Intelligent Learning Platform Specifications
On-Demand Training Specifications
Ellucian CRM Advance Specifications

- Microsoft Software Supplement Cloud
- Ellucian CRM User Roles


Ellucian Cloud Software Standards.p


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Ellucian Data Protection Agreemer


Advantage PLus Level Maintenance St


Subscription Advantage Maintena


Degree Works Specification Sheet.p


Degree Works Operating Environme


Experience Specification Sheet.p


Intelligent Learning Platform Specificatio


On-Demand Training Specificatior


Ellucian CRM Advance Specificatio


Microsoft Software Supplement Cloud.p


Ellucian CRM User Roles.pdf



Ellucian Cloud Software Standards

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Overview

These Ellucian Cloud Software Standards ("Cloud Standards") set forth the Ellucian Cloud Software ordered by Client as defined by the Order Form.

Ellucian Cloud Software is provided pursuant to the Documentation applicable to the services and the Order Form. Ellucian's delivery of the Cloud Software is conditioned on Client's and its users' compliance with the Client's obligations and responsibilities outlined in the documents and standards. Ellucian may change these Cloud Standards and referenced documents at its discretion, provided the changes will not result in a material reduction in the performance, functionality, security or availability of the Cloud Software during the term of the Order Form.

Cloud Software is deployed at data centers or third party infrastructure service providers retained by Ellucian, with the exception of certain Cloud Software that are deployed at Client's data center or a third party data center retained by Client. Certain Cloud Software require Ellucian to deliver hardware components, including gateway equipment, to Client that enable Ellucian to provide these services. Client must provide space, power and cooling to deploy the Ellucian equipment, and ensure adequate network connectivity for Ellucian to support the services.

The Cloud Standards are comprised of two sections below. Section A applies to all Cloud Software, whether Software as a Service ("SaaS") or applications hosted in the Ellucian Cloud ("Managed Cloud"). Section B contains additional terms that only apply to Managed Cloud applications.

SECTION A: TERMS THAT APPLY TO ALL CLOUD SOFTWARE

1. **Additional Definitions.** Each term defined below has the meaning given to that term below whenever the term is used in the Order Form. Capitalized terms that are not otherwise defined in these Cloud Standards will have the meaning given to them in the Order Form and the underlying agreement, as applicable. Other capitalized terms may be defined below.

   "*Client Data*" means all electronic data or information submitted by Client to the Cloud Software.

   "*Cloud Software*" means the Software or Component System identified in the Order Form as SaaS or Managed Cloud.

   "*Defect*" means a material deviation between the Cloud Software and its Documentation for which Client has provided Ellucian with reasonably detailed information such that Ellucian can replicate the deviation.

   "*Documentation*" means the on-line and hard copy specifications that Ellucian provides for the Cloud Software and that describe the support, functional and technical capabilities of the Cloud Software.

   United States option: *"Full Time Equivalent" or "FTE"* is determined based on the U.S. Department of Education Institute of Education Sciences National Center for Education Statistics Integrated Postsecondary Education Data System ("IPEDS") client-reported Fall Total Full-time and Part-time Student Enrollment headcounts. The calculation of FTE students uses a fall student headcount model defined by IPEDS to derive a single value.

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Canada option: *"Full Time Equivalent" or "FTE"* is determined based on the client-reported Fall Total Full-time and Part-time Student headcounts for Undergraduate and Graduate enrollments to derive a single value.

"Maintenance" means providing Client with avoidance procedures or corrections for Defects. The details and procedures relating to the provision of Maintenance for the Cloud Software (collectively, the "Maintenance Standards") are specified in the Order Form.

"New Releases" means new editions (*i.e.*, major and minor releases) of the Cloud Software.

"*Software Supplement*" means additional terms and conditions applying to particular Cloud Software, as specified in the Documentation.

"*Software Support Services*" means, collectively, Maintenance and New Releases.

"*Third Party Component Providers*" means third parties utilized by Ellucian to provide components of the Cloud Software.

2. **License to Access and Use Cloud Software.** For the Cloud Software identified the Order Form, and only during the Cloud Software term, Ellucian grants Client a non-exclusive, non-transferable license to access and use the Cloud Software for Client's internal use only. This license is further subject to the usage parameters identified in each instance in the Order Form.

3. **Client Responsibilities and Prohibitions.**

- Client's authorized users will be provided with passwords, and Client must hold the passwords in strict confidence and not transfer, exchange, misuse or abuse the passwords in any way or attempt in any way to disable, deactivate, or render ineffective the password protection of the Cloud Software.
- Client will be responsible for its users' compliance with this Order Form.
- Client will be responsible for the accuracy, completeness, quality, and legality of Client Data and of the means by which it acquired Client Data.
- Client will use commercially reasonable efforts to prevent unauthorized access to or use of the Cloud Software and will notify Ellucian promptly of any such unauthorized access or use.
- Client will use the Cloud Software only in accordance with this Order Form, the Documentation, and applicable laws.
- Client will not make the Cloud Software available to anyone other than its authorized users.
- Client will not sell, resell, rent, or lease the Cloud Software.
- Client will not create any derivative works based on the Cloud Software.
- Client will not use the Cloud Software to store or transmit any viruses, worms, time bombs, Trojan horses and other harmful or malicious code, files, scripts, agents, or programs.
- Client will not attempt to gain unauthorized access to the Cloud Software or related systems or network.
- Client will not use the Cloud Software to communicate, by way of electronic communication or otherwise, any message, data or material that: (i) is libelous, harmful to minors, obscene or constitutes pornography; (ii) infringes the copyrights, patents, trade secrets, trademarks, trade names or other proprietary or privacy rights of a third party or is otherwise unlawful; or (iii) would otherwise give rise to civil liability, or that constitutes or encourages conduct that could constitute a criminal offense, under any applicable law or regulation.

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- Certain Cloud Software is subject to additional terms and restrictions as set forth in Software Supplements. Further, Ellucian may utilize certain Third Party Component Providers. With respect to the use of the Third Party Component Providers' services, Client agrees to comply with any third party contractual provisions outlined in the Software Supplements. In all cases, if any terms of a Software Supplement conflict with any other terms of the Order Form, the terms of the Software Supplement will control.

4. **Service Level Agreement.** Ellucian will provide the Cloud Software consistent with the Service Level Agreement (the "SLA") specified in the Cloud Software Documentation.

5. **Software Support Services.** During the Cloud Software term, as part of the subscription fees set forth in the Order Form, Ellucian will provide Software Support Services for the Cloud Software in accordance with the Maintenance Standards. The application of Software Support Services by Ellucian may result in changes in the form, timing, or other features of the Cloud Software. Ellucian will apply the Software Support Services to the Cloud Software to include Maintenance and New Releases.

6. **Backups.** Ellucian will conduct regular backup of Client Data. Backups will adhere to Ellucian's internal backup controls. Ellucian will not be responsible for the accuracy of Client Data but will only be responsible for appropriately backing up the Client Data contained in the Cloud Software. Client may request copies of database backups for archival purposes. Upon such request, Ellucian will make a copy of the database available to Client for secure download monthly. Each database backup made available in this manner will replace the previously available file. It will be the Client's responsibility to retrieve those files in a timely manner.

7. **Disaster Recovery.** Ellucian will maintain a disaster recovery plan for the Cloud Software. If the Cloud Software production environment is damaged in whole or in part preventing Ellucian from securely delivering the Cloud Software, Ellucian will failover the primary Cloud Software environment to Ellucian's disaster recovery environment. Ellucian's recovery time objective (RTO) is twenty-four (24) hours, measured from the time the Cloud Software is declared to have become unavailable until such services become available and operational in accordance with applicable service levels, as measured by Ellucian. Ellucian's recovery point objective (RPO) is two (2) hours, measured from the time the first transaction is lost or from the time the Cloud Software became unavailable. Ellucian will test its disaster recovery plan annually and will, upon Client's written request, provide Client with a summary of the most recent results. Note: Any Cloud Software downtime in excess of the aforementioned objectives will contribute towards the calculation of the SLA as defined herein.

8. **Personal Data**. To affect the purposes of an Order Form, Client may from time to time provide Ellucian with certain personal data (Client representing that it has the right to do so in each such instance) of Client's students, prospective students, parents of students, alumni, faculty members and employees that is regulated by various laws and regulations ("Client Personal Data"). Ellucian confirms that for so long as it processes Client Personal Data in respect of the relevant Order Form, Ellucian will adhere to the provisions for the protection of Client Personal Data set forth in the Data Protection Agreement.

9. **Third Party Components.** Ellucian's obligation to provide Client with access to and use of Cloud Software that includes third party services or software ("Third Party Component(s)") is limited to providing Client with the Third Party Component portion of the Cloud Software to the extent the applicable third party owner provides it to Ellucian. If an agreement authorizing Ellucian to resell or

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sublicense a Third Party Component, prior to the Expiration Date set forth in the applicable Order Form or prior to the expiration of any renewal, is terminated or expires, or if the terms of the relevant agreement are substantially modified so as to prevent Ellucian from providing the Third Party Component(s) of the Cloud Software in a commercially reasonable manner under the existing terms, then Ellucian's obligation to provide Client with access to and use of and Client's obligation to pay Ellucian for the applicable Cloud Software will, as applicable, automatically terminate upon the effective date of the termination, expiration, or material modification.

10. Fee Adjustments.

10.1 *FTE* – The fee for certain Cloud Software allows Client to use such Cloud Software for not more than the "Contracted FTE" number where specified in the Order Form. Ellucian reserves the right to perform an annual review of Client's then-current FTE. If Client's actual FTE exceeds the then-current Contracted FTE, Ellucian will have the right to charge additional fees associated with the increase or variation for the time that such increase or variation was in effect, based on Ellucian's then-current standard fees in effect at the time of such increase. Upon the payment by Client of such fee, Client's Contracted FTE will be increased to equal the then-current next tier for Contracted FTE. For avoidance of doubt, Client will in no event be due a credit, refund or fee reduction in the event that Client's actual FTE decreases below the Contracted FTE at any time during the Software term. Client agrees to provide Ellucian with reasonable access to its personnel, facilities, and documentation during normal business hours and with reasonable, prior notice, for purposes of ascertaining Client's then-current FTE.

10.2 *3rd Party* Escalators – Additional fees charged by 3rd party providers due to changes in the fee calculator applied to Cloud Software will be added to the annual fees payable hereunder. By way of example, if a 3rd party database license fee calculator is changed during the Software term resulting in increased fees for the applicable configuration for Cloud Software, then such fee increase(s) will be added to the annual fees payable hereunder.

10.3 Extraordinary *Resource Requirements* – Cloud Software is provisioned to maintain reasonable application performance levels under normal usage. Application performance may be impacted if Client does not disclose relevant information during the discovery process or if Client does not implement practices recommended by Ellucian. Ellucian is not responsible for application performance issues caused by Client's failure to provide proper discovery or Client's failure to implement recommended practices. Additional resources will not be provided under this Amendment to remedy such application performance issues without the execution of a subsequent amendment by duly authorized representatives of each party and the payment by Client of the applicable associated fees.

11. Suspension of Cloud Software. If Client fails to pay to Ellucian within thirty (30) days after Ellucian makes written demand for subscription fees due for Cloud Software, and payment of the amount in question is not the subject of a *bona fide* dispute, then, in addition to preserving its rights to collect payment of the past-due amount and all accompanying late fees, and all other rights and remedies that Ellucian may have at law or in equity, Ellucian may, in its sole discretion and without further notice to Client, suspend its performance of the Cloud Software.

12. Delivery. Ellucian will, as soon as reasonably practical following the Execution Date, provide the necessary process and procedure for Client's access to the Cloud Software in accordance with the

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Order Form (the date on which Client is provided with this access is the "Delivery Date" for the purposes of the Cloud Software). In providing the Cloud Software under the Order Form, Ellucian may use a combination of remote services, centralized services, and onsite services, using personnel worldwide.

13. **Post Termination Actions.** Upon termination or expiration of the Cloud Software term, Client access and use of the Cloud Software will immediately cease, and Client will have no further access to or use of the Cloud Software. Provided that Client has provided Ellucian with a written request at least five (5) days after the end of the Cloud Software term, Ellucian will, at no additional charge to Client, promptly provide Client with a copy of all Client Data then in Ellucian's possession, in a commercially reasonable format. Such Client Data will then be securely deleted by Ellucian in accordance with Ellucian's then-current data security, retention, and disposal policies.

14. **Use of Client Data.** Ellucian shall have the right to (a) use and otherwise process, and to allow subcontractors/agents to use and otherwise process, Client Data solely for the purposes of performing Ellucian's obligations under the Order Form and complying with applicable law; (b) to use and otherwise process Client Data for Ellucian's internal business purposes, including development, analysis and corrective purposes in connection with the Cloud Software, and for otherwise improving and enhancing the Cloud Software or Ellucian's business; and (c) to use or otherwise process Aggregated Data for Ellucian's business purposes, including composing its public statements and marketing materials describing and/or promoting Ellucian and/or the Software and Services. "Aggregated Data" means data derived from Client Data and data that has been combined into databases which may include third party data, which in all instances (i) does not identify any individual and (ii) is not attributed or attributable to a specific customer.

15. **Limited Warranty; Exclusive Remedy.** Except as otherwise expressly provided for in any Software Supplement, Ellucian warrants that, during the Cloud Software term, the Cloud Software will operate without Defects. For each Defect, Ellucian, as soon as reasonably practicable and at its own expense, will provide Client with an avoidance procedure or a correction of the Defect (in accordance with the Software Support Services provisions and the associated Maintenance Standards). If, despite its reasonable efforts, Ellucian is unable to provide Client with an avoidance procedure for or a correction of a Defect, then, subject to the limitations set forth in the Limitation of Liability, Client may pursue its remedy at law to recover direct damages resulting from the breach of this limited warranty. These remedies are exclusive and are in lieu of all other remedies, and Ellucian's sole obligation for breach of this limited warranty is contained in this Section. ELLUCIAN MAKES NO OTHER WARRANTIES WHATSOEVER, EXPRESS OR IMPLIED, AND ELLUCIAN EXPLICITLY DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY, NON-INFRINGEMENT, AND FITNESS FOR A PARTICULAR PURPOSE. ELLUCIAN EXPRESSLY DOES NOT WARRANT THAT THE CLOUD SOFTWARE, IN WHOLE OR IN PART, WILL BE ERROR FREE OR WILL OPERATE WITHOUT INTERRUPTION.

16. **LIMITATION OF LIABILITY FOR CLOUD SOFTWARE.** ELLUCIAN'S CUMULATIVE LIABILITY WILL NOT EXCEED THE SUBSCRIPTION FEES THAT CLIENT ACTUALLY PAID TO ELLUCIAN UNDER THE ORDER FORM FOR THE CLOUD SOFTWARE GIVING RISE TO THE LIABILITY FOR THE SIX (6) MONTH PERIOD PRECEDING THE DATE ON WHICH SUCH LIABILITY FIRST AROSE. IN NO EVENT WILL ELLUCIAN BE LIABLE TO CLIENT FOR ANY PUNITIVE, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, OR ANY LOST BUSINESS OR LOST PROFITS, WHETHER BASED ON BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), PRODUCT LIABILITY, OR OTHERWISE, AND WHETHER OR NOT ELLUCIAN HAS BEEN

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ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE LIMITATIONS AND EXCLUSIONS IN THIS LIMITATION OF LIABILITY WILL ALSO SPECIFICALLY SURVIVE A FAILURE OF ESSENTIAL PURPOSE OF ANY REMEDIES THAT MAY BE PROVIDED IN THIS ORDER FORM OR THE AGREEMENT.

SECTION B: ADDITIONAL TERMS APPLICABLE TO MANAGED CLOUD

1. **Standard External Interfaces for Integrations.** Installation and operation of supported applications may require installation of third-party applications, which may require connectivity to environments external to Ellucian or Client networks. Only the following defined integration paths, integrations and interfaces will be installed and supported under the Order Form: (i) those defined baseline integration paths, integrations and interfaces listed below (the "Baseline Integrations"); and (ii) any additional integrations and interfaces specifically listed in the Order Form.

   As it relates to any external interfaces/defined third party integration services as described herein, Ellucian will:

   a. Open appropriate access to the Cloud Environment based on the requirements provided by Client. Access is provided via:
      i. *Public Internet Access* – Used for applications such as Portal and Self-Service.
      ii. *Site-to-Site VPN* – A pair of VPN routers is configured, monitored, and maintained by Ellucian to provide encrypted access for administrative Application interfaces; as a network path for integrations to on-campus services; or for direct access to Database instances for Client programmers. The Site-to-Site VPN will be configured with industry standard encryption protocols.
   b. Support administrative connectivity to the Cloud Environment from defined IP addresses or IP network subnets with the following protocols as appropriate: HTTP (for non-sensitive/non-protected data only); HTTPS; FTPS; SSH.
   c. Maintain at least 1Gb/sec bi-directional datacenter connectivity to the Public Internet with diverse providers and physical entrances.
   d. Maintain Internet firewalls to protect the applications from unwanted and inappropriate access. Firewalls shall be configured with a default deny rule for inbound traffic.

   As it relates to any external interfaces/defined third party integration services as described herein, Client will:

   a. Submit any new interface or connectivity requirement requests to Ellucian in writing at least fourteen (14) days in advance.
   b. Provide Ellucian with a point-of-contact for communication of activities, planning and requests/requirements.

2. **Delivery Environment**.

   2.1 Ellucian will deliver the Managed Cloud services from a cloud environment satisfying the requirements of the applications hosted under the Order Form.

   2.2 Ellucian will be responsible for its own costs related to Ellucian's use of the cloud environment.

   2.3 Ellucian will be responsible for supplying licenses and functionality for the following items in the cloud environment:

   a. Backup
   b. Disaster Recovery
   c. Internet connectivity
   d. Load balancing
   e. Monitoring

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f. Operating Systems
g. Security Scanning

3. **Managed Cloud Services Functional Requirements**.

3.1 Ellucian will host all production and non-production environments identified in the Order Form and all associated applications.

3.2 Ellucian will provide Client storage for all applications and associated databases.

3.3 Ellucian will provide a secure method for the Client to upload and download files necessary for the primary function of the applications.

3.4 Ellucian uses a global delivery model in performing the Managed Cloud services, meaning that Ellucian personnel worldwide may be involved in delivery.

4. **Transition Services**. Ellucian will establish a team (the "Transition Team") to be led by a Transition Manager. The Transition Team will plan, direct and coordinate the migration of IT knowledge, systems, processes, data and capabilities from the Client and/or third parties to Ellucian for the delivery of the applications. The timeframe for any transition services will be based on the project scope/requirements and will be finalized and agreed upon by the parties during or promptly following the initial meeting between Ellucian and Client.

The Transition Manager will be Ellucian's primary Cloud point of contact during performance of the transition services as described herein. The Transition Manager will be responsible for:

a. Managing transition deliverables, including the charter, schedule, and Client Care/portal site.
b. Overseeing communications and delivering according to a plan jointly developed and agreed upon by the parties.
c. Confirming all resources involved in the transition services have a common understanding of the needs of both businesses as well as the project deliverables.
d. Managing scope and delivery timetables to be consistent and complementary with the objectives of the transition services.
e. Monitoring progress and reporting the status of the transition services to all stakeholders.

5. **Ellucian Communications with Client**. During the Cloud Software term, Ellucian will regularly communicate with Client regarding product adoption, upgrades and other projects pertaining to the cloud environment, change management, and problem resolution. In addition, Ellucian will identify a primary point of contact who will act as the point of escalation for any Managed Cloud services-related activities.

6. **Operating System Administration Services**. Ellucian will provide Operating System ("OS") Administration for the OS environments in the cloud environment. In this regard, Ellucian will be responsible for:

a. Installations and configurations of the OS environments for application environments.
b. Maintaining access to and control of special user accounts used for OS administration (i.e. "ROOT" or "Administrator").
c. Installation of patches and updates from the applicable vendor(s) for OS environments.
d. Troubleshooting and resolving OS incidents.

7. **Database and Application Administration Services**. Ellucian will provide Database Administration ("DBA") services and application administration services for the databases, application homes and application environments as defined in the Order Form.

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7.1 Ellucian will:

a. Install, configure, and update applications as defined in Schedule A, and database environments for vendor-specific systems.
b. Configure, as defined in the Order Form, baseline application Home environments for vendor-specific systems.
c. Perform database system level security administration for the database environments.
d. Perform database and application home clones, system refreshes or replications, for the cloud environment as agreed by the parties up to two (2) requests per month.
e. Exercise exclusive access and control of DBA privileged or super-user level passwords, to include those application accounts requiring such access, to databases, database instances and applications.
f. Provide troubleshooting and diagnostic support for the databases, database instances and database homes.
g. Provide troubleshooting and diagnostic support for the applications, application configurations and application homes.
h. Provide reasonable assistance with application maintenance issues requiring database and application administration knowledge and experience for designated applications.
i. Perform tuning and adjusting of database and database instance, and application parameters and configurations based on the specific vendor's recommendations, input from users, and response time sampling based on Ellucian's standard practices for designated applications.
j. Communicate with third party vendors or other Ellucian business units to resolve escalated issues as they arise for designated applications.

7.2 Client will:

a. Appoint or provide a user liaison to coordinate and perform the application security administration functions and duties as requested by the Client for the applications.
b. Appoint or provide user liaison(s) to coordinate and perform the application configuration administration functions and duties as requested by the Client for the applications.
c. Appoint or provide a single named user liaison to coordinate ERP activities of patches and upgrades for the applications.
d. Provide for programmers, analysts and user liaisons to research or review custom code, data level problems or data integrity issues for the applications, and to develop and/or correct Client-developed customizations to applications.
e. Maintain active software support contracts with Ellucian and third party vendors for all applications such that the appropriate vendor will provide personnel to develop and/or correct code in the applications as needed.
f. Provide functional, technical programming and user liaisons to provide troubleshooting of application issues and to communicate with the applicable software vendor, including opening support contacts with the applicable software vendor.
g. Perform the function of the job and job stream management role, if applicable; and be responsible for creating, maintaining, and troubleshooting application jobs and job streams submitted either through the application or in a supported scheduling system.
h. Provide support for all user functions, management and other applications not defined in this Order Form.
i. Communicate any applicable database or application software standards and procedures for access to designated systems to participating students, faculty, staff and alumni.
j. Provide all end-user workstation and mobile device desktop and peripherals support for the applications.

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k. Provide support for all user reporting for applications (including those applications defined in the Order Form), including other ancillary third party systems.

8. **Systems Monitoring**. Ellucian will monitor the cloud environment on a 24x7x365 basis.

8.1 Ellucian will monitor the application components and the cloud environment for availability.

8.2 Client will allow Ellucian-based remote services monitoring and security tools reasonable access to the applications.

9. **Managing Service Requests**. Ellucian will deploy an Information Technology Service Management ("ITSM") tool capable of providing for service incident management, service request fulfillment, change management and knowledge management. Ellucian will adhere to internal change and incident management controls.

9.1 Ellucian will:

a. Deploy a self-service web portal for the reporting of service incidents, service requests and change requests.

b. Provide necessary training to Client's IT staff on the utilization and documentation of requests via the ITSM Self-Service Module.

c. Provide a service desk with a U.S.-based toll-free phone number monitored on a 24x7x365 basis (including site holidays). Please note that the service desk does not provide end-user support for the applications supported in the Order Form.

d. Escalate unresolved service incidents or service requests as designated in Ellucian's incident management process.

9.2 Client will provide Ellucian with current and updated contact information.

10. **Conditions to offer Managed Cloud Services**. In order for Ellucian to provide the Managed Cloud services, Client will be responsible for the following:

a. Licensing all applications listed in the Order Form to permit the applications (and other necessary components as reasonably determined by Ellucian and agreed to and approved by Client in writing) to be installed and used on the cloud environment.

b. Permitting and scheduling required downtime within reasonable timeframes for the applications and underlying systems for upgrades and maintenance. Client shall not require Ellucian to perform systems maintenance to the production systems while end users, staff, faculty or other users are using such systems. Certain non-production maintenance activities require terminating user access to the applications.

c. Consulting with Ellucian for projects to establish requisite lead times, and Ellucian shall not be responsible for delays or failure to meet Client's expectations if adequate lead time is not provided.

d. Bearing the cost of all Client-maintained customizations and customized code enhancements required to operate within the cloud environment to the extent not expressly provided through the Order Form.

e. Not, without the express written consent of Ellucian (such consent not to be unreasonably withheld or delayed), (i) installing additional software on, (ii) requiring additional software to be installed on, or (iii) modifying applications or any other software or systems installed on or within, the cloud environment.

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Ellucian Cloud Service Level Agreement

1. Coverage and Terminology.

This Service Level Agreement (the "SLA") applies to the production Cloud Software instance supported under the Order Form.

Availability: "Availability" means the percentage of a particular month (based on 24-hour days for the number of days in the subject month) that the production Cloud Software is available for remote access by Client as measured by Ellucian pursuant to the Service Level Objectives defined in the Service Level Objective section below.

Measurement: Availability is measured as the ratio of actual Availability to expected Availability resulting in an "Achieved Availability" percentage. Achieved Availability is determined by calculating the aggregate minutes, during the periods the production Cloud Software instance is scheduled to be available ("Scheduled Uptime"), that the production Cloud Software instance is unavailable for use by Client ("Unscheduled Outage"), divided by the total aggregate minutes of scheduled Availability for the month which is Scheduled Uptime minus the time the production Cloud Software is scheduled to be unavailable with Client agreement ("Scheduled Downtime"), and rounded to the nearest 10th (tenth) unless otherwise indicated in the specific SLA definition. The "Achieved Availability" calculation is expressed as:

Achieved Availability = 1 – (Unscheduled Outage / (Scheduled Uptime - Scheduled Downtime))

For the avoidance of doubt, the unavailability of the production Cloud Software instance as a result of scheduled maintenance and emergency maintenance windows will not be considered a service outage and will not give rise to Service Level Credits.

2. Service Level Objective.

Ellucian aims to achieve one hundred percent (100%) Availability for the production Cloud Software instance. Subject to the terms in this SLA, Ellucian will provide ninety-nine and one half percent (99.5%) Availability for the production Cloud Software instance.

A monthly Availability report will be made available within ten (10) business days following Client's written request.

3. Service Level Credits.

Except under the conditions mentioned in the Conditions section below, if the Availability of the production Cloud Software instance is less than ninety-nine and one-half percent (99.5%), Ellucian will issue a credit (a "Service Level Credit") to Client according to the following tables.

Production Cloud Software	
Availability	**Service Level Credit Issued by Ellucian ***
>= 99.50%	None
99.00% - 99.49%	5% of applicable monthly fee
97.00% - 98.99%	10% of applicable monthly fee
95.00% - 96.99%	15% of applicable monthly fee
92.00% - 94.99%	20% of applicable monthly fee

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Production Cloud Software	
Availability	**Service Level Credit Issued by Ellucian ***
<92%	25% of applicable monthly fee; plus 7% for each additional 3.3% of total downtime in the applicable calendar month, up to a maximum of 100% of the applicable monthly fee

* For the avoidance of doubt, and without limitation, Service Level Credits are subject to the terms and conditions provided for in Section 6 ("Service Level Credit Request, Payment Procedures") of this SLA.

4. Maintenance Procedure.

4.1 Ellucian will schedule maintenance windows to perform upgrades to new releases of Cloud Software. Clients will receive notification at least two weeks in advance for any maintenance windows requiring production environments to be unavailable.

4.2 Ellucian reserves the right to perform emergency maintenance (for example, to restore Cloud Software or remediate security vulnerabilities) without any prior notification, should it be deemed necessary to protect and maintain the security, availability or integrity of the Cloud Software.

5. Conditions.

5.1 Client will not receive any Service Level Credits under this SLA in connection with any failure or deficiency caused by or associated with any of the following:

- Outages, delays, or latency elsewhere on the Internet (including but not limited to upstream internet service providers (ISPs)) that hinder access to the Cloud Software;
- Scheduled maintenance, to the extent provided herein, and emergency maintenance and upgrades;
- Domain Name Server (DNS) issues and DNS propagation outside the direct control of Ellucian;
- Browser or DNS caching that may make the production Cloud Software appear inaccessible when others can still access it;
- False SLA breaches reported as a result of outages or errors of any Ellucian measurement system;
- File transfer, email or webmail delivery and transmission;
- Circumstances beyond Ellucian's reasonable control;
- Any issues caused by the action of third party software, contractors, or vendors (other than third parties authorized by Ellucian); or
- Functional Cloud Software setup, configuration, or functionality outside the scope of the Order Form.

5.2 Ellucian is not responsible for localized incidents affecting a subset of the population. Further, Ellucian is not responsible for intermittent availability issues such as those that cannot be documented, measured or repeated.

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6. Service Level Credit Request, Payment Procedures.

6.1 As part of Ellucian's obligation to provide the Cloud Software, Ellucian will provide oversight for monitoring this SLA utilizing the availability metrics information provided through the use of an industry standard monitoring tool (such tool will be the authoritative system for service level measurement under this SLA). Utilizing this output, and in order to receive a Service Level Credit, Client must make all Service Level Credit requests via email or Ellucian's ticketing system. Each Service Level Credit request in connection with this SLA must include Client's account name and the dates and times of the unavailability of the production Cloud Software and must be received by Ellucian within thirty (30) days after such production Cloud Software was not available as defined herein. If Ellucian can confirm the unavailability, and after Ellucian performs a root cause analysis which identifies that the production Cloud Software was the cause of the unavailability, then Service Level Credits will be applied within two (2) months after Ellucian's receipt of Client's Service Level Credit request.

6.2 The Service Level Credit percentage will be based on the amount of the Cloud Software fee paid by Client for Cloud Software for the month being measured. Notwithstanding anything to the contrary herein, the total amount credited to Client in a particular month under this SLA will in no event exceed the total Cloud Software fee paid by Client for such month. Service Level Credits are exclusive of any applicable taxes charged to Client or collected by Ellucian. Such Service Level Credits are Client's sole and exclusive remedy with respect to any failure or deficiency in the production Cloud Software. No Service Level Credits will be issued for non-production environments.

6.3 Note: Service Level Credits are not refundable and can be used only towards future billing charges for the Cloud Software. Provided, however, if a Service Level Credit is due in the last billing cycle of the Cloud Software Term, then the Service Level Credit will be applied against the fees due in the last billing cycle of the Cloud Software Term or refunded, as the case may be.

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Ellucian Data Protection Agreement

"Data Protection Law" means all laws and regulations relating to the processing of Client Personal Data by Ellucian, each as and when applicable, including but not limited to regulation (EU) 2016-679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46/EC (General Data Protection Regulation) ("GDPR") and any applicable national implementing law as amended from time to time.

In order to adduce adequate safeguards with respect to the protection of Client Personal Data, the parties agree to the following clauses:

Data Protection

1. Ellucian confirms that for so long as it processes Client Personal Data in performing its obligations under an Order Form, it will:

(a) maintain appropriate technical and organizational data security measures, including a written information security policy to protect the Client Personal Data consistent with applicable laws and regulations;

(b) maintain the confidentiality of Client Personal Data in accordance with the Master Terms and the relevant Order Form;

(c) process the Client Personal Data only in accordance with the Client's instructions. The parties agree that the relevant Order Form contains instructions from Client to Ellucian to process Client Personal Data as reasonably required to perform the obligations described therein. Client hereby authorises Ellucian to take such steps in the processing of Client Personal Data on behalf of Client as are reasonably necessary for the performance of Ellucian's obligations under the applicable Order Form. Additional instructions outside of the scope of the applicable Order Form, including instructions regarding assisting Client with its requirements under Articles 32 to 36 of GDPR or other Data Protection Law, will be agreed by the parties in writing, including any additional fees payable by Client to Ellucian for carrying out instructions that require Ellucian to change or supplement its existing business process and technical and organisational data security measures;

(d) limit access to the Client Personal Data to Ellucian's employees, agents and subcontractors (including Ellucian group companies) who have a need to access such Client Personal Data to perform Ellucian's obligations under the relevant Order Form. Client agrees that Ellucian may use subcontractors to fulfill its obligations under the applicable Order Form so long as Ellucian's relationship with such subcontractors complies with clause (e) below;

(e) require that its employees, agents and subcontractors who have access to the Client Personal Data agree to abide by substantially similar restrictions and conditions that apply to Ellucian with regard to such Client Personal Data;

(f) implement appropriate administrative, technical and physical safeguards designed to ensure the security or integrity of the Client Personal Data and protect against unauthorized access to or use of such Client Personal Data that could result in substantial harm or inconvenience to the Client;

(g) notify Client of a Information Security Breach as soon as reasonably practicable and without undue delay after Ellucian becomes aware, and take reasonable steps to mitigate the effects of the Information Security Breach. An "Information Security Breach" is an event that is known to have resulted in unauthorized access to, or unauthorized use or disclosure of, Client Personal Data;

(h) make available to Client such information as is strictly necessary for the Client to demonstrate its compliance with applicable data protection law at no cost to Ellucian. Any costs arising in connection with Ellucian's obligations under this clause shall be promptly reimbursed to Ellucian by the Client upon reasonable request. Ellucian uses independent third party auditors to verify the adequacy of its security measures for Cloud Software and Cloud Cervices. No more than once per calendar year, Client may request and Ellucian will provide: (i) subject to Client executing a non-disclosure agreement, a copy of the most recent independent security attestation report associated with the provision of Cloud Software or Cloud Services as

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applicable, and (ii) a copy of Ellucian's then-current information security policies and standards that relate to security controls associated with the Cloud Software or Cloud Services as applicable; and

(i) not transfer the Client Personal Data from within the European Economic Area ("EEA") to locations outside the EEA unless it takes such measures as are necessary to ensure the transfer is in compliance with applicable data protection law. Such measures may include (without limitation) transferring the Client Personal Data to a recipient in a country that the European Commission has decided provides adequate protection for personal data, to a recipient that has achieved binding corporate rules authorization in accordance with applicable data protection law, or to a recipient that has executed standard contractual clauses adopted or approved by the European Commission.

2. As applicable, the parties may agree to specify in individual Order Forms the subject-matter and duration of processing of Client Personal Data, the nature and purpose of the processing, the type of personal data and categories of data subjects, the obligations and rights of the Client as controller and any specific processing instructions.

3. The parties agree that on the termination or completion of the provision of the relevant Software or services the subject of an Order Form, Ellucian and its subcontractors shall, at the Client's request, return all the Client Personal Data in their possession (if any) and the copies thereof to the Client or shall destroy all the Client Personal Data and certify to the Client that it has done so, unless legal obligations imposed upon Ellucian prevent it from returning or destroying all or part of the Client Personal Data transferred. In the latter case, Ellucian warrants that it will maintain the confidentiality of the Client Personal Data transferred and will not actively process (except for storage and deletion) such Client Personal Data.

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Maintenance Standards – Advantage Plus Level

I. Defined Terms:

"Notification" means a communication to Ellucian's Action Line by means of: (i) Ellucian's Customer Support Center; (ii) the placement of a telephone call; or (iii) the sending of an e-mail, in each case, in accordance with Ellucian's then-current policies and procedures for submitting such communications.

"Priority One Call" means a Notification that Client believes that a Defect has caused: (i) a full failure (i.e., "crash") of its computer system; (ii) a full failure of the Licensed Software; or (iii) a failure of its computer system or the Licensed Software which, in either case, prevents Client from performing data processing which is critical to Client's operations on the day on which the alleged Defect is reported.

"Priority Two Call" means a Notification that Client believes that a Defect has caused a partial failure of Client's computer system or the Licensed Software which significantly hinders its ability to perform data processing which is critical to Client's operations on the day on which the alleged Defect is reported.

"Priority Three Call" means a Notification that Client believes that a Defect has caused an intermittent failure of, or problem with, its computer system or the Licensed Software that causes a significant delay in Client's ability to perform data processing on the day on which the alleged Defect is reported, but where the processing is not critical to Client's operations.

"Priority Four Call" means a Notification that Client believes that a Defect has caused a problem with its computer system or the Licensed Software that does not significantly affect critical processing.

II. Hours During Which Ellucian's "Action Line" Telephone Support Will be Available to Client in Connection with the Provision of Maintenance: Seven (7) days per week, 24 hours per day.

Note: Ellucian's Action Line uses an automated answering system to receive and record telephone calls from clients, as well as to receive reports via Ellucian's Customer Support Center and e-mail. This system allows Ellucian's Action Line staff to classify, prioritize, record basic details, conduct certain research, and assign a consultant to respond to a client's telephone call.

III. Targeted Response Times: With respect to Ellucian's Maintenance obligations, Ellucian will use diligent, commercially reasonable efforts to respond to Notifications from Client relating to the Baseline Software identified in an Order Form in accordance with the following guidelines:

Priority One Calls – one (1) hours or less.
Priority Two Calls – four (4) hours or less.
Priority Three Calls – twenty-four (24) hours or less.
Priority Four Calls – seventy-two (72) hours or less.

Notes:
(1) For purposes of these targets, a "response" will mean as an initial contact from an Ellucian representative to Client to begin evaluation of the problem reported under one of the categories of calls identified above.
(2) As a prerequisite to Ellucian's obligation to respond to Client, Client must follow the policies and procedures of Ellucian's Action Line (such as the dialing of a particular phone number, the categorization of a particular problem, etc.) when submitting its Notification.

IV. Renewal Terms: Maintenance will renew automatically on a year-to-year basis, subject to no more than a seven percent (7%) annual increase, unless Client shall have notified Ellucian in writing of Client's intent not to renew Maintenance following the Expiration Date specified in an Order Form. In order to be of any force or effect, Client's notice must be delivered to Ellucian at least ninety (90) days before such Expiration Date.

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Maintenance Standards - Subscription Advantage Level

1. Ellucian's Action Line will be available to Client for Defect reporting five (5) days per week, Monday through Friday (excluding national holidays and Ellucian-observed holidays), from 8:00 AM to 8:00 PM (Eastern U.S. Time). However, production outages will be supported 24x7x365 as long as Client contacts Ellucian's Action Line via the telephone number provided to Client.

2. The priority of an active incident is indicated at the time the incident is first reported to Ellucian. Client must report the priority of the incident using the definitions below. Ellucian will review and validate the priority for open incidents and may adjust the priority to better align with these definitions.

   Ellucian uses reasonable commercial efforts to respond to Client's Notifications in accordance with the following guidelines:

Priority Levels	Definition	Target Response Times
Priority 1 - Critical	A Notification that the production Cloud Software instance is not available for remote access by Client or that Client believes that a Defect has caused: (i) a full failure (i.e., "crash") of its computer system; (ii) a full failure of the Cloud Software; or (iii) a failure of its computer system or the Cloud Software which, in either case, prevents Client from performing data processing which is critical to Client's operations on the day on which the alleged Defect is reported.	1 hour or less
Priority 2 - High	A Notification that Client believes that a Defect has caused a partial failure of the Cloud Software or a failure that significantly hinders Client's ability to perform data processing which is critical to Client's operations on the day on which the alleged Defect is reported	4 hours or less
Priority 3 - Medium	A Notification that Client believes that a Defect has caused an intermittent failure of, or problem with, the Cloud Software, or that causes a significant delay in Client's ability to perform data processing on the day on which the alleged Defect is reported, but where the processing is not critical to Client's operations	1 business day or less
Priority 4 - Low	A Notification that Clients believes that a Defect exists, but it does not significantly affect critical processing	3 business days or less

   For purposes of these targets, a "response" will mean an initial contact from an Ellucian representative to Client to begin evaluation of the problem reported under one of the categories of calls identified above. As a prerequisite to Ellucian's obligation to respond to Client's Notification(s), Client must follow Ellucian's policies and procedures (such as the dialing of a particular phone number, the categorization of a particular problem, etc.) when submitting a Notification.

   A "Notification" means a communication to Ellucian by means of: (i) Ellucian's Action Line; (ii) the placement of a telephone call; or (iii) the sending of an e-mail, in each case, in accordance with Ellucian's then-current policies and procedures for submitting such communications.

3. Response times listed in this Exhibit reflect targets and should not be construed as contractual obligations. Response time commitments do not promise a complete resolution within the stated time frames. Rather, the time commitment is intended to indicate the estimated target time interval in which Ellucian will contact Client after triaging and routing. Ellucian will begin working the request to seek a resolution of the issue once communication with Client has been established to verify the request and depending on the priority level as described above.

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Ellucian Degree Works™ is a comprehensive academic advising, transfer articulation, and degree audit solution that helps students and their advisors successfully negotiate an institution's curriculum requirements.

Offering	**Ellucian Degree Works**
License Type	Perpetual or Term Software
Deployment	On-Premise or Managed Cloud[1]
Includes	• Audit Worksheets • Student Educational Plans (SEP) • Curriculum Planning Assistant (CPA)
Pricing Metrics	Perpetual Licensing – Flat License Fee† based on Enrollment Term Licensing – Annual Subscription Fee† based on Full Time Equivalent
Maintenance Standards†	Please see Advantage Level or Advantage Plus Level
Service Level Agreement	Please see Ellucian Cloud Service Level Agreement (Managed Cloud only)
HW / SW Dependencies	Please see Degree Works Operating Environment Requirements
SW Supplements	N/A
Available Services	Please work with your Account Executive for appropriate professional services.
Cloud Standards	Please see Cloud Standards (Managed Cloud only)
Common Add-On Offerings (Separate purchase required)	• Ellucian Degree Works Transfer Equivalency
Notes	[1] *Ellucian currently utilizes Amazon Web Services ("AWS") for the provision of hosting services associated with this Cloud Software. In this regard, Client shall ensure that all Client authorized users comply with the Acceptable Use Policy and other applicable services terms currently available at http://aws.amazon.com/legal.*

† As specified/described in an Order Form

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Degree Works™ Operational Environment

- Ellucian supports Degree Works™ operating in a particular hardware environment, with certain third-party software applications as noted below. Operating in a different hardware environment or substituting software applications for those on this list may result in errors and is not supported by Ellucian.
- Client must obtain licenses to these products from the applicable third-party owner and/or from the owner's authorized vendors.
- This list is subject to change without notice and will be updated from time to time as new releases of the product are introduced. Moving to a new release constitutes acceptance of the new Operational Environment terms.

Hardware

- Intel-based x86 Linux server running either
  - Red Hat Enterprise Linux 6.x or 7.x (64-bit) or
  - Oracle Linux Server 6.x or 7.x (64-bit)

Software

- GCC 4.x (GNU Compiler Collection) with sharutils and ncurses-devel package;
- Oracle 12c Release 1, Oracle 12c Release 2 or Oracle 19c database license
  - Must include the Pro*C pre-compiler;
- Java 1.8 with JDK 1.8.0_172+
  - Must include the ojdbc8.jar driver;
- RabbitMQ;
- UUENCODE and UUDECODE;
- Perl 5.8+;
- OpenSSL 1.0.1 (Linux 6.x only) or 1.0.2;
- Apache Tomcat 9.0.22;
- Apache FOP 1.1;
- If Client uses the Colleague UniData environment, DataOrchestrator is required.

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Ellucian Experience is a SaaS solution designed to meet the rising expectations of higher education institutions. Offering a superior user experience, Ellucian Experience prioritizes interactions by providing timely information within a personalized dashboard. This single interface allows users to quickly access information and applications from across campus using the institution's single sign-on provider. Leveraging Ellucian Ethos for integration, Ellucian Experience seamlessly unifies Ellucian products, partner applications, and customer data.

Offering	**Ellucian Experience**			
License Type	Cloud Software			
Deployment	SaaS[1]			
Includes		**Foundation** [2]	**Pro**	**Premium**
	Dashboard and Setup Application	√	√	√
	Single Sign-On	√	√	√
	Admin User Management	√	√	√
	Custom Theming	√	√	√
	Card Templates	√	√	√
	Announcements & Notifications	√	√	√
	Experience Toolkit (Software Development Kit)		√	√
	Calendar Integration			√
	Tailored Dashboard Content			√
	Integrated Mobile Application			√
	Content Management System Integration			√
	Integration with Ellucian Solutions *Ellucian Banner, Ellucian Colleague, Ellucian Intelligent Learning Platform, Ellucian Degree Works, Ellucian CRM Advise, Ellucian Workflow*			√
	Integration Runs on Ethos	√	√	√
	Two (2) Ellucian Experience Environments [one (1) production and one (1) non-production]	√	√	√
Pricing Metrics	Annual Subscription Fee† based on Full Time Equivalent			
Maintenance Standards	Please see Subscription Advantage Level			
Service Level Agreement	99.5% Availability Please see Ellucian Cloud Service Level Agreement			
HW / SW Dependencies	N/A			
SW Supplements	N/A			
Available Services	Please work with your Account Executive for appropriate professional services.			
Cloud Standards	Please see Cloud Standards			
Common Add-On Offerings (Separate purchase required)		**Foundation**	**Pro**	**Premium**
	Additional Non-Production Ellucian Experience Environment	√	√	√
Transition Scenario†	If Client owns a license to Ellucian Mobile, Ellucian Portal, or Luminis Basic on-premise software (the "Prior Software"), and only if identified in an Order Form, Client's obligation to pay Maintenance fees for the Prior Software will end effective the first day of the month following the Execution Date specified in an Order Form under which a license to use Ellucian Experience is granted (the "Experience Order Form"). Client will have a continuing license to use the Prior Software, in accordance with the terms and conditions contained in Client's underlying agreement (the "Agreement"), but Ellucian will continue to provide maintenance support upon such Prior Software for a period of only nine (9) months (the "Transition Period") from the Beginning Date specified in the Experience Order Form. Client acknowledges and agrees that Ellucian's obligations to provide Maintenance (sometimes referred to elsewhere as Software Support Services and/or Improvements) during the Transition Period will be limited to telephone support, regulatory releases and defect corrections only. Specifically, Client will not be entitled to use any new product enhancements that may become available during the Transition Period (including, without limitation, provision of updates, telephone support, and error corrections) for the Prior Software, as provided-for under the Agreement. Credits for any prepaid Maintenance fees or payments for the Prior Software that are applicable to any period of time from and after the Beginning Date specified in the Experience Order Form, if any, shall be credited only against the subscription fees payable under such Experience Order Form.			
Notes	[1] Ellucian currently utilizes Amazon Web Services ("AWS") for the provision of hosting services associated with this Cloud Software. In this regard, Client shall ensure that all Client authorized users comply with the Acceptable Use Policy and other applicable services terms currently available at http://aws.amazon.com/legal. [2] Ellucian Experience Foundation is available to Ellucian customers at no charge. Ellucian Experience is accessed from the Ellucian Customer Center under the "Solutions" tab and customers are required to set up Ethos Integration prior to implementing Experience.			

Revision Date: March 12, 2021

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Ellucian's Intelligent Learning Platform enables the flow of data between a Learning Management System (LMS) and other campus applications such as Ellucian Banner, Ellucian Colleague, Ellucian Experience, and Ellucian Mobile. The solution includes several web services, APIs, plugins and administrative components that enable LMS-related data to flow automatically between applications.

Offering	**Ellucian Intelligent Learning Platform** ("ILP")[1]
License Type	Cloud Software
Deployment	SaaS[2]
Includes	• System Administration [for provisioning & grade exchange] • Supports Ellucian Mobile, Ellucian Experience, and Ellucian Portal Integration • Integration Runs on Ethos • Two (2) Ellucian Intelligent Learning Platform Environments [one (1) production and one (1) non-production]
Pricing Metrics	Annual Subscription Fee† based on Full Time Equivalent
Maintenance Standards	Please see Subscription Advantage Level
Service Level Agreement	99.5% Availability Please see Ellucian Cloud Service Level Agreement
HW / SW Dependencies	N/A
SW Supplements	N/A
Available Services	Please work with your Account Executive for appropriate professional services.[3]
Cloud Standards	Please see Cloud Standards
Common Add-On Offerings (Separate purchase required)	• Additional Non-Production Ellucian Intelligent Learning Platform Environment
Transition Scenario†	If Client owns a license to Banner Integration for eLearning, and only if identified in an Order Form, Client's obligation to pay Maintenance fees for the Banner Integration for eLearning on-premise software will end effective the first day of the month following the Execution Date specified in an Order Form under which a license to use Ellucian Intelligent Learning Platform is granted (the "ILP Order Form"). Client will have a continuing license to use the Banner Integration for eLearning on-premise software, in accordance with the terms and conditions contained in Client's underlying agreement (the "Agreement"), but Ellucian will continue to provide maintenance support upon such Banner Integration for eLearning on-premise software for a period of only six (6) months (the "Transition Period") from the Beginning Date specified in an ILP Order Form. Client acknowledges and agrees that Ellucian's obligations to provide Maintenance (sometimes referred to elsewhere as Software Support Services and/or Improvements) during the Transition Period will be limited to telephone support, regulatory releases and defect corrections only. Specifically, Client will not be entitled to use any new product enhancements that may become available during the Transition Period (including, without limitation, provision of updates, telephone support, and error corrections) for Banner Integration for eLearning on-premise software, as provided-for under the Agreement. Credits for any prepaid Maintenance fees or payments for the Banner Integration for eLearning on-premise software that are applicable to any period of time from and after the Beginning Date specified in an ILP Order Form, if any, shall be credited only against the subscription fees payable under such ILP Order Form.
Notes	[1] *Ellucian ILP currently supports integration with the following industry learning management systems (as specified in client's Order Form): Blackboard Learn & Ultra, Blackboard Open LMS, D2L Brightspace, Instructure Canvas, and Moodle. During the Cloud Software Term, Client may change the learning management system that it uses with Ellucian ILP at no additional charge, or Client may connect to additional learning management system(s) for an additional annual fee payable for each added learning management system. Such changes must be documented in a written agreement, signed by both parties.* [2] *Ellucian currently utilizes Amazon Web Services ("AWS") for the provision of hosting services associated with this Cloud Software. In this regard, Client shall ensure that all Client authorized users comply with the Acceptable Use Policy and other applicable services terms currently available at http://aws.amazon.com/legal.* [3] *Ethos Essentials implementation services are required unless Ethos Essentials has already been implemented.*

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Train your end users on the Ellucian features and functionality they need to succeed. With Ellucian's focused learning modules you can spend less time on employee training and increase user adoption and productivity.

Offering	**On-Demand Training**[1]		
License Type	Service Subscription		
Deployment	SaaS		
Includes		**Essentials**	**Enterprise**
	Foundational e-learning lessons: ▪ Ellucian ERP Solutions ▪ Ellucian CRM Solutions ▪ Ellucian Degree Works ▪ Ellucian Ethos ▪ Ellucian Analytics ▪ Ellucian Elevate ▪ Ellucian Experience	√	√
	Foundational role-based learning plans	√	√
	Ten (10) Named Users	√	
	Twenty-Five (25) Named Users		√
Pricing Metrics	Annual Subscription Fee†		
Maintenance Standards	N/A		
Service Level Agreement	N/A		
HW / SW Dependencies	N/A		
SW Supplements	N/A		
Cloud Standards	N/A		
Common Add-On Offerings (Separate purchase required)		**Essentials**	**Enterprise**
	Block of Ten (10) Additional Named Users	√	√
	Instructor Led Training	√	√
	Ellucian Training Credits	√	√
Transition Scenario†	N/A		

Notes

[1] *Client is granted a right to access and use the Ellucian-proprietary self-paced, web-based training programs ("Web-Based Training Programs") that Ellucian makes available during the applicable Software term identified in an Order Form. Within thirty (30) days of the Beginning Date identified in an Order Form, and upon receipt of user account information from Client, Ellucian will make available to Client the most current version of the Web-Based Training Programs for the Baseline version of Ellucian Software. Further, provided that Client pays Ellucian the applicable subscription fees specified in an Order Form, Ellucian will, during the applicable Software term, make available to Client each new version of the Web-Based Training Programs will be made available via the website as soon as reasonably practicable after the same become generally available to Ellucian licensees in each instance. Client will only have the right to use the Web-Based Training Programs in connection with its license to use the corresponding Software, and Client's right to use the Web-Based Training Programs will be subject to and limited by the licensing terms of the underlying agreement. All Web-Based Training Programs are owned by and constitute copyrighted and confidential information of Ellucian. Client is expressly prohibited from placing on or otherwise making any Web-Based Training Programs, in whole or in part, available from any website, including any website maintained, operated, or authorized by Client.*

Revision Date: April 26, 2020

† As specified/described in an Order Form

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Build and grow a strong culture of philanthropy at your institution with Ellucian CRM Advance, a cloud-based solution that lets you track and manage donors throughout the lifecycle. By incorporating data-backed insights into your advancement strategies, you can enhance your fundraising efforts to help reach institutional goals while cultivating and maintaining stronger relationships with your constituencies.

Offering	**Ellucian CRM Advance**
License Type	Cloud Software
Deployment	SaaS[1]

Includes

	Ellucian CRM Advance[2]	Ellucian CRM Advance Enterprise[2]
Ellucian CRM Database Backup Support (secure access to nightly backup)		✓
Use of Ellucian Ethos: Data Models & APIs [includes Ellucian Resource Library]	✓	✓
Provisioning of an Ellucian CRM Advance data migration instance as staging environment[3]	✓	✓
Two (2) Ellucian CRM Advance Environments [one (1) production and one (1) non-production]	✓	✓

Pricing Metrics	Annual Subscription Fee†
Maintenance Standards	Please see Subscription Advantage Level
Service Level Agreement	99.5% Availability Please see Ellucian Cloud Service Level Agreement
HW / SW Dependencies	N/A
SW Supplements	Please see Microsoft Cloud Software Supplement
Available Services	Please work with your Account Executive for appropriate professional services.[4]
Cloud Standards	Please see Cloud Standards

Common Add-On Offerings (Separate purchase required)

	Ellucian CRM Advance	Ellucian CRM Advance Enterprise
Ellucian CRM Named Users [minimum one (1) required][5]		
CRM Premium Named User	✓	✓
CRM Standard Named User	✓	✓
Ellucian Analytics	✓	✓
Ellucian Telephony by Five9	✓	✓
Bulk Email for Ellucian CRM Advance (Block of 250,000 Email Sends)[6,7]	✓	✓
Ellucian CRM Advance Dedicated Database Cluster		✓
Ellucian CRM Database Backup Support (Secure Access to Nightly Backup)	✓	
Additional Non-Production Ellucian CRM Advance Environment	✓	✓

Transition Scenario†

If Client acquired an on-premise, perpetual license to one of the following Ellucian Advancement software modules: Advance Web, Banner Advancement, or Colleague Advancement (the particular Ellucian Advancement software module for which Client acquired the license, and, additionally, any other associated software modules that are functionally dependent on such licensed Ellucian Advancement software module, will collectively be referred to as the "Previously-Licensed Advancement Software"), as well as associated Software Support Services, and only if identified in an Order Form, then Client will transition from its use of the Previously-Licensed Advancement Software to the use of the subscription-based Ellucian CRM Advance Cloud Software as further described in this note. Commencing on the Beginning Date of the Ellucian CRM Advance Cloud Software as identified in an Order Form: (i) all Software Support Services associated with the Previously-Licensed Advancement Software will terminate, and will be replaced by "Transition Maintenance Services" (as defined below) for such software; and (ii) fees for Transition Maintenance Services will be due and payable by Client in an amount equal to sixty percent (60%) of the fee that Client was obligated to pay for Software Support Services on the Previously-Licensed Advancement Software immediately preceding the Beginning Date. Client will acquire such Transition Maintenance Services during the period of Client's transition from the Previously-Licensed Advancement Software to Client's live, production use of the CRM Advance Cloud Software (the "Transition Period"). In this regard, Client will provide Ellucian with at least thirty (30) days prior written notice of its intent to use the CRM Advance Could Software in a live, production environment, signifying the end of the Transition Period. As used herein, "Transition Maintenance Services" are limited to telephone support, regulatory releases and defect corrections only. Specifically, and without limitation, Client will not be entitled to use any new product updates, enhancements or new releases that may become available during the Transition Period for the Previously-Licensed Advancement Software. If Client has prepaid Software Support Services fees for the Previously-Licensed Advancement Software for period(s) from and after the Beginning Date, Client will receive a forty percent (40%) credit against the amount of such prepaid Software Support Services fee, prorated for those periods following the Beginning Date; such credits will be applied toward the subscription fees payable for the Ellucian CRM Advance Cloud Software.

Notes

1 *Ellucian currently utilizes Amazon Web Services for the provision of hosting services associated with this Cloud Software. In this regard, Client shall ensure that all Client authorized users comply with the Acceptable Use Policy and other applicable services terms currently available at http://aws.amazon.com/legal.*

2 *In order to use bulk email marketing within Ellucian CRM Advance, Client must acquire a license from Ellucian or a third-party vendor for the use of a compatible bulk email software product.*

3 *Ellucian CRM Advance includes the provisioning of a CRM Advance data migration instance as a staging environment, accessed by Ellucian personnel only, for a period of fourteen (14) months from the execution of an Order Form.*

4 *Ethos Essentials implementation services are required unless Ethos Essentials has already been implemented.*

5 *For descriptions of Ellucian CRM Named User types, please refer to Ellucian CRM User Roles.*

6 *If Client should exceed the 250,000 bulk email sends during any Contract Year of the Cloud Software Term, Client must purchase additional block(s) of 250,000 of bulk email sends under separate written agreement at Ellucian's then-current rates. For the avoidance of doubt, if Client does not use all of the bulk email sends contracted for in a given Cloud Contract Year, Client will not be entitled to a reduction of or credit against the Annual Subscription Fee paid for that Cloud Contract Year and the unused bulk email sends will not carry over into subsequent Cloud Contract Year(s).*

7 *Client is responsible for its users' compliance with the messaging policy available at www.sparkpost.com/policies/messaging.*

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MICROSOFT SOFTWARE SUPPLEMENT

These terms apply to any Microsoft products (the "Microsoft Products") that are made available, displayed, run, accessed or which otherwise interact, directly or indirectly with the applicable Cloud Software. Microsoft Corporation or one of its affiliates (collectively, "Microsoft") has licensed the software to Ellucian.

By using the Cloud Software (which is connected as described above to Microsoft Products) Client accepts these terms.

1. Client may not remove, modify, or obscure any copyright, trademark or other proprietary rights notice that is contained in or on the Microsoft Products.
2. Client may not reverse engineer, decompile, or disassemble the Microsoft Products, except to the extent that such activity is expressly permitted by applicable law.
3. NO WARRANTIES BY MICROSOFT. CLIENT AGREES THAT IF CLIENT HAS RECEIVED ANY WARRANTIES WITH REGARD TO THE MICROSOFT PRODUCTS OR THE CLOUD SOFTWARE, THEN THOSE WARRANTIES ARE PROVIDED SOLELY BY ELLUCIAN AND DO NOT ORIGINATE FROM, AND ARE NOT BINDING ON, MICROSOFT.
4. NO LIABILITY OF MICROSOFT FOR CERTAIN DAMAGES. TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, MICROSOFT SHALL HAVE NO LIABILITY FOR ANY INDIRECT, SPECIAL, CONSEQUENTIAL, OR INCIDENTAL DAMAGES ARISING FROM OR IN CONNECTION WITH THE USE OR PERFORMANCE OF THE MICROSOFT PRODUCTS OR THE CLOUD SOFTWARE, INCLUDING WITHOUT LIMITATION, PENALTIES IMPOSED BY GOVERNMENT. THIS LIMITATION WILL APPLY EVEN IF ANY REMEDY FAILS OF ITS ESSENTIAL PURPOSE.
5. This Order Form only gives Client limited rights to use the Microsoft Products in connection with the Cloud Software. Ellucian and Microsoft reserve all other rights.
6. Client agrees that Ellucian may disclose Client's information to Microsoft as reasonably necessary to verify compliance with this Order Form.
7. The Microsoft Products are not fault-tolerant and are not guaranteed to be error free or to operate uninterrupted. Client may not use the Microsoft Products in any application or situation where the Microsoft Products' failure could lead to death or serious bodily injury of any person, or to sever physical or environmental damage ("High Risk Use"). High Risk Use does not include utilization of the Microsoft Products for administrative purposes, to store configuration data, engineering and/or configuration tools, or other non-control applications, the failure of which would not result in death, personal injury, or severe physical or environmental damage. These non-controlling applications may communicate with the applications that perform the control, but must not be directly or indirectly responsible for the control function. Client will be responsible for any third-party claim arising out of Client's use of the Microsoft Products in connection with any High Risk Use.
8. Microsoft is an intended third party beneficiary of this Order Form with the right to enforce provisions of this Order Form and to verify Client's compliance.

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Ellucian CRM
User Roles and Capabilities

Recruit

Advise

Advance

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Overview

This document is intended to define the differences between Ellucian CRM Premium Users, Standard Users, and Light Users and to provide insight into the capabilities of each of these user types to facilitate institutional decisions about which type of user licenses are required to meet the institution's needs. Ellucian CRM Users are not specific to the individual Recruit, Advise, or Advance applications. This document may be used to support decision making for any combination of the Ellucian CRM applications that the institution will use.

Premium Users, Standard Users, and Light Users can utilize all applications for which the institution is licensed. For example, if an institution owns Recruit and is licensed for 100 users and then also licenses Advise, those same 100 named users may be added to Advise.

As a rule of thumb: Premium Users have full capabilities within each Ellucian CRM application, can configure the system, and are able to deal with records in bulk. Standard Users have more limited capabilities, cannot configure the system, and generally can deal with records individually or in small numbers. Both Premium and Standard licenses support:

- MS Office and Email Integration
- Access using MS Dynamics CRM Desktop and Mobile applications
- Creation and updates to Activities
- Creation of Advanced Finds and views

Light users are those who need to view and react to the information presented to them either in the console or in a constituent experience site (cx).

Ultimately an understanding of the functional capabilities required is needed to determine the type of user license that would be appropriate for any particular person or role. The tables in the Appendix of this document describe the granular capabilities that are supported for Premium Users, Standard Users, and Light Users for the Ellucian CRM applications. The following sections provide guidelines based upon Ellucian's experience for what type of users are appropriate for each of the three CRM solutions.

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Understanding User Licenses

Ellucian CRM Recruit

For a full list of access rights, please review the Appendix to determine specific access rights required for User licenses.

Guidelines for Selecting Premium Users

The Premium User includes the configuration of Dynamics CRM functionality, import functions, full visibility within system and solution, bulk communications, and full access into student prospect recruiting and admissions for the institution.

Examples of functions that this role can support within Recruit include but are not limited to the import of student search names, prospecting, marketing communications including campaign setup and execution, list management, and mass/bulk communications, funnel management, reporting, application management, recruiting territories, setting up workflows and any other function that exists within Recruit. Premium Users can configure reports and dashboards and views for themselves and for others to share.

Examples of roles typically requiring Premium Users include:

- System Administrator
- Recruit Power User
- Admissions Operations Lead
- Communication Specialist (responsible for setting up of communication plans and bulk email)
- Director or Assistant Director of Admissions
- IT Staff

Guidelines for Selecting Standard Users

A majority of Recruit users would leverage a Standard User license. The most common type of Recruit users for whom a Standard User license is suitable is recruiting and admissions staff members.

A Standard User may not manage or send mass communications or email campaigns. A Standard User may not configure workflows or run imports.

Example roles typically requiring Standard Users include:

- Admissions Counselors and Recruiters
- Vice President of Enrollment
- Admissions Liaisons
- Event Coordinator
- Application Processors
- Application Reviewers

Guidelines for Selecting Light Users

Light Users may use the Agent Portal (cx) to manage applications and data on behalf of prospective students. The most common type of Recruit users for whom a Light User is suitable is a 3rd party agent acting on behalf of the institution, staff that reviews applications, and call center staff such as student workers. Light users have limited create/edit access to the CRM Recruit console. They may perform

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Application Reviews, add notes to records, view dashboards, view opportunities, and create activities. Light users may not edit or create opportunities, create or run communications plans, perform word merge, create or share configuration within the system.

Examples of roles typically requiring Light Users include:

- Recruiting Agents
- Application Reviewers
- Student-workers

Guidelines CRM Recruit Community Edition users

Recruit Community Edition reduces licensing types and simplifies with Team and Sales named user licenses.

Example roles typically requiring Sales licenses include:

- System Administrator
- Recruit Power User
- Admissions Operations Lead
- Communication Specialist (responsible for setting up of communication plans and bulk email)
- Director or Assistant Director of Admissions
- Admissions Counselors and Recruiters
- IT Staff

Example roles typically requiring Team licenses include:

- Vice President of Enrollment
- Admissions Liaisons
- Event Coordinator
- Application Processors
- Application Reviewers
- Recruiting Agents
- API users

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Ellucian CRM Advise

For a full list of access rights, please review the Appendix to determine specific access rights required for User licenses.

Guidelines for Selecting Premium Users

Administrators of the Advise CRM application require Premium User licenses. Examples of roles that are suited for a Premium User license include:

- **System Administrator(s)** who will be responsible for managing CRM and Advise settings, importing data into the CRM or managing integrations with other enterprise applications, maintaining user accounts, managing security roles, and assisting the Student Success Administrator in configuration as needed.
- **Communication Manager(s)** are responsible for setting up the Communication Plans and Communication Lists that will be used by the institution. This person will also manage bulk email communications.
- **Event Manager(s)** responsible for setting up and managing institutional events.
- **IT Staff**

Examples of other administrative functions that may only be performed by Premium Users include, but are not limited to:

- Extending the CRM data model
- Creating and customizing system dashboards, forms, views, reports, and workflows
- Creating and managing institution-specific online documentation and help
- Creating and managing communication templates (Email, Email Service, Message, and Mobile Notification) that are used by system users
- Create Subjects and Routing Rules for Cases

Premium Users have full visibility and access to the Student Success Intervention Strategies configured for the institution.

Guidelines for Selecting Standard Users

Standard Users, like Light Users, will generally need to interact with the data displayed in the system via role-based dashboards. The critical difference between Standard and Light users is that Standard users also create some of the components that can be used by other in the institution, such as Communication Lists or Email Templates. They may also use functionality that requires business process flows and routing to control record processing, such as Case Management. Standard Users can also view reports.

Examples of roles that are suited for a Standard User license include:

- **Advisors** and **Faculty Advisors** who create Communication Lists
- **Case Managers**
- **Student Success Managers** who are responsible for overseeing advising at their institution**.**

A Standard User may not manage or use Communication Plans to send mass communications, nor can they send mass communications via a 3rd party integration.

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Guidelines for Selecting Light Users

Light Users may need to view data displayed in the system via role-based dashboards in the console (Advisors and Faculty Advisors) or the Advise Faculty Constituent Experience (Faculty Members). Light users with console access may also send direct communications to a student or list of students via email, text messages, or mobile notifications. They can share Notes and Private Notes with other users. They can also use Advanced Find to search for students and student related data they have access to.

Light users with Faculty Constituent Experience access can view students in their section and raise alerts on those students.

- **Advisors, Faculty Advisors,** and **Counselors** who do not work with Cases or create Communication Lists but will primarily view and interact with student data in the Advise console
- **Faculty Members** who will use the Faculty Constituent Experience site to raise alerts on students in their active sections
- **Faculty Advisors** may need to utilize both the Advise Console and Faculty Constituent Experience.

A Light User may not create Communication Lists or work with Case Management.

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ellucian.

Ellucian CRM Advance

For a full list of access rights, please review the Appendix to determine specific access rights required for User licenses.

Guidelines for Selecting Premium Users

Administrators of the Advance CRM application require Premium User licenses. Examples of roles that are suited for a Premium User license include:

- All IT/DB/System Administrators
- Advance Services staff
- Report Writers
- Business Analysts
- Power users that require access to manage, oversee, and administer development programs and operations.

Examples of administrative functions include but are not limited to, managing CRM and advancement settings, managing security roles, creating workflows, dialogs, business rules, dashboards, and reports.

A Premium User license is required to:

- Extend the CRM data model
- Customize forms and views
- Create and manage institution-specific online documentation and help
- Create and manage marketing communications and lists
- Setting and maintaining goals for campaigns, solicitations, and staff
- Import data or manage integration with other applications

Guidelines for Selecting Standard Users

The majority of advancement staff using the Advance CRM solution may only require a Standard User license. A Standard User has full read, write, edit, and delete capabilities based on the role-based access controls that each institution decides to enforce. The most common role where a Standard User is suitable will be by staff that consumes and maintain advancement data.

Examples of roles that are suited for a Standard User license include:

- Executive Management
- Development Officers
- Records Management staff
- Inquiry-only consumers of advancement data.

A Standard User can communicate with persons, organizations, prospects, or other contacts in Advance CRM on an individual basis. For example, a Standard User may email a prospect or group of prospects directly through the Ellucian CRM to schedule a call, visit, etc. A Standard User may manage their personal dashboards and views.

A Standard User may not manage or send mass communications or email campaigns using Dynamics CRM Marketing Campaign functionality or 3rd party email marketing solutions. A Standard User may not configure workflows, dialogs, dashboards, views, or reports. A Standard User may not manage campaigns, solicitation, staff goals but may use goals to evaluate progress towards the goal.

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Appendix: Specific Functions Supported by User Type

License Crosswalk:

Ellucian Purchased License	Light	Standard	Premium
CRM License Type (Recruit)	Essential	Basic	Professional
CRM License Type (Advise)	Essential	Basic	Professional
CRM License Type (Advance)	N/A	Basic	Professional

When entering named users into CRM, the administrator must specify license type for each named user.

All Ellucian CRM Applications

Function	Light User	Standard User	Premium User
Managing security roles			✓
Managing CRM Settings			✓
Configuring or Maintaining ERP Integration			✓
Managing data imports			✓
Creating or Configuring Workflows			✓
Creating or configuring Business Process flows			✓
Creating or Configuring System Dashboards			✓
Creating and Configuring Dialogs			✓
Creating Custom Reports			✓
Configuring Forms or System Views			✓
Creating Forms, Entities and Fields			✓
Creating Relationships between Entities			✓
Creating or Configuring Business Units			✓
Creating or Configuring Teams			✓
Managing Auditing Settings			✓
Creating or Configuring Queues			✓
Creating or Configuring Duplicate-Detection Rules			✓
Quick Campaigns			✓
Dynamics API Access	✓	✓	✓
Access using Dynamics CRM Desktop and Mobile Apps	✓	✓	✓
Exporting data to Microsoft Excel	✓	✓	✓
Office and Email Integration	✓	✓	✓
Running Workflows or Dialogs (processes)		✓	✓
Running Business Process flows		✓	✓
Creating Personal Views & Dashboards	✓	✓	✓
Using Dashboards	✓	✓	✓

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Using Reports (Custom or prebuilt) and Charts	✓	✓	✓
Utilizing Duplicate Detection		✓	✓
Creating Advanced Finds	✓	✓	✓
Executing and saving Advanced Finds	✓	✓	✓
Defining Advanced Finds output	✓	✓	✓
Creating and using Advanced Find static result sets	✓	✓	✓
Mass updating data using Advanced Find results sets		✓	✓
Exporting data to dynamic spreadsheet for updating with import back into CRM		✓	✓

Ellucian CRM Recruit

Function	Light	Standard	Premium	Team	Sales
				Recruit Community Edition*	
Managing Recruiting Settings			✓		✓
System configuration			✓		✓
Managing Campaigns or Communication Plans			✓		✓
Mass Communication using 3rd party tools			✓		✓
Events and Travel Management		✓	✓	✓	✓
Individual Communication with Prospects		✓	✓	✓	✓
Recruiting Imports			✓		✓
Suspect Management		✓	✓		✓
Person Management		✓	✓	✓	✓
Opportunity Management		✓	✓		✓
Using Probability and Desirability Ratings	✓	✓	✓	✓	✓
Application Folder Reviews	✓	✓	✓	✓	✓
Decision Management		✓	✓	✓	✓
Managing Supplemental items		✓	✓	✓	✓
Adding Test Scores to individual Prospect Records	✓	✓	✓	✓	✓
Manage Agents and Agencies		✓	✓	✓	✓
Use Agent Portal on Behalf of Prospect	✓	✓	✓	✓	✓

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Ellucian CRM Advise

Function	Light User	Standard User	Premium User
Creating or Configuring Engagement Plans			✓
Creating or Configuring Communication Plans			✓
Creating or Configuring Alert Rules and Indicator Rules			✓
Creating or Configuring Scoring Rules and Scoring Plans			✓
Creating or Configuring Risk Conditions used in Alert Rules, Indicator Rules, Scoring Rules, and Scoring Plans			✓
Creating Email Templates for system users		✓	✓
Creating Task Templates for system users		✓	✓
Creating Message Templates for system users		✓	✓
Creating Mobile Notification Templates for system users		✓	✓
Creating Email Service Templates for system user		✓	✓
Creating Email Templates for personal use	✓	✓	✓
Creating Message Templates for personal use	✓	✓	✓
Creating Mobile Notification Templates for personal use	✓	✓	✓
Creating and Managing Events			✓
Creating Extended Access Advisors and Case Managers			✓
Syncing Multiple Students			✓
Creating Subjects and Case Routing Rules			✓
Creating Communication Lists and Engagement Lists		✓	✓
Creating and Managing Cases		✓	✓
Viewing System Reports	✓	✓	✓
Viewing the Advising Calendar for your Institution		✓	✓
Managing assigned activities created by Alerts or Communication Plans	✓	✓	✓
Managing your CRM calendar	✓	✓	✓
Using a System Dashboard	✓	✓	✓
Viewing Communication or Engagement lists	✓	✓	✓

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Creating and Managing Office Hours and Locations for your Advising Appointment availability	✓	✓	✓
Creating or Managing Actions (Activities, Phone Calls, and Tasks)	✓	✓	✓
Individual Communication with Students (email, text messages, or mobile notifications)	✓	✓	✓
Syncing an Individual Student's Data	✓	✓	✓
Accessing a Degree Works Audit or Students Educational Plan from Advise	✓	✓	✓
Accessing a Student's Colleague Student Planning Degree Audit from Advise	✓	✓	✓
Creating Manual Alerts via the Faculty Constituent Experience site	✓	✓	✓
Creating or Managing Private or Public Notes	✓	✓	✓
Student Constituent Experience site (Free for students)	No license Requirement		

Ellucian CRM Advance

Function	Standard User	Premium User
Managing Advance settings		✓
Creating or configuring business rules		✓
Creating and publishing articles		✓
Managing Engagement and Marketing Lists for communications		✓
Mass Communication using 3rd party tools		✓
Creating and maintaining goals		✓
Individual Communication with Prospects	✓	✓
Managing validation lists	✓	✓
Viewing and maintaining membership and dues data	✓	✓
Viewing and maintaining prospect and research data	✓	✓
Viewing and maintaining biographic, demographic and engagement data	✓	✓
Activity management, activity feeds and posts	✓	✓
Viewing and maintaining contributions	✓	✓
Creating or configuring scoring plans	✓	✓

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ORDER FORM FOR RENEWAL OF CLOUD SOFTWARE

This Order Form for Renewal of Cloud Software (the "Order Form") is between **ELLUCIAN COMPANY L.P.** ("Ellucian") and **UNIVERSITY OF IDAHO** (the "Client"). This Order Form amends the most recent underlying agreement related to the licensing of subscription services ("Cloud Software Agreement") between the parties, as previously amended, and is subject to all terms in the amendments, including, but not limited to that certain License Exchange and Enhancement Order Form of even date herewith (including the Terms and Conditions and Product Specifications contained in Exhibit 5 thereto), and, collectively, the Cloud Software Agreement and this Order Form constitute the entire understanding of the parties regarding the subject matter of this Order Form. The terms and conditions of the Cloud Software Agreement are incorporated herein by this reference; if any terms of this Order Form conflict with any other terms of the Cloud Software Agreement, the terms of this Order Form will control. The transaction provided for in this Order Form is non-cancelable, and the amounts paid under this Order Form are nonrefundable, except as provided in this Order Form. The fees due pursuant to this Order Form are in addition to and not in substitution for fees otherwise due from Client under the Cloud Software Agreement and/or any separate agreement between the parties.

Capitalized terms in this Order Form shall have the same meaning given to such terms within the Cloud Software Agreement unless redefined herein.

"*Cloud Contract Year*" under this Order Form, means each period of twelve (12) consecutive months beginning on August 1 and ending on June 30 during the Cloud Software Term.

Fee Adjustments for Technology Capacity Increases.

3rd Party Escalators – Additional fees charged by 3rd party providers due to changes in the fee calculator applied to Cloud Software will be added to the annual fees payable hereunder. By way of example, if a 3rd party database license fee calculator is changed during the Software Term resulting in increased fees for the applicable configuration for Cloud Software, then such fee increase(s) will be added to the annual fees payable hereunder.

Extraordinary Resource Requirements – Cloud Software is provisioned to maintain reasonable application performance levels under normal usage. Application performance may be impacted if Client does not disclose relevant information during the discovery process or if Client does not implement practices recommended by Ellucian. Ellucian is not responsible for application performance issues caused by Client's failure to provide proper discovery or Client's failure to implement recommended practices. Additional resources will not be provided under this Amendment to remedy such application performance issues without the execution of a subsequent amendment by duly authorized representatives of each party and the payment by Client of the applicable associated fees.

Cloud Software Term. The period commencing on the Beginning Date and continuing until the Expiration Date is the "Initial Cloud Software Term." Following the Initial Cloud Software Term, Client's license to access and use the Cloud Software will automatically renew for consecutive Cloud Contract Years on a year-to-year basis (each a "Renewal Cloud Contract Year"), unless either party notifies the other in writing of its intent not to effect such a renewal at least ninety (90) days prior to the Expiration Date, or, with respect to any Renewal Cloud Contract Year, at least ninety (90) days prior to the expiration of the then-current Renewal Cloud Contract Year. The Initial Cloud Software Term combined with any Renewal Cloud Contract Year(s) is referred to herein as the "Cloud Software Term."

Use of Client Data. Unless prohibited by terms contained in the Cloud Software Order Form signed by both parties on November 20, 2016, or prohibited by that certain License Exchange and Enhancement Order Form of even date herewith, Ellucian shall have the right to (a) use and otherwise process, and to allow subcontractors/agents to use

and otherwise process, Client Data solely for the purposes of performing Ellucian's obligations under this Order Form and complying with applicable law; (b) to use and otherwise process Client Data for Ellucian's internal business purposes, including development, analysis and corrective purposes in connection with the Software and Services, and for otherwise improving and enhancing the Software and Services or Ellucian's business; and (c) to use or otherwise process Aggregated Data for Ellucian's business purposes, including composing its public statements and marketing materials describing and/or promoting Ellucian and/or the Software and Services. "Aggregated Data" means data derived from Client Data and data that has been combined into databases which may include third party data, which in all instances (i) does not identify any individual and (ii) is not attributed or attributable to a specific customer. For sake of clarity, nothing in this paragraph shall be deemed to change or override any potentially conflicting terms regarding use of Client Data found in in the Cloud Software Order Form signed by both parties on November 20, 2016, or that certain License Exchange and Enhancement Order Form of even date herewith, and the terms in those two named documents shall prevail should there be a conflict.

Third Party Components. Ellucian's obligation to provide Client with access to and use of Cloud Software that includes third party services or software ("Third Party Component(s)") is limited to providing Client with the Third Party Component portion of the Cloud Software to the extent the applicable third party owner provides it to Ellucian. If an agreement authorizing Ellucian to resell or sublicense a Third Party Component, prior to the Expiration Date set forth in the applicable Order Form or prior to the expiration of any renewal, is terminated or expires, or if the terms of the relevant agreement are substantially modified so as to prevent Ellucian from providing the Third Party Component(s) of the Cloud Software in a commercially reasonable manner under the existing terms, then Ellucian's obligation to provide Client with access to and use of and Client's obligation to pay Ellucian for the applicable Cloud Software will, as applicable, automatically terminate upon the effective date of the termination, expiration, or material modification.

For the renewal of the Cloud Software identified below, and only during the Cloud Software Term, Ellucian grants Client a non-exclusive, non-transferable license to use the Cloud Software on Client's Equipment residing within the United States for Client's internal use only, on the terms and conditions of the Cloud Software Agreement. This license with respect to the renewal of the Cloud Software will begin on the Beginning Date and will continue until the Expiration Date (as those terms are specified below) subject to the terms of the Cloud Software Agreement.

CLOUD SOFTWARE TABLE:

Cloud Software	Beginning Date	Expiration Date	Software Supplement [1]	Annual Subscription Fee
ELLUCIAN CRM ADVANCE ENTERPRISE [2,3] *Includes:* • Two Ellucian CRM Advance environments (one production and one non-production) • Daily Database Backup Support for Ellucian CRM Advance (Reporting Mechanism)	The first day of the next month following the Execution Date	July 31, 2024	Microsoft Software Supplement	**$109,109**
ELLUCIAN CRM NAMED USERS [2,3] • 90 Ellucian CRM Standard Named Users • 30 Ellucian CRM Premium Named Users	The first day of the next month following the Execution Date	July 31, 2024	Microsoft Software Supplement	**Included**

ELLUCIAN TRAVEL AND EXPENSE MANAGEMENT POWERED BY CHROME RIVER [4,5] *Includes:* • Unlimited Expense reports per year • Unlimited Invoice reports per year • Unlimited Folio reports per year	The first day of the next month following the Execution Date	July 31, 2024	None	**$89,250**
TOTAL ANNUAL SUBSCRIPTION FEE FOR THE PERIOD FROM THE BEGINNING DATE THROUGH JULY 31, 2022 (to be prorated):				**$198,359**
TOTAL ANNUAL SUBSCRIPTION FEE FOR THE PERIOD AUGUST 1, 2022 THROUGH JULY 31, 2023:				**$206,492**
TOTAL ANNUAL SUBSCRIPTION FEE FOR THE PERIOD AUGUST 1, 2023 THROUGH JULY 31, 2024:				**$214,978**

Notes:

1 The software supplements identified herein were attached to the Cloud Software Agreement and are incorporated herein by reference.

2 Ellucian and Client are parties to a Cloud Software Order Form dated November 20, 2016 (the "CRM Advance Order Form") pursuant to which Client obtained a subscription license to the Cloud Software known as Ellucian CRM Advance with related Ellucian CRM Named Users (collectively, "CRM Advance"). Pursuant to this Order Form, the parties desire to realign payment terms with respect to CRM Advance such that Client shall hereafter pay license fees for CRM Advance (including CRM Named Users in the quantities specified herein), as identified in the Cloud Software Table above, on the basis of a Cloud Contract Year from August 1 to July 31 and to extend Client's subscription for CRM Advance for a Cloud Software Term consisting of the period of time from the Beginning Date until the Expiration Date as such dates are identified in the Cloud Software Table above.

3 Prior to the Execution Date, Client has paid Ellucian fees for CRM Advance under the CRM Advance Order Form on the basis of a Cloud Contract Year from December 1 to November 30. Client's obligation to pay Ellucian annual subscription fees and Client's access to CRM Advance under the CRM Advance Order Form are terminated as of the Beginning Date identified herein. In the event that Client prepaid Subscription Fees for CRM Advance under the CRM Advance Order Form for any period beyond the Beginning Date identified herein, Ellucian will credit such prepaid fees against the fees payable under this Order Form. The terms of the CRM Advance Order Form shall remain in full force and effect except that Client shall, effective as of the Beginning Date identified in the Cloud Software Table above and conditioned upon payment of the fees provided herein, be entitled to use and access CRM Advance during a Cloud Software Term ending on the Expiration Date identified in the Cloud Software Table above.

4 Ellucian and Client are parties to an Order Form for Additional Cloud Software dated August 14, 2018 (the "TEM Order Form") pursuant to which Client obtained a subscription license to the Cloud Software known as Ellucian Travel and Expense Management Powered by Chrome River ("TEM") which allows up to 27,500 travel and expense reports per Cloud Contract Year (as defined in the TEM Order Form). Pursuant to this Order Form, the parties desire to: (1) upgrade Client's subscription license for TEM to a license that allows for unlimited reports per Cloud Contract Year; (2) upgrade Client's subscription license for TEM to include unlimited Invoice reports and unlimited Folio reports per Cloud Contract Year; (3) realign payment terms with respect to TEM such that Client shall hereafter pay license fees for TEM on the basis of a Cloud Contract Year from August 1 to July 31; and (4) extend Client's subscription for TEM for a Cloud Software Term consisting of the period of time from the Beginning Date until the Expiration Date as such dates are identified in the Cloud Software Table above. The terms of the TEM Order Form shall remain in full force and effect except that Client shall, effective as of the Beginning Date identified in the Cloud Software Table above and conditioned upon payment of the fees provided herein, be entitled to unlimited Travel and Expense reports, unlimited Invoice reports, and unlimited Folio reports during a Cloud Software Term ending on the Expiration Date identified in the Cloud Software Table above.

5 Prior to the Execution Date, Client has paid Ellucian fees for a volume-based subscription for TEM under the TEM Order Form. Client's obligation to pay Ellucian annual subscription fees and Client's access to TEM under the TEM Order Form are terminated as of the Beginning Date identified herein. In the event that Client prepaid Subscription Fees for TEM under the TEM Order Form for any period beyond the Beginning Date identified herein, Ellucian will credit such prepaid fees against the fees payable under this Order Form.

Payment Terms - Annual Subscription Fee: For the renewal of Cloud Software licensed pursuant to this Order Form, subscription fees for each Cloud Contract Year will be specified by Ellucian in an annual invoice issued in advance of each such Cloud Contract Year (except that the invoice for the initial Cloud Contract Year will be issued on or after the Execution Date of this Order Form). Client's payments will be due and payable within thirty (30) days from the date of invoice(s). The "Total Annual Subscription Fee" represents the additional fees payable for each full Cloud Contract Year during the Initial Cloud Software Term and will not increase except as set forth herein or in the Cloud Software Agreement. Payment of the annual subscription fees specified herein is in addition to any subscription fees due under the Cloud Software Agreement or any other software or subscription agreement(s) between the parties

Annual Subscription Fee Increases. The Total Annual Subscription Fee represents the subscription fee for each Cloud Contract Year during the Initial Cloud Software Term and will not increase during the Initial Cloud Software Term except as expressly set forth herein. For any Renewal Cloud Contract Year following the Initial Cloud Software Term, annual subscription fees will not increase by more than seven percent (7%) over the annual subscription fee payable for Cloud Software for the immediately preceding Cloud Contract Year.

Ellucian		**Client**	
By:	_____	**By:**	_____
	Authorized Signature		*Authorized Signature*
Name:	_____	**Name:**	_____
	Printed		*Printed*
Title:	_____	**Title:**	_____
Date:	_____	**Date:**	_____

The last date of signature above is the "Execution Date" of this Order Form.

EXHIBIT A

MAINTENANCE STANDARDS (SUBSCRIPTION ADVANTAGE LEVEL)

1. Ellucian's Action Line will be available to Client for Defect reporting five (5) days per week, Monday through Friday (excluding national holidays and Ellucian-observed holidays), from 8:00 AM to 8:00 PM (Eastern U.S. Time). However, Production outages will be supported 24x7x365 as long as Client contacts Ellucian's Action Line via the telephone number provided to Client.

2. The priority of an active incident is indicated at the time the incident is first reported to Ellucian. Client must report the priority of the incident using the definitions below. Ellucian will review and validate the priority for open incidents, and may adjust the priority to better align with these definitions.

   Ellucian uses reasonable commercial efforts to respond to Client's Notifications in accordance with the following guidelines:

Priority Levels	Definition	Target Response Times
Priority 1 - Critical	A Notification that the production Subscription Services instance is not available for remote access by Client	1 hour or less
Priority 2 - High	A Notification that Client believes that a Defect has caused a partial failure of the Subscription Services or a failure that significantly hinders Client's ability to perform data processing which is critical to Client's operations on the day on which the alleged Defect is reported	4 hours or less
Priority 3 - Medium	A Notification that Client believes that a Defect has caused an intermittent failure of, or problem with, the Subscription Services, or that causes a significant delay in Client's ability to perform data processing on the day on which the alleged Defect is reported, but where the processing is not critical to Client's operations	1 business day or less
Priority 4 - Low	A Notification that Clients believes that a Defect exists, but it does not significantly affect critical processing	3 business days or less

   For purposes of these targets, a "response" will mean an initial contact from an Ellucian representative to Client to begin evaluation of the problem reported under one of the categories of calls identified above. As a prerequisite to Ellucian's obligation to respond to Client's Notification(s), Client must follow Ellucian's policies and procedures (such as the dialing of a particular phone number, the categorization of a particular problem, etc.) when submitting a Notification.

   A "Notification" means a communication to Ellucian by means of: (i) Ellucian's Action Line; (ii) the placement of a telephone call; or (iii) the sending of an e-mail, in each case, in accordance with Ellucian's then-current policies and procedures for submitting such communications.

3. Response times listed in this Exhibit reflect targets and should not be construed as contractual obligations. Response time commitments do not promise a complete resolution within the stated time frames. Rather, the time commitment is intended to indicate the estimated target time interval in which Ellucian will contact Client after triaging and routing. Ellucian will begin working the request to seek a resolution of the issue once communication with Client has been established to verify the request and depending on the priority level as described above.

Malvern Contract Distribution

ATTACHMENT 3

Name: Idaho, University of **Date Distributed:** 2-12

Contract Number: 1248

☑ ***Banner and Plus Contracts, including Third Party Attachments***

Blumenthal, Richard	Malvern	
Breslin, Tom	Malvern	
Clark, Barb Yes (No)	Rochester	L/F and Maintenance contracts only.
Hess, Ann	Malvern	
Sabbi, Anna	Malvern	
Sheridan, Susan	Malvern	
Manager: Jeff Pomponi	Irvine	

☐ ***Public Sector Contracts***

☐ ***SCT Utilities Contracts***

Blumenthal, Richard	Malvern
Hess, Ann	Malvern
Sabbi, Anna	Malvern
Sheridan, Susan	Malvern

☐ ***Value Added Relationship Agreements***

Blumenthal, Richard	Malvern
Hess, Ann	Malvern
Sabbi, Anna	Malvern
Sheridan, Susan	Malvern

☐ ***3rd Party Agreements run through A/P (Minority & Woman Owned, etc...)***

Allen, Liz	Malvern
Blumenthal, Richard	Malvern
Breslin, Tom	Malvern
Hess, Ann	Malvern
Sabbi, Anna	Malvern
Manager:	

☐ ***EDI Contracts***

Hess, Ann	Malvern
Sabbi, Anna	Malvern
Manager:	

☐ ***Microcomputer Contracts***

Czesak, Paul	Malvern
Sabbi, Anna	Malvern

☑ ***Allison, please establish the following project(s) in the G/L.***

Manager	Project(s)			Model #	Maintenance			Model #	Division
Pomponi	1248	20	0	20	1248	21	0	24	02-21-12
↓		30	0	30		31	0	↓	
↓		40	0	40		41	0	↓	
↓		60	0	60		61	0	↓	
↓		70	0	70		71	0	↓	
↓									
↓									
↓									
↓									

☒ ***Original Contract to Bill Hoy***

LEGAL SIGN-OFF FOR EXECUTED AGREEMENT

University of Idaho
LICENSEE

BANNER SLSA & Technical Currency Agreement for Student, Financial Aid, Human Resources, Finance and Alumni

This is to confirm that I have reviewed the attached agreement for consistency as sent to the client, and that the document is properly executed.

LEGAL SIGN-OFF: _____ DATE: 7/6/93

Project # _____ _____ _____

SOFTWARE LICENSE AND SERVICES AGREEMENT
BETWEEN
SCT SOFTWARE & RESOURCE MANAGEMENT CORPORATION
AND
UNIVERSITY OF IDAHO

This Agreement is entered into by and between SCT Software & Resource Management Corporation, a Delaware corporation ("SCT"), and the University of Idaho ("Licensee") as of the Effective Date.

The parties to this Agreement agree as follows:

1. Certain Definitions.

(a) "Equipment" means one (1) SEQUENT S 2000/750 using the DYNIX/PTX operating system, at the Location.

(b) "Intellectual Property Rights" means all patents, patent rights, copyrights, copyright registrations, trade secrets, trademarks, service marks, trademark and service mark registrations, goodwill pertaining to trademarks and service marks, and confidential information.

(c) "Location" means Licensee's administrative computing facility located in the State of Idaho.

(d) "Object Code" means computer programs assembled, compiled, or converted to magnetic or electronic binary form on software media, which are readable and usable by computer equipment, but not generally readable by humans without reverse assembly, reverse compiling, reverse conversion, or reverse engineering.

(e) "Source Code" means computer programs written in higher-level programming languages, sometimes accompanied by English language comments and other programmer documentation. Source Code is readable by humans and may be translated into Object Code for execution on computer equipment through the process of compiling or assembling or may be executed through the process of interpretation at the time of execution.

(f) "SCT Software" means the Source Code and Object Code for the computer programs and computer coded instructions for the following SCT-proprietary Major Systems: BANNER Student System, BANNER Financial Aid System, BANNER Finance System (including without limitation the BANNER Finance System Investment Management Module), BANNER Human Resources System, and BANNER Alumni System, including all related specifications, documentation, technical information, and all corrections, modifications, additions, improvements and enhancements to any of the foregoing provided to Licensee by SCT.

(g) "Major System" means any one of the systems of the SCT Software.

(h) "Database Software" means the SCT then-supported version of the Object Code for the following computer programs developed by Oracle Corporation (the "Database Licensor"): RDBMS (including ORACLE*Loader and ORACLE*Report), ORACLE*Forms, SQL*Plus, PRO*COBOL, PRO*C and the transaction processing option database software, including all related specifications, documentation, technical information and all corrections, modifications, additions, improvements and enhancements to any of the foregoing provided to Licensee by SCT or the Database Licensor.

(i) "INAS Software" means the SCT then-supported version of the Institutional Need Analysis System developed by the College Entrance Examination Board.

(j) "Documentation" means: (i) SCT's then-current, machine generated and hard copy documentation for the SCT Software; and (ii) to the extent that the same is applicable to each of the Major Systems of the SCT Software, Section 3.0 of that certain document entitled A Response to the University of Idaho: Request for Proposal (No. 93-08) For An Administrative Computing Software Package dated June 3, 1993 ("Proposal Section"). In the event that any provision of the Proposal Section conflicts with any other provision of the Documentation, such other provision of the Documentation shall conclusively be deemed superseding and controlling. Notwithstanding the foregoing, however, and without limitation thereon, in no event shall SCT reduce the functionality of the Licensed Software, as such functionality existed as of the Effective Date, by changing the Documentation therefor for the sole and exclusive purpose of reducing such SCT Software functionality.

(k) "Effective Date" means the date identified as such on the signature page of this Agreement.

2. Ownership. SCT owns the SCT Software, all copies of the SCT Software, and all Intellectual Property Rights for and in the SCT Software.

3. **License.** In consideration of Licensee's full payment of the fees set forth in Section 6 below, SCT hereby grants to Licensee a perpetual, non-exclusive, non-transferable license to use the SCT Software subject to the terms and conditions contained in this Agreement. Any rights not expressly granted in this Agreement are expressly prohibited.

(a) Source Code. Licensee shall have the non-exclusive right to copy and use, subject to the provisions of this Agreement, including without limitation Section 3(d) below, the Source Code for the SCT Software on the Equipment at the Location to compile, modify, improve and enhance the SCT Software for Licensee's own in-house computing operations.

(b) Object Code. Licensee shall have the non-exclusive right to copy and use, subject to the provisions of this Agreement, the SCT Software in Object Code form on the Equipment at the Location for Licensee's in-house computing operations. Licensee may also use the SCT Software in Object Code form temporarily on a configuration comparable to the Equipment, either at the Location or at a site other than the Location, upon prompt written notice to SCT, for disaster recovery of Licensee's computer operations if the Equipment is inoperative. Notwithstanding the foregoing, however, and without limitation thereon, Licensee shall have the right to use the SCT Software by remote access from Licensee campuses in the State of Idaho at addresses other than the Location.

(c) Restrictions on Use of the SCT Software. Unless SCT gives its prior written consent, Licensee may not assign, license, or otherwise transfer, voluntarily, by operation of law or otherwise, its right to use the SCT Software. Licensee may not make the SCT Software available in any commercial time-sharing, commercial networking, or rental arrangements. Both before and after termination of this Agreement for any reason, Licensee will not permit (i) any person or entity, other than Licensee's employees with a need to know, directly or indirectly to use, have access to or use of all or any part of the SCT Software, or (ii) all or part of the SCT Software to be exported outside the United States of America, in any manner or by any means, without in each instance first obtaining SCT's prior written consent and, if required, a validated license from the Office of Export Administration within the United States Department of Commerce and other appropriate governmental authorities of the United States.

(d) Restrictions on Use of Source Code. Licensee will not disclose all or any part of the Source Code to any person except its employees as reasonably necessary to permit such employees to use the Source Code for the purposes explicitly permitted in this Agreement. Licensee may permit its employees to have access to the Source Code only on a need-to-know basis and only if prior to granting such access, each such employee has executed a non-disclosure agreement providing reasonable protection of SCT's trade secrets and other proprietary interests contained in the Source Code, and has been informed in writing of the non-disclosure obligations of Licensee and the employee under this Agreement.

(e) Software Necessary to Use the SCT Software. Licensee acknowledges and understands that in order to use any of the Major Systems, Licensee must maintain and have installed on the Equipment the Database Software. Licensee shall obtain a license to use the Database Software pursuant to the terms and conditions contained in the Database Licensor's then-current agreement(s). Licensee must also obtain the right to use and must maintain and have installed on the Equipment a COBOL Compiler compatible with the Equipment and the Database Software; specifically, if available for the Equipment, MicroFocus COBOL, either licensed directly from MicroFocus or from the Equipment vendor under a different product name. Licensee must also obtain the right to use and must maintain and have installed on the Equipment a "C" Compiler that is both compatible with the Equipment and the Database Software and has been approved in writing by SCT. Licensee shall identify the "C" compiler in a writing provided to SCT as soon as reasonably practicable for SCT's approval or disapproval. Licensee further acknowledges and understands that in order to use the BANNER Financial Aid Major System, Licensee must also maintain and have installed on the Equipment the INAS Software in order to perform need analysis calculations when using the BANNER Financial Aid Major System. Licensee shall obtain a license to use the INAS Software pursuant to the terms and conditions contained in the College Entrance Examination Board's then-current license agreement therefor.

(f) Intellectual Property Rights Notices. Licensee agrees to include the Intellectual Property Rights notice(s) provided by SCT in the code, or written on labels or containers of the SCT Software, or on the cover or title page of documentation, in any copy or part thereof made by Licensee. Licensee shall not modify or remove, in any manner, the Intellectual Property rights notice(s) provided by SCT in connection with the SCT Software.

4. **Services.**

(a) Implementation/Support. SCT agrees to perform the Implementation/Support services specified in Exhibit IS, which is attached to and incorporated in this Agreement by reference, on the terms and conditions contained in this Agreement, for the applicable fees set forth in Exhibit P. Licensee shall have the right to audiotape and/or videotape Implementation/Support training sessions, for Licensee's exclusive use in accordance with the terms and conditions of this Agreement. The parties shall jointly develop an SCT Software Implementation Plan, which shall include, inter alia, a timetable for implementation of the SCT Software, and SCT shall provide Licensee with Implementation/Support Services in accordance with such jointly developed Implementation Plan. The parties shall use their best efforts to adhere to the timetable established in the Implementation Plan, and, except as otherwise provided for in this Agreement or as may then

otherwise be agreed to by the parties, a party's failure to meet the timeframe commitments agreed to by such party as part of the Implementation Plan shall only be excused by the failure of the other party to perform a condition precedent to such first party's obligation of performance. The timetable set forth in the Implementation Plan shall thereupon be automatically extended by the length of time of the other party's delay in performance of such condition precedent.

(b) Consulting and Modification Services. Subject to the availability of SCT personnel to provide such services, at Licensee's written request, SCT agrees to provide to Licensee, at Licensee's written request, the services described in Exhibit CS, which is attached to and incorporated in this Agreement by reference, for the fees set forth in Exhibit CS and on the terms and conditions contained in this Agreement.

(c) Personnel Providing Services. SCT represents that the SCT personnel who provide services for Licensee pursuant to this Section 4 shall possess workmanlike skills in keeping with industry standards. Licensee shall have the right disapprove any SCT personnel designated to provide such services in the event that Licensee reasonably determines that any such SCT personnel do not possess workmanlike skills in keeping with industry standards and has so advised SCT in a writing which details such deficiency. Thereupon SCT shall promptly replace such SCT personnel with other SCT personnel so possessing such workmanlike skills in keeping with industry standards, and shall, at its sole expense, repeat the relevant training or implementation component that was not provided in accordance with the requirements of this Section 4(c).

5. **Delivery.** SCT will use its best efforts to deliver the SCT Software to Licensee at the Location within thirty (30) days of the Effective Date. Two (2) copies of the SCT Software (including without limitation two [2] sets of documentation therefor) shall be delivered to Licensee. Subject to all terms and conditions of this Agreement (including without limitation the obligation to reproduce any proprietary or restrictive legends contained therein or marked thereon), Licensee shall have the right to make a reasonable number of copies of such documentation for Licensee's use pursuant to this Agreement. The date on which a Major System is first received by Licensee at the Location shall be the Delivery Date for that system.

6. **Payment and Taxes.**

(a) Payment. For the license of the SCT Software and the performance of the services described in Section 4(a), Licensee will pay SCT in accordance with Exhibit P, which is attached to and incorporated in this Agreement by reference. Reasonable travel, living, freight, and overnight delivery expenses actually incurred by SCT shall be in addition to the amounts set forth in Exhibit P and any other exhibit of this Agreement, and shall be billed as incurred. SCT shall use its best efforts to limit such expenses. By way of example and not limitation, SCT personnel will travel by coach fare and will book airfare fifteen (15) days in advance of whenever reasonably practical; will use Licensee-provided automobiles if available and if not, will share rental cars whenever reasonably practical; will stay in will stay in Licensee-provided housing whenever reasonably practical; and, to the extent that such a requirement does not present an unreasonable hardship to the SCT personnel providing such services, will arrange for SCT personnel to remain onsite for prescheduled Saturday implementation sessions SCT shall in any instance provide Licensee with a detailed statement of such expenses with reasonable promptness after receipt of Licensee's written request therefor. Licensee shall pay each invoice under this Agreement by not later than thirty (30) days from the date of Licensee's receipt thereof. Any amounts not paid when due shall bear interest at a rate of interest per annum equal to the lesser of the prime rate established from time to time by Mellon Bank plus three (3%) percent or the highest rate permitted by law.

(b) Taxes. Licensee represents that it is a tax-exempt entity. Notwithstanding the foregoing, however, taxes, other than taxes based on SCT's net income or capital stock, imposed by any taxing authority and based upon or in any way relating to this Agreement, the SCT Software, the services provided or payments made under this Agreement shall be the responsibility of Licensee and shall be payable in addition to other fees and charges under this Agreement. Licensee may provide SCT, in lieu of paying any such tax required to be paid by Licensee, with a certificate of exemption in form and substance reasonably satisfactory to SCT; and Licensee may, if permitted by law, contest any such tax required to be paid by it under this Agreement, provided that Licensee has made prior arrangements reasonably satisfactory to SCT so that SCT will suffer no damage or injury as a result of such contest. Licensee, upon request by SCT, shall provide SCT with proof of payment, or exemption from payment, of any tax that Licensee would otherwise be required to pay under or in connection with this Agreement.

7. **Warranty and Disclaimer of Warranty.**

(a) Limited Warranty by SCT. SCT warrants to Licensee for a period of twenty-four (24) months after the Delivery Date of a Major System, that the then current unmodified Major System, as used by Licensee on the Equipment at the Location for its in-house computing operations, will operate in all material respects in accordance with the then-current Documentation for the Major System.

(b) Licensee's Remedy for Breach of Warranty. In the event of any breach of the foregoing warranty, SCT, at its own expense, will provide an avoidance procedure for or a correction of each such material defect that is documented by Licensee, as soon as is reasonably practicable. A defect is "documented" if Licensee has provided sufficient information for SCT to reproduce the defect on the then current unmodified Major System operating on a computer configuration which is identical to or compatible with the Equipment and which is in SCT's possession and under SCT's control. If, despite reasonable efforts, SCT is unable to provide an avoidance procedure for or a correction of a documented defect, Licensee may pursue its remedy at law to recover direct damages resulting from the breach of warranty, subject to the terms and conditions contained in this Agreement. These remedies are exclusive and are in lieu of all other remedies, and SCT's sole obligations in the event of any breach of warranty will be as stated above.

(c) Disclaimer of Warranty. Licensee agrees and understands that the warranty set forth above is made to Licensee exclusively and is in lieu of all other warranties, and that **SCT MAKES NO OTHER WARRANTIES WHATSOEVER, EXPRESS OR IMPLIED, WITH REGARD TO THE SCT SOFTWARE OR ANY PARTS THEREOF, AND THAT SCT EXPLICITLY DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY AND OF FITNESS FOR A PARTICULAR PURPOSE. FURTHER, SCT EXPRESSLY DOES NOT WARRANT THAT THE SCT SOFTWARE OR ANY PARTS THEREOF, WILL BE ERROR FREE, WILL OPERATE WITHOUT INTERRUPTION OR WILL BE COMPATIBLE WITH ANY HARDWARE OR SOFTWARE (OTHER THAN THE LICENSEE ENVIRONMENT IDENTIFIED IN EXHIBIT IS) POSSESSED OR TO BE POSSESSED BY LICENSEE.**

(d) Abrogation of Warranty. The warranty set forth above will be null and void if (i) notwithstanding any other provision of this Agreement, any person (including Licensee) attempts to correct or modify any of the SCT Software as delivered to Licensee, or (ii) Licensee refuses to implement modifications to the SCT Software that SCT may provide for the purpose of correction or improvement, whether or not required to be provided by SCT.

8. Confidential Information. The party receiving ("Recipient") any confidential information under this Agreement from the other party ("Owner") agrees: (i) to treat the Owner's confidential information as proprietary to the Owner; and (ii) that it will not knowingly disclose to any person or entity not a party to this Agreement, or use for its own or any such person's or entity's benefit, any confidential information of the Owner. In no event will the Recipient use less care to maintain the confidentiality of the Owner's confidential information than the Recipient uses to maintain the confidentiality of its own information of equal importance. The obligations set forth in this Section 8 are subject to the following definitions, terms and conditions:

(a) Definitions. Confidential information of Licensee includes non-public information and data regarding Licensee's administrative methods, administrative plans and data processing. Confidential information of SCT includes the SCT Software, algorithms, methods, techniques and processes revealed by the Source Code of the SCT Software, non-public information concerning SCT's business and the terms and provisions of this Agreement.

(b) Exceptions. Confidential information, whether or not described above, does not include information that: (i) is or becomes known to the public without fault or breach of the Recipient; (ii) the Owner regularly discloses to third parties without restriction on disclosure; or (iii) the Recipient receives from a third party without restriction on disclosure and without breach of a non-disclosure obligation.

(c) Survival of Obligations. Notwithstanding the termination of this Agreement, the non-disclosure and non-use obligations set forth above will remain in full force with respect to each item of confidential information for a period of ten (10) years after the first receipt of that item by the Recipient.

9. Indemnities.

(a) Indemnity by Licensee. Licensee agrees to indemnify SCT and hold it harmless against and from any claim, demand, action, proceeding, loss, liability, cost and expense (including without limitation court costs and reasonable fees of attorneys, accountants and other professionals) incurred or suffered by SCT as a result of any violation by Licensee of the obligations, restrictions or limitations in this Agreement.

(b) Indemnity by SCT. SCT will defend or settle, at its own expense, any action brought against Licensee to the extent that it is based on a claim that use of the SCT Software provided by SCT pursuant to this Agreement infringes any United States copyright of others, and SCT will pay any costs, damages and attorneys' fees finally awarded against Licensee in any such action attributable to any such claim; but such defense, settlements and payments are expressly conditioned on the following: (i) that SCT is notified promptly in writing by Licensee of any such claim; (ii) that SCT is granted in writing sole control of the defense of any such claim and of all negotiations for its settlement or compromise; (iii) that Licensee cooperates with SCT in a reasonable way to facilitate the settlement or defense of the claim; (iv) that the claim does not arise from modifications not authorized in writing by SCT or from the use or combination of products provided by SCT with items provided by Licensee or others; and (v) that should the SCT Software become, or in SCT's opinion be likely

to become, the subject of such a claim of infringement, then Licensee will permit SCT, at SCT's option and expense, (A) to procure for Licensee the right to continue using the same under the terms of this Agreement, or (B) to replace or modify the same so that it becomes non-infringing and substantially equivalent in function, or (C) to refund to Licensee the license fee paid to SCT by Licensee under this Agreement for the Major System giving rise to the liability, less a charge for use by Licensee based on straight line depreciation assuming a useful life of five (5) years. **THE FOREGOING IS SCT'S EXCLUSIVE OBLIGATION WITH RESPECT TO INFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS.**

10. Term and Termination. This Agreement will continue in full force and effect except as follows:

(a) Termination by SCT For Cause. SCT will have the right to terminate this Agreement for cause if: (i) Licensee fails to honor the restrictions on disclosure and use of SCT's confidential information provided under this Agreement; (ii) Licensee infringes or participates in infringement of SCT's Intellectual Property Rights; (iii) Licensee fails to honor the limitations and restrictions on use of the SCT Software, or any part thereof, as provided in this Agreement; (iv) Licensee files a voluntary petition in bankruptcy or remains an involuntary petitioner in bankruptcy for a period exceeding ninety (90) days; or (v) Licensee breaches or fails to perform any other material term or condition of this Agreement.

(b) Termination by Licensee For Cause. Licensee will have the right to terminate this Agreement for cause if: (i) SCT fails to honor the restrictions on disclosure and use of Licensee's confidential information provided under this Agreement; or (ii) SCT breaches or fails to perform any other material term or condition of this Agreement.

(c) Procedure for Termination For Cause. Either party may terminate this Agreement for cause at any time while the event or condition giving rise to the right of termination for cause exists, by giving the other written notice describing that event or condition in reasonable detail. Upon receipt of that notice, the other party will have a period of thirty (30) days in which to cause that event or condition to be corrected or cured to the reasonable satisfaction of the party desiring termination. If the event or condition giving rise to the right of termination is not so corrected or cured within that period, this Agreement will terminate as of the end of that period automatically, without further act by any party. Notwithstanding the foregoing, however, in the event that Licensee files a voluntary petition in bankruptcy or remains an involuntary petitioner in bankruptcy for a period exceeding ninety (90) days, SCT shall have the right to terminate this Agreement immediately, without further action or delay, by providing Licensee with written notice of such termination.

(d) Termination For Cause Without Prejudice to Other Rights and Remedies. Termination of this Agreement for cause by either SCT or Licensee in accordance with the terms of this Agreement will be without prejudice to the terminating party's other rights and remedies under or in connection with this Agreement, both at law and in equity.

(e) Termination Upon Non-Appropriation of Funds. Licensee believes that sufficient funds can be obtained to pay all amounts due SCT under this Agreement and will use its best efforts to obtain, maintain and properly request and pursue funds from which payments under this Agreement may be made, including making provisions for such payments to the extent necessary in each budget submitted for the purpose of obtaining funding and using its best efforts to have such portion of the budget approved. It is Licensee's intent to make all payments due under this Agreement if funds are legally available therefor and in that regard Licensee represents and warrants to SCT that the SCT Software licensed under this Agreement is important to its proper, efficient and economic operation. In the event sufficient funds are not appropriated and budgeted or are otherwise legally unavailable to make payments to SCT for the SCT Software, then Licensee will promptly notify SCT of such fact by providing SCT with written notice thereof at SCT's corporate headquarters in Malvern, Pennsylvania. Thereupon, Licensee's license to use the SCT Software and SCT's obligations in connection therewith shall be deemed terminated, without further action by either party. Any such premature expiration effected pursuant to this Section 10(e) shall be subject to the provisions of Section 10(f) below. Nothing in this Section 10(e) will be construed so as to permit Licensee to terminate its obligations in connection with the SCT Software in order to acquire any other software or to allocate funds directly or indirectly to perform essentially the same application for which the software is being provided, including the development of similar software by Licensee itself. Upon Licensee's full compliance with the provisions of this Section 10(e), all amounts paid by Licensee to SCT as license fees for the SCT Software shall be retained by SCT as liquidated damages and not as a penalty.

(f) Effect of Termination. If this Agreement is properly terminated by either party, Licensee promptly will return to SCT or (at SCT's request) destroy all copies of the SCT Software, and will certify to SCT in writing, over the signature of a duly authorized representative of Licensee, that it has done so.

(g) Survival of Obligations. All obligations relating to non-use and non-disclosure of confidential information, indemnity, and the obligations of Licensee to respect SCT's Intellectual Property Rights will survive termination of this Agreement for any reason.

11. Notices. All notices and other communications required or permitted under this Agreement will be in writing and, except as otherwise provided in this Agreement, will be deemed given when delivered personally, sent by United States

registered or certified mail, return receipt requested, or sent by overnight courier to the address shown on the signature page hereof, or to such other place as the parties hereto from time to time may direct. A copy of all notices to SCT shall also be sent to the attention of SCT's General Counsel at SCT's address set forth on the signature page.

12. Force Majeure. Neither party to this Agreement will be liable to the other for any failure or delay in performance under this Agreement due to circumstances beyond its reasonable control including, without limitation, Acts of God, accident, labor disruption, acts, omissions and defaults of third parties, and official, governmental and judicial action not the fault of the party failing or delaying in performance.

13. Assignment. The benefits and burdens of each party under this Agreement will not be assignable without the prior written consent of the other party to this Agreement, and any attempt to assign them without that consent will be void. Notwithstanding the foregoing, SCT may assign this Agreement to its successor by merger or consolidation or to any person or entity that acquires all or substantially all of its capital stock or assets; and SCT may assign this Agreement in whole or in part to any person or entity to which it transfers any exclusive rights in the SCT Software.

14. No Waiver. No failure of either party to this Agreement to prosecute its rights with respect to any single or continuing breach of this Agreement will act as a waiver of the right of that party to later exercise any right or enforce any remedy granted under this Agreement with respect to that same or any other breach of this Agreement by the other party to this Agreement.

15. Choice of Law; Severability. This Agreement will be governed by and construed in accordance with the laws of the State of Idaho. If any provision of this Agreement is found invalid or unenforceable, it will be enforced to the maximum extent permissible, and the legality and enforceability of the other provisions of this Agreement will not be affected.

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16. LIMITATIONS OF LIABILITY. SCT AND LICENSEE ACKNOWLEDGE AND AGREE THAT IN NO EVENT WILL SCT'S LIABILITY IN CONNECTION WITH THE SCT SOFTWARE, THE SERVICES PROVIDED UNDER THIS AGREEMENT, THIS LICENSE, OR ANY OTHER MATTER RELATING TO THIS AGREEMENT EXCEED THE AMOUNT ACTUALLY PAID TO SCT BY LICENSEE UNDER THIS AGREEMENT FOR THE LICENSE FEE FOR THE MAJOR SYSTEM GIVING RISE TO THE LIABILITY AND SCT WILL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, INCLUDING WITHOUT LIMITATION LOSS OF PROFITS, LOSS OF DATA, AND LOSS OF REVENUES, EVEN IF INFORMED OF THE POSSIBILITY THEREOF IN ADVANCE. THESE LIMITATIONS APPLY TO ALL CAUSES OF ACTION IN THE AGGREGATE, INCLUDING WITHOUT LIMITATION BREACH OF CONTRACT, BREACH OF WARRANTY, SCT'S NEGLIGENCE, STRICT LIABILITY, MISREPRESENTATION, AND OTHER CAUSES OF ACTION BASED ON SIMILAR LEGAL THEORIES. SCT AND LICENSEE FURTHER ACKNOWLEDGE AND AGREE THAT THEY ARE ENTERING INTO THIS AGREEMENT ON THE UNDERSTANDING THAT THE FEES FOR THE SCT SOFTWARE AND THE SERVICES TO BE PROVIDED UNDER THIS AGREEMENT HAVE BEEN SET TO REFLECT THE FACT THAT LICENSEE'S REMEDIES, AND SCT'S LIABILITY, SHALL BE LIMITED AS EXPRESSLY SET FORTH IN THIS AGREEMENT, AND IF NOT SO LIMITED, THE FEES FOR THE SAME WOULD HAVE BEEN SUBSTANTIALLY HIGHER.

17. Entire Agreement. This Agreement sets forth the entire agreement between the parties with respect to the subject matter hereof, and all prior discussions, representations, proposals, offers and oral or written communications of any nature are entirely superseded hereby and extinguished by the execution of this Agreement. Any purchase order or similar document which may be issued by Licensee in connection with the SCT Software, the license thereof, the services provided, or any other matter relating to this agreement shall be for Licensee's internal purposes only and any terms and conditions which may be included in such purchase order or other document shall not modify in any manner any of the terms and conditions of this Agreement and shall not bind SCT in any manner and shall be completely ineffective and unenforceable against SCT, even if it is initialed, signed, or acknowledged by a representative of SCT. No modification hereof or waiver of any right under this Agreement will be effective unless it is evidenced in a writing executed by an authorized representative of each party to this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement, through the signatures of their duly authorized representatives.

Effective Date: June 30, 1993

SCT SOFTWARE & RESOURCE MANAGEMENT CORPORATION

By: _____

Michael D. Chamberlain
President
Software & Technology Services
4 Country View Road
Malvern, PA 19355

UNIVERSITY OF IDAHO

By: _____

Terry Wallace
(Printed Name of Signatory)

Title: Financial V.P.

Moscow, Idaho 83843

EXHIBIT P

Payment Schedule

Licensee's cost for the license of the SCT Software and the services rendered pursuant to this Agreement is as follows:

Deliverable	Cost
BANNER Student License Fee	$142,275
BANNER Alumni License Fee	93,495
BANNER Financial Aid License Fee	105,655
BANNER Finance License Fee	121,950
BANNER Human Resources License Fee	101,625
Implementation/Support Services	
BANNER Student System Twelve (12) person-weeks, at a rate of $5,000 per person-week	$60,000
BANNER Alumni System Five (5) person-weeks, at a rate of $5,000 per person-week	$25,000
BANNER Financial Aid System Eight (8) person-weeks, at a rate of $5,000 per person-week	$40,000
BANNER Finance System Ten (10) person-weeks, at a rate of $5,000 per person-week	$50,000
BANNER Human Resources System Ten (10) person-weeks, at a rate of $5,000 per person-week	$50,000

Payment of the license fee for each Major System shall be made by Licensee to SCT as follows: Thirty (30%) percent by not later than thirty (30) days after the Delivery Date of the applicable Major System; an additional twenty (20%) percent by not later than September 30, 1993; an additional twenty (20%) percent by not later than December 31, 1993; an additional twenty (20%) percent by not later than March 31, 1994; and the remaining ten (10%) percent by not later than June 30, 1994.

Implementation/Support Services (Exhibit IS) and Consulting Services (Exhibit CS) shall be invoiced monthly, as such services are rendered, together with expenses as otherwise provided for in the Agreement, and shall be paid by Licensee to SCT by not later than thirty (30) days from the date of Licensee's receipt of the invoice therefor.

EXHIBIT CS

Consulting Services

I. Generation of Specifications for Modifications to SCT Software

A. Interview Licensee personnel to determine changes desired to be made to SCT Software as delivered by SCT.

B. Generate revised functional and technical specifications in a System Modification Requirements ("SMR") document, which will also contain cost and schedule estimates for SCT to implement such changes.

II. Modifications

SCT will modify and test the SCT Software to the extent proposed in any SMR document generated pursuant to the provisions of this Exhibit CS.

III. Rate - The following rates shall apply until September 30, 1994, after which time SCT may increase such rates upon thirty (30) days prior notice by not greater than ten percent (10%) per year:

Consulting, Implementation and Training Services	$125/hr
Engagement Management Services	$150/hr

EXHIBIT IS
Implementation/Support

I. Implementation/Support Services

SCT agrees, subject to the provisions of this Agreement and Licensee's timely performance of its obligations under this Agreement, to provide to Licensee the Implementation/Support services hereinafter described (the "Implementation Services").

A. Project Plan. SCT and Licensee shall develop a project plan which identifies SCT's and Licensee's responsibilities. Each Major System will be delivered in Source Code at the Location.

B. SCT Responsibilities. SCT shall provide Licensee with the number of person-weeks set forth in Exhibit P of user consulting and technical training in connection with the SCT Software. Additional time may be secured at SCT's then current rates therefor.

C. Licensee Responsibilities. Licensee is responsible for establishing overall project direction including assignment and direction of Licensee personnel involved in the project, providing a productive technical environment, and providing operational support to the implemented Major Systems at the completion of SCT's services.

Licensee will assign an overall project manager during the term of the project. Responsibilities of Licensee's project management personnel include daily access by SCT for project coordination, establishment and daily management of Licensee implementation plans, review of all SCT delivered documentation, coordination of project activities, support of resource requirements with Licensee's data processing department, management of production preparation activities in both technical and user areas, and coordination of the resolution of any changes in Licensee's policies or operating procedures.

Licensee will also designate at least one senior technical person for each Major System from its data processing staff to become knowledgeable and competent in supporting the SCT Software. SCT expects these individuals to participate in production preparation activities and SCT provided training. Licensee will also designate in each functional department a primary systems coordinator who is responsible for committing resources and for follow-up on outstanding issues.

II. Conditions

As a condition to SCT's obligation to provide the Implementation Services, Licensee agrees to provide the following hardware, software, and access to Licensee's facilities.

A. Software and Hardware. Licensee agrees to provide at the Location, at no cost to SCT, on or before the earliest Delivery Date, the software and hardware listed below (the "Licensee Environment"):

-Equipment

-Database Software

-COBOL and "C" compilers as provided for in the Agreement

-INAS Software

Licensee will maintain current with the SCT-designated release of the systems software listed above. Dependent tailoring parameters between multiple vendor products will be specified by SCT.

B. Access to Licensee Environment and Licensee's Facilities. Licensee will provide such additional assistance to SCT as SCT may reasonably request for the purpose of rendering the Implementation Services. Without limitation of the foregoing, Licensee will provide SCT, as reasonably necessary for SCT to perform its obligations under this Agreement, with all of the following without charge: (i) the Licensee Environment, provided and maintained at Licensee's expense in good working order and in actual operation at all times at which SCT reasonably requests operation for the purpose of rendering the Implementation Services; (ii) the right for SCT to use the Licensee Environment (including all related software), either on Licensee's premises or remotely by telecommunication, at SCT's request; (iii) teleprocessing capabilities; (iv) other computer systems of Licensee; (v) full and free access to the Licensee Environment and to Licensee's offices; (vi) office equipment and services such as desks, chairs, word processors, telephone, copying and other equipment and services appropriate to accommodate SCT personnel; and (vii) a reasonable amount of space on Licensee's premises, including parking space, for SCT personnel.

III. Additional Support.

Licensee will provide, at its sole expense, electronic access to the Licensee Environment from any of SCT's facilities.

Until the Delivery Date and the completion of all modification work, if any, in addition to the Licensee Environment, Licensee will provide SCT reasonable dedicated address space in which to execute an on-line test environment. Licensee will also provide SCT with a reasonable amount of disk storage space. SCT will exercise reasonable care to minimize the use of machine time and disk space.

Remote access will be provided on a twenty-four-hour-per-day, seven-day-per-week basis if the computer and communications facilities are scheduled for operation and SCT usage does not degrade the normal production use of the computer in any material respect. All disk storage allocated to SCT will be on-line during these hours.

Licensee will reimburse SCT for telephone charges incurred in connection with accessing the Licensee Environment unless such charges are incurred by SCT in connection with SCT's warranty obligations under this Agreement.

SCT SOFTWARE TECHNICAL CURRENCY AGREEMENT

This Agreement is entered into by and between SCT Software & Resource Management Corporation ("SCT") and the University of Idaho ("Licensee") on June 30, 1993.

Background

SCT and Licensee have entered into a Software License and Services Agreement for the SCT Software (the "License Agreement"), and desire that SCT provide Maintenance and Enhancements for the SCT Software on the terms and conditions contained in this Agreement.

Accordingly, the parties agree as follows:

1. Certain Definitions.

(a) Definitions Contained in the License Agreement. The capitalized terms of this Agreement will have the same meanings ascribed to them in the License Agreement, except as such terms are otherwise defined in this Agreement.

(b) Additional Definitions. The following definitions shall also apply:

(i) "Maintenance" means using reasonable efforts to correct documented defects, as that term is defined in the License Agreement, in the SCT Software, provided that such defects are not the result of any changes made to the SCT Software (other than Improvements provided by SCT under this Agreement) or the Database Software.

(ii) "Enhancements" means changes to the SCT Software which increase the functionality of the SCT Software.

(iii) "SCT Software" means SCT's then current unmodified (other than Improvements provided by SCT under this Agreement) BANNER Student, BANNER Finance System (including without limitation the BANNER Finance System Investment Management Module), BANNER Alumni, BANNER Human Resources and Financial Aid Major Systems licensed by SCT to Licensee under the License Agreement.

(iv) "Major System" means any one of the systems of the SCT Software.

(v) "New Releases" means new editions of the SCT Software which represent changes from the previous releases of the SCT Software.

(vi) "Improvements" means, collectively, Maintenance, Enhancements and New Releases provided under this Agreement.

(vii) "Initial Term" means that period beginning on the date first set forth above and ending July 31, 1996, inclusive.

(c) Inconsistencies. If there are any inconsistencies between the definitions contained in this Agreement and the definitions contained in the License Agreement, the definitions contained in this Agreement shall apply.

2. Services.

(a) Types of Services. In consideration of Licensee's full payment to SCT of the amounts set forth in Section 3 below, and subject to the terms and conditions set forth in this Agreement, SCT, during the term of this Agreement, agrees to provide to Licensee Maintenance for, Enhancements of, and New Releases of, each Major System. Subject to the availability of SCT personnel, at Licensee's written request, SCT shall perform any installation, implementation, or other services in connection with the Maintenance, Enhancements, and New Releases provided by SCT under this Agreement, at SCT's then-current hourly rates. Without limiting the foregoing, however, prior to the expiration of the Initial Term, SCT shall provide Licensee with Grants and Contracts functionality as an Improvement to the BANNER Finance System, and electronic approval capability for salary and personnel actions as an Improvement to the BANNER Human Resources System, at no additional fee therefor (collectively, "Committed Functionality"). SCT reserves the unilateral right to define the scope of and the specifications for the Committed Functionality.

(b) Limitations. SCT's obligations under this Agreement will be limited to the then current release and the immediately preceding release of each Major System. All Improvements will be part of the Major System and subject to all of the terms and conditions of the License Agreement and this Agreement. SCT's obligations under this Agreement are further conditioned upon Licensee providing SCT, as reasonably necessary for SCT to perform its obligations under this

Agreement, with all of the following without charge: (i) the Licensee Environment provided and maintained at Licensee's expense, in good working order and in actual operation at all times at which SCT reasonably requests access thereto for the purpose of rendering the services under this Agreement; (ii) the right for SCT to use the Licensee Environment (including all related software); (iii) remote electronic capabilities, if available from Licensee; (iv) access to other computer systems of Licensee; (v) access to Licensee's offices and personnel; and (vi) a reasonable amount of space on Licensee's premises, including parking space, for SCT personnel.

(c) Modifications Maintenance. Subject to the availability of SCT personnel, at Licensee's written request, SCT shall provide Maintenance in connection with any modifications made by SCT to the SCT Software (other than Improvements provided under this Agreement) at SCT's then-current hourly rates.

3. Payment and Taxes.

(a) Technical Currency Fees. For the Improvements provided by SCT under this Agreement, Licensee will pay SCT, on July 1, 1994, a fee equal to $104,250, and on each July 1 thereafter during the term of this Agreement, a fee specified by SCT which will not be more than one hundred ten (110%) percent of the fee due under this Agreement on the immediately preceding July 1.

(b) Additional Costs. If SCT, in its reasonable judgment, determines that a suspected defect is attributable to a cause other than a documented defect, as that term is defined in the License Agreement, in the SCT Software, then Licensee shall pay SCT an additional amount for its work performed in connection therewith on a per-hour basis, at SCT's then-current hourly rates. Licensee will also reimburse SCT for all reasonable travel, living, freight, and overnight delivery expenses actually incurred by SCT. Such expenses shall be billed as incurred. SCT shall use its best efforts to limit such expenses. By way of example and not limitation, SCT personnel will travel by coach fare and will book airfare fifteen (15) days in advance of whenever reasonably practical; will use Licensee-provided automobiles if available and if not, will share rental cars whenever reasonably practical; will stay in will stay in Licensee-provided housing whenever reasonably practical; and, to the extent that such a requirement does not present an unreasonable hardship to the SCT personnel providing such services, will arrange for SCT personnel to remain onsite for prescheduled Saturday implementation sessions. SCT shall in any instance provide Licensee with a detailed statement of such expenses with reasonable promptness after receipt of Licensee's written request therefor. Licensee shall pay each invoice under this Agreement by not later than thirty (30) days from the date of Licensee's receipt thereof.

(c) Taxes. Licensee represents that it is a tax-exempt entity. Notwithstanding the foregoing, however, taxes, other than taxes based on SCT's net income or capital stock, imposed by any taxing authority and based upon or in any way relating to this Agreement, the Improvements or services provided, or payments made under this Agreement shall be the responsibility of Licensee and shall be payable in addition to other fees and charges under this Agreement. Licensee may provide SCT, in lieu of paying any such tax required to be paid by Licensee, with a certificate of exemption in form and substance reasonably satisfactory to SCT; and Licensee may, if permitted by law, contest any such tax required to be paid by it under this Agreement, provided that Licensee has made prior arrangements reasonably satisfactory to SCT so that SCT will suffer no damage or injury as a result of such contest. Licensee, upon request by SCT, shall provide SCT with proof of payment, or exemption from payment, of any tax that Licensee would otherwise be required to pay under or in connection with this Agreement.

(d) Late Charges. All amounts not paid when due shall bear interest at a rate of interest per annum equal to the lesser of the prime rate established from time to time by Mellon Bank, N. A., Philadelphia, Pennsylvania plus three (3%) percent or the highest rate permitted by law.

4. Term. The Initial Term of this agreement is for the period commencing on the date set forth on the first page of this Agreement and continuing until July 31, 1996. This Agreement shall thereafter be automatically extended for consecutive one (1) year periods unless either party notifies the other in writing of its intent not to continue this Agreement at least one year prior to the expiration of the then current term.

5. Disclaimer of Warranties. Licensee agrees and understands that except as expressly set forth in this Agreement **SCT MAKES NO WARRANTIES WHATSOEVER, EXPRESSED OR IMPLIED, WITH REGARD TO ANY IMPROVEMENTS, AND THAT SCT EXPLICITLY DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. FURTHER, SCT EXPRESSLY DOES NOT WARRANT THAT THE SCT SOFTWARE OR ANY IMPROVEMENTS WILL BE USABLE BY LICENSEE IF THE SCT SOFTWARE HAS BEEN MODIFIED BY ANYONE OTHER THAN SCT, OR WILL BE ERROR-FREE, WILL OPERATE WITHOUT INTERRUPTION OR WILL BE COMPATIBLE WITH ANY HARDWARE OR SOFTWARE (OTHER THAN THE LICENSEE ENVIRONMENT) POSSESSED OR TO BE POSSESSED BY LICENSEE.**

6. Termination. Either party will have the right to terminate this Agreement if the other party breaches or fails to perform any material term or condition of this Agreement. Either party, if it has a right of termination as provided above, may terminate this Agreement at any time while the event or condition giving rise to that right of termination exists, by giving the other written notice of that event or condition and describing that event or condition in reasonable detail. Upon receipt of that notice, the other party will have a period of thirty (30) days in which to cause that event or condition to be corrected or cured to the reasonable satisfaction of the party desiring termination. If the event or condition giving rise to the right of termination is not so corrected or cured within that period, this Agreement will terminate as of the end of that period automatically, without further act by any party. Notwithstanding the foregoing, however, in the event that Licensee files a voluntary petition in bankruptcy or remains an involuntary petitioner in bankruptcy for a period exceeding ninety (90) days, SCT shall have the right to terminate this Agreement immediately, without further action or delay, by providing Licensee with written notice of such termination. Termination of this Agreement by either party in strict accordance with the terms and conditions of this Agreement will be without prejudice to the terminating party's other rights and remedies under this Agreement, both at law in equity.

7. Non-Appropriation of Funds. Licensee believes that sufficient funds can be obtained to pay all amounts due SCT under this Agreement and will use its best efforts to obtain, maintain and properly request and pursue funds from which payments under this Agreement may be made, including making provisions for such payments to the extent necessary in each budget submitted for the purpose of obtaining funding and using its best efforts to have such portion of the budget approved. It is Licensee's intent to make all payments due under this Agreement if funds are legally available therefor and in that regard Licensee represents and warrants to SCT that the Improvements are important to its proper, efficient and economic operation. In the event sufficient funds are not appropriated and budgeted or are otherwise legally unavailable to make payments to SCT for the Improvements, then Licensee will promptly notify SCT of such fact by providing SCT with written notice thereof at SCT's corporate headquarters in Malvern, Pennsylvania, and shall remit to SCT payment in full, prorated on a daily basis up to the effective date of termination, for the Improvements. Thereupon, SCT's obligations in connection with this Agreement shall be deemed terminated, without further action by either party. Nothing in this Section 7 will be construed so as to permit Licensee to terminate its obligations in connection with the Improvements in order to acquire any other software or services or to allocate funds directly or indirectly to perform essentially the same application for which the Improvements are being provided, including the provision of similar services by Licensee itself.

8. Notices. All notices and other communications required or permitted under this Agreement will be in writing and, except as otherwise provided in this Agreement, will be deemed given when delivered personally, sent by United States registered or certified mail, return receipt requested, or sent by overnight courier to the address shown on the signature page hereof, or to such other place as the parties hereto from time to time may direct. A copy of all notices to SCT shall also be sent to the attention of SCT's General Counsel at SCT's address set forth on the signature page.

9. Force Majeure. Neither party to this Agreement will be liable to the other for any failure or delay in performance under this Agreement due to circumstances beyond its reasonable control including, without limitation, Acts of God, accident, labor disruption, acts, omissions and defaults of third parties, and official, governmental and judicial action not the fault of the party failing or delaying in performance.

10. Assignment. The benefits and burdens of each party under this Agreement will not be assignable without the prior written consent of the other party to this Agreement, and any attempt to assign them without that consent will be void. Notwithstanding the foregoing, SCT may assign this Agreement to its successor by merger or consolidation or to any person or entity that acquires all or substantially all of its capital stock or assets; and SCT may assign this Agreement in whole or in part to any person or entity to which it transfers any exclusive rights in the SCT Software.

11. No Waiver. No failure of either party to this Agreement to prosecute its rights with respect to any single or continuing breach of this Agreement will act as a waiver of the right of that party to exercise later any right or enforce any remedy granted under this Agreement with respect to that same or any other breach of this Agreement by the other party to this Agreement.

12. Choice of Law; Severability. This Agreement will be governed by and construed in accordance with the laws of the Idaho If any provision of this Agreement is found invalid or unenforceable, it will be enforced to the maximum extent permissible, and the legality and enforceability of the other provisions of this Agreement will not be affected.

[Remainder of page intentionally left blank]

13. LIMITATIONS OF LIABILITY. SCT AND LICENSEE ACKNOWLEDGE AND AGREE THAT IN NO EVENT WILL SCT'S LIABILITY IN CONNECTION WITH THE IMPROVEMENTS OR SERVICES PROVIDED UNDER THIS AGREEMENT, OR ANY OTHER MATTER RELATING TO THIS AGREEMENT, EXCEED THE AMOUNT ACTUALLY PAID TO SCT BY LICENSEE UNDER THIS AGREEMENT FOR THE IMPROVEMENTS FOR THE MAJOR SYSTEM GIVING RISE TO THE LIABILITY IN THE YEAR THAT SUCH LIABILITY ACTUALLY ARISES, AND SCT WILL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, INCLUDING WITHOUT LIMITATION LOSS OF PROFITS, LOSS OF DATA, AND LOSS OF REVENUES, EVEN IF INFORMED OF THE POSSIBILITY THEREOF IN ADVANCE. THESE LIMITATIONS APPLY TO ALL CAUSES OF ACTION IN THE AGGREGATE, INCLUDING WITHOUT LIMITATION BREACH OF CONTRACT, BREACH OF WARRANTY, SCT'S NEGLIGENCE, STRICT LIABILITY, MISREPRESENTATION, AND OTHER CAUSES OF ACTION BASED ON SIMILAR LEGAL THEORIES. SCT AND LICENSEE FURTHER ACKNOWLEDGE AND AGREE THAT THEY ARE ENTERING INTO THIS AGREEMENT ON THE UNDERSTANDING THAT THE FEES FOR THE IMPROVEMENTS AND SERVICES TO BE PROVIDED UNDER THIS AGREEMENT HAVE BEEN SET TO REFLECT THE FACT THAT LICENSEE'S REMEDIES, AND SCT'S LIABILITY, SHALL BE LIMITED AS EXPRESSLY SET FORTH IN THIS AGREEMENT, AND IF NOT SO LIMITED, THE FEES FOR THE SAME WOULD HAVE BEEN SUBSTANTIALLY HIGHER.

14. Entire Agreement. This Agreement sets forth the entire agreement between the parties with respect to the subject matter hereof, and all prior discussions, representations, proposals, offers and oral or written communications of any nature are entirely superseded hereby and extinguished by the execution of this Agreement. Any purchase order or similar document which may be issued by Licensee in connection with the Improvements or the services provided under, or any other matter relating to, this agreement shall be for Licensee's internal purposes only and any terms and conditions which may be included in such purchase order or other document shall not modify in any manner any of the terms and conditions of this agreement and shall not bind SCT in any manner and shall be completely ineffective and unenforceable against SCT, even if it is initialed, signed, or acknowledged by a representative of SCT. No modification of, or waiver of any right under, this Agreement will be effective unless it is evidenced in a writing executed by an authorized representative of each party to this Agreement.

IN WITNESS WHEREOF, the parties to this Agreement have executed this Agreement through the signatures of their duly authorized representatives.

SCT SOFTWARE & RESOURCE MANAGEMENT CORPORATION

By:_____

Michael D. Chamberlain
President
4 Country View Road
Malvern, PA 19355

UNIVERSITY OF IDAHO

By:_____

Jerry Wallace
(Printed Name of Signatory)

Title: Financial V.P.

Moscow, Idaho 83843

ellucian®

CLOUD SOFTWARE ORDER FORM

This Cloud Software Order Form (the "Order Form") is between **ELLUCIAN COMPANY L.P.** ("Ellucian") and **UNIVERSITY OF IDAHO** (the "Client"). This Order Form amends the Software License & Services Agreement dated June 30, 1993 between the parties (the "Agreement") and, collectively, the Agreement and this Order Form constitute the entire understanding of the parties regarding the subject matter of this Order Form. If any terms of this Order Form conflict with any other terms of the Agreement, the terms of this Order Form will control. The transaction provided for in this Order Form is non-cancelable, and the amounts paid under this Order Form are nonrefundable, except as provided in this Order Form.

By the execution of this Order Form below, each party represents and warrants that it is bound by the signature of its respective signatory. Client has not relied on the availability of either any future version of any Cloud Software or any future Software product or service.

Ellucian		**Client**	
By:	DocuSigned by: Myrna Perry E43030F809884A3... *Authorized Signature*	**By:**	DocuSigned by: Julia McIlroy 887900A2353049F... *Authorized Signature*
Name:	Myrna Perry *Printed*	**Name:**	Julia McIlroy *Printed*
Title:	Sr. Director Revenue Recognition	**Title:**	Director
Date:	11/20/2016	**Date:**	11/20/2016

The later date of signature above is the "Execution Date" of this Order Form.
Client's Billing Contact Information appears below.

Client
Billing Contact Information

Name: Accounts Payable

Address: 875 Perimeter Drive MS4244

City, State, Zip: Moscow, Idaho 83844-4244

1. **Additional Definitions.** Each term defined below has the meaning given to that term below whenever the term is used in this Order Form. Other capitalized terms are defined elsewhere in this Order Form.

   "*Client Data*" means all electronic data or information submitted by Client to the Cloud Software, including without limitation any "*Client PII*" (meaning, personally identifiable information of Client's students, faculty and employees that is regulated by various state and federal laws and regulations).

   "*Cloud Contract Year*" means each period of twelve (12) consecutive months beginning on the Beginning Date or any anniversary thereof during the Cloud Software Term.

   "*Cloud Software*" means the Software or Component System identified in Exhibit A as "Cloud Software."

   "*Defect*" means a material deviation between the Cloud Software and its Documentation for which Client has provided Ellucian with reasonably detailed information such that Ellucian can replicate the deviation.

   "*Documentation*" means the on-line and hard copy functional and technical specifications that Ellucian provides for the Cloud Software, and that describe the functional and technical capabilities of the Cloud Software.

   "*Maintenance*" means providing Client with avoidance procedures or corrections for Defects. The details and procedures relating to the provision of Maintenance for the Cloud Software (collectively, the "Maintenance Standards") are specified in Exhibit B.

   "*New Releases*" means new editions (*i.e.*, major and minor releases) of the Cloud Software.

   "*Software Supplement*" means additional terms and conditions applying to particular Cloud Software, as specified in Exhibit A.

   "*Software Support Services*" means, collectively, Maintenance and New Releases.

   "*Third Party Component Providers*" means third parties utilized by Ellucian to provide components of the Cloud Software.

2. **License to Access and Use Cloud Software; Cloud Software Term.**

   2.1 Cloud Software. For the Cloud Software identified in Exhibit A, and only during the Cloud Software Term (as defined below), Ellucian grants Client a non-exclusive, non-transferable license to access and use the Cloud Software for Client's internal use only. This license is further subject to the usage parameters identified in each instance in Exhibit A.

   2.2 Cloud Software Term. The period commencing on the Beginning Date and continuing until the Expiration Date (each as specified in Exhibit A) is the "Initial Cloud Software Term." Following the Initial Cloud Software Term, Client's license to access and use the Cloud Software as provided in Section 2.1 will automatically renew for consecutive Cloud Contract Years on a year-to-year basis (each a "Renewal Cloud Contract Year"), unless either party notifies the other in writing of its intent not to effect such a renewal at least ninety (90) days prior to the Expiration Date, or, for any Cloud Contract Year subsequent to the Expiration Date, at least ninety (90) days prior to the expiration of the then-current Cloud Contract Year. The Initial Cloud Software Term combined with any Renewal Cloud Contract Year(s) is referred to herein as the "Cloud Software Term."

3. **Client Responsibilities and Prohibitions.**

- Client's authorized users will be provided with passwords, and Client must hold the passwords in strict confidence and not transfer, exchange, misuse or abuse the passwords in any way or attempt in any way to disable, deactivate or render ineffective the password protection of the Cloud Software.
- Client will be responsible for its users' compliance with this Order Form.
- Client will be responsible for the accuracy, completeness, quality and legality of Client Data and of the means by which it acquired Client Data.
- Client will use commercially reasonable efforts to prevent unauthorized access to or use of the Cloud Software and will notify Ellucian promptly of any such unauthorized access or use.
- Client will use the Cloud Software only in accordance with this Order Form, the Documentation and applicable laws.
- Client will not make the Cloud Software available to anyone other than its authorized users.
- Client will not sell, resell, rent or lease the Cloud Software.
- This Order Form is expressly made subject to United States government and other applicable laws, regulations, orders or other restrictions regarding export from the United States or another country, and import into any country, of computer hardware, software, technical data or other items, or derivatives of such hardware, software, technical data or other items. Client will not allow the Cloud Software, in whole or in part, to be exported outside of the United States, in any manner or by any means, without in each instance obtaining Ellucian's prior written consent and, if required, a validated export license from the Office of Export Administration within the United States Department of Commerce and such other appropriate United States governmental authorities. Client is prohibited from directly or indirectly exporting (or re-exporting) or providing access to the Cloud Software: (i) to any country to which the United States has embargoed goods (including, for these purposes, any national or resident of any such country); or (ii) to anyone on the United States Treasury Department's List of Specially Designated Nationals, List of Specially Designated Terrorists or List of Specially Designated Narcotics Traffickers, or the United States Commerce Department's Denied Persons List.
- Client will not create any derivative works based on the Cloud Software.
- Client will not use the Cloud Software to store or transmit any viruses, worms, time bombs, Trojan horses and other harmful or malicious code, files, scripts, agents or programs.
- Client will not attempt to gain unauthorized access to the Cloud Software or related systems or network.
- Client will not use the Cloud Software to communicate, by way of electronic communication or otherwise, any message, data or material that: (1) is libelous, harmful to minors, obscene or constitutes pornography, (2) infringes the copyrights, patents, trade secrets, trademarks, trade names or other proprietary or privacy rights of a third party or is otherwise unlawful, or (3) would otherwise give rise to civil liability, or that constitutes or encourages conduct that could constitute a criminal offense, under any applicable law or regulation.
- Certain Cloud Software is subject to additional terms and restrictions as set forth in Software Supplements attached to Exhibit A. Further, Ellucian may utilize certain Third Party Component Providers. With respect to the use of the Third Party Component Providers' services, Client agrees to comply with any third party contractual provisions outlined in the Software Supplements. In all cases, if any terms of a Software Supplement conflict with any other terms of this Order Form, the terms of the Software Supplement will control.

4. **Software Support Services for Cloud Software.** During the Cloud Software Term, as part of the annual subscription fees set forth in Exhibit A, Ellucian will provide Software Support Services for the Cloud Software. The application of Software Support Services by Ellucian may result in changes in the form, timing or other features of the Cloud Software. Ellucian will apply the Software Support Services to the Cloud Software to include Maintenance and New Releases.

5. **Cloud Software – Service Level Agreement.** Except as otherwise expressly provided for in any Software Supplement, Ellucian will provide the Cloud Software consistent with the Service Level Agreement (the "SLA") in the attached Exhibit C.

6. **Personally Identifiable Information.** To effect the purposes of this Order Form, Client may from time to time provide Ellucian with Client PII (Client representing that it has the right to do so in each such instance). Ellucian represents that it maintains appropriate data security measures, including a written information security policy, to protect Client PII consistent with applicable United States laws and regulations. Further, to protect the privacy of Client PII, Ellucian will, for so long as it retains Client PII: (i) maintain the confidentiality of Client PII, as provided in the applicable section(s) of the Agreement regarding Client's confidential information generally; (ii) limit access to Client PII to Ellucian's employees, agents and subcontractors who have a need to access Client PII to fulfill Ellucian's obligations under this Order Form; (iii) require that its agents and subcontractors who have access to Client PII agree to abide by substantially similar (and no less restrictive) restrictions and conditions that apply to Ellucian with regard to such Client PII; and (iv) implement appropriate administrative, technical and physical safeguards designed to ensure the security or integrity of such Client PII and protect against unauthorized access to or use of such Client PII that could result in substantial harm or inconvenience to Client.

7. **Payment Terms; Suspension of Cloud Software; Delivery.**

   7.1 Payment Terms. Subscription fees for each Cloud Contract Year will be specified by Ellucian in an invoice issued in advance of each such Cloud Contract Year and will be due and payable within thirty (30) days from the date of invoice (but not earlier than the first day of the applicable Cloud Contract Year for which such subscription fees are being remitted).

   7.2 Annual Subscription Fee Increases. The annual subscription fee shown in Exhibit A represents the subscription fee for each Cloud Contract Year during the Initial Cloud Software Term and will not increase during the Initial Cloud Software Term.

   For any Renewal Cloud Contract Year following the Initial Cloud Software Term, annual subscription fees will not increase by more than seven percent (7%) over the annual subscription fee payable for Cloud Software for the immediately preceding Cloud Contract Year.

   7.3 Suspension of Cloud Software. If Client fails to pay to Ellucian within thirty (30) days after Ellucian makes written demand for subscription fees due for Cloud Software, and payment of the amount in question is not the subject of a *bona fide* dispute, then, in addition to preserving its rights to collect payment of the past-due amount and all accompanying late fees, and all other rights and remedies that Ellucian may have at law or in equity, Ellucian may, in its sole discretion and without further notice to Client, suspend its performance of the Cloud Software.

   7.4 Delivery. Ellucian will, as soon as reasonably practical following the Execution Date, provide the necessary process and procedure for Client's access to the Cloud Software in accordance with this Order Form (the date on which Client is provided with this access is the "Delivery Date" for the purposes of the Cloud Software).

8. **Post Termination Actions.** Upon termination or expiration of the Cloud Software Term, Client access and use of the Cloud Software will immediately cease, and Client will have no further access to or use of the Cloud Software. Provided that Client has provided Ellucian with a written request at least thirty (30) days prior to the end of the Cloud Software Term, Ellucian will, at no additional charge to Client, promptly provide Client with a copy of all Client Data then in Ellucian's possession, in a commercially reasonable format. Such Client Data will then be securely deleted by Ellucian in accordance with Ellucian's then-current data security, retention and disposal policies. Upon termination or expiration of the Cloud Software Term, each party will promptly return

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to the other party any Confidential Information of the other party that is in their possession, or certify in writing to its destruction.

9. **Limited Warranty; Exclusive Remedy.** Except as otherwise expressly provided for in any Software Supplement, Ellucian warrants that, during the Cloud Software Term, the Cloud Software will operate without Defects. For each Defect, Ellucian, as soon as reasonably practicable and at its own expense, will provide Client with an avoidance procedure or a correction of the Defect (in accordance with the Software Support Services provisions of this Order Form and the associated Maintenance Standards attached hereto as Exhibit B). If, despite its reasonable efforts, Ellucian is unable to provide Client with an avoidance procedure for or a correction of a Defect, then, subject to the limitations set forth in Section 10 below, Client may pursue its remedy at law to recover direct damages resulting from the breach of this limited warranty. These remedies are exclusive and are in lieu of all other remedies, and Ellucian's sole obligation for breach of this limited warranty is contained in this Section 9. ELLUCIAN MAKES NO OTHER WARRANTIES WHATSOEVER, EXPRESS OR IMPLIED, AND ELLUCIAN EXPLICITLY DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY, NON-INFRINGEMENT AND FITNESS FOR A PARTICULAR PURPOSE. ELLUCIAN EXPRESSLY DOES NOT WARRANT THAT THE CLOUD SOFTWARE, IN WHOLE OR IN PART, WILL BE ERROR FREE OR WILL OPERATE WITHOUT INTERRUPTION.

10. **LIMITATION OF LIABILITY.** FOR THE CLOUD SOFTWARE LICENSED PURSUANT TO THIS ORDER FORM, ELLUCIAN'S CUMULATIVE LIABILITY WILL NOT EXCEED THE SUBSCRIPTION FEES THAT CLIENT ACTUALLY PAID TO ELLUCIAN FOR THE CLOUD SOFTWARE GIVING RISE TO THE LIABILITY FOR THE SIX (6) MONTH PERIOD PRECEDING THE DATE ON WHICH SUCH LIABILITY FIRST AROSE. IN NO EVENT WILL ELLUCIAN BE LIABLE TO CLIENT FOR ANY PUNITIVE, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, OR ANY LOST BUSINESS OR LOST PROFITS, WHETHER BASED ON BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), PRODUCT LIABILITY, OR OTHERWISE, AND WHETHER OR NOT ELLUCIAN HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE LIMITATIONS AND EXCLUSIONS IN THIS SECTION 10 WILL ALSO SPECIFICALLY SURVIVE A FAILURE OF ESSENTIAL PURPOSE OF ANY REMEDIES THAT MAY BE PROVIDED IN THIS ORDER FORM OR THE AGREEMENT.

EXHIBIT A TO THE CLOUD SOFTWARE ORDER FORM

Ellucian Cloud Software

Cloud Software	Beginning Date	Expiration Date	Software Supplement	Annual Subscription Fee [1]
ELLUCIAN CRM ADVANCE [2,3]				
Ellucian CRM Advance *Includes:* • 10 Ellucian CRM Premium Named Users • 90 Ellucian CRM Standard Named Users • Two Ellucian CRM Advance instances: One (1) Production; One (1) non-Production (QA, Test, Development)	The first day of the next month following the Execution Date	The last day of the sixtieth (60th) month after the Beginning Date	Microsoft Software Supplement	$93,921
Additional Hosting Services	**Beginning Date**	**Expiration Date**	**Software Supplement**	**Monthly Subscription Fee [3]**
Additional Hosting Services to Assist with Data Migration [4]	The first day of the next month following the Execution Date	Until terminated by either party, with at least sixty (60) days' advance written notice; but, in any event, not longer than until the last day of the sixtieth (60th) month after the Beginning Date	N/A	$750 per month (beginning on the first anniversary of the Beginning Date)

Notes:

1 The pricing contained in this Order Form is valid only if the Execution Date occurs on or before November 30, 2016.

2 Ellucian currently utilizes Amazon Web Services ("AWS") for the provision of hosting services associated with this Cloud Software. In this regard, Client shall ensure that all Client authorized users comply with the Acceptable Use Policy and other applicable services terms currently available at http://aws.amazon.com/legal.

3 For the purposes of this Cloud Software, the following definitions will apply: "Premium Named Users" means individuals who have full access to the CRM capabilities within any Ellucian CRM application and are authorized by Client to use the Cloud Software, for whom subscriptions to the Cloud Software have been ordered, and who have been supplied user identifications and passwords by Client (or by Ellucian at the request of Client). "Standard Named Users" means individuals who have read, write, edit and delete capabilities (based on the role-based access controls that Client decides to enforce) and who are authorized by Client to use the Cloud Software, for whom subscriptions to the Cloud Software have been ordered, and who have been supplied user identifications and passwords by Client (or by Ellucian at the request of Client). Standard Named Users may *not* make data structure changes, manage security roles, manage data through bulk import operations, or configure communication campaigns, goals, workflows, dialogs, system dashboards, system views, or reports. Standard Named Users can use workflows, dialogs, goals and create their personal dashboards and views. Standard Named Users may *not* manage or send mass communications or email campaigns using Dynamics CRM Marketing Campaign functionality or third party email marketing solutions. Premium/Standard Named User licenses are for Client's designated users – including 3rd party agents - only and cannot be shared or used by more than one individual; provided, however, that Premium/Standard Named User licenses can be reassigned by Client to individuals replacing former Premium/Standard Named Users who no longer require ongoing use of the Cloud Software.

4 Ellucian currently utilizes AWS for the provision of these hosting services. Client shall ensure that all Client

authorized users comply with the Acceptable Use Policy and other applicable services terms currently available at http://aws.amazon.com/legal.

Termination of On-Premises Maintenance Services. Client has a continuing license to use the Banner Advancement on-premises software, in accordance with the terms and conditions contained in the Agreement, and Ellucian will continue to provide limited maintenance support for a period of twelve (12) months (the "Transition Period") from the first day of the month following the Execution Date. During the Transition Period, Client's Maintenance fees for the Banner Advancement on-premises software (and only that software) will be discounted by 50% (for the avoidance of doubt, all other payment obligations in the Agreement remain in full force and effect, including timing and method of payment). Client acknowledges and agrees that Ellucian's obligations to provide Maintenance (sometimes referred to elsewhere as Software Support Services and/or Improvements) during the Transition Period will be limited to telephone support, regulatory releases and defect corrections only. Specifically, Client will not be entitled to use any new product enhancements that may become available during the Transition Period (including, without limitation, provision of updates, telephone support, and error corrections) for the Banner Advancement on-premises software, as provided-for under the Agreement. Credits for any prepaid Maintenance fees or payments for the Banner Advancement on-premises software that are applicable to any period of time from and after the Beginning Date, if any, are hereby credited toward the subscription fees payable hereunder.

Software Supplement Attached to Exhibit A

MICROSOFT SOFTWARE SUPPLEMENT

These terms apply to any Microsoft products (the "Microsoft Products") that are made available, displayed, run, accessed or which otherwise interact, directly or indirectly with the applicable Cloud Software. Microsoft Corporation or one of its affiliates (collectively, "Microsoft") has licensed the software to Ellucian.

By using the Cloud Software (which is connected as described above to Microsoft Products) Client accepts these terms.

1. Client may not remove, modify, or obscure any copyright, trademark or other proprietary rights notice that is contained in or on the Microsoft Products.
2. Client may not reverse engineer, decompile, or disassemble the Microsoft Products, except to the extent that such activity is expressly permitted by applicable law.
3. NO WARRANTIES BY MICROSOFT. CLIENT AGREES THAT IF CLIENT HAS RECEIVED ANY WARRANTIES WITH REGARD TO THE MICROSOFT PRODUCTS OR THE CLOUD SOFTWARE, THEN THOSE WARRANTIES ARE PROVIDED SOLELY BY ELLUCIAN AND DO NOT ORIGINATE FROM, AND ARE NOT BINDING ON, MICROSOFT.
4. NO LIABILITY OF MICROSOFT FOR CERTAIN DAMAGES. TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, MICROSOFT SHALL HAVE NO LIABILITY FOR ANY INDIRECT, SPECIAL, CONSEQUENTIAL OR INCIDENTAL DAMAGES ARISING FROM OR IN CONNECTION WITH THE USE OR PERFORMANCE OF THE MICROSOFT PRODUCTS OR THE CLOUD SOFTWARE, INCLUDING WITHOUT LIMITATION, PENALTIES IMPOSED BY GOVERNMENT. THIS LIMITATION WILL APPLY EVEN IF ANY REMEDY FAILS OF ITS ESSENTIAL PURPOSE.
5. This Order Form only gives Client limited rights to use the Microsoft Products in connection with the Cloud Software. Ellucian and Microsoft reserve all other rights.
6. Client agrees that Ellucian may disclose Client's information to Microsoft as reasonably necessary to verify compliance with this Order Form.
7. The Microsoft Products are not fault-tolerant and are not guaranteed to be error free or to operate uninterrupted. Client may not use the Microsoft Products in any application or situation where the Microsoft Products' failure could lead to death or serious bodily injury of any person, or to sever physical or environmental damage ("High Risk Use"). High Risk Use does not include utilization of the Microsoft Products for administrative purposes, to store configuration data, engineering and/or configuration tools, or other non-control applications, the failure of which would not result in death, personal injury, or severe physical or environmental damage. These non-controlling applications may communicate with the applications that perform the control, but must not be directly or indirectly responsible for the control function. Client will be responsible for any third-party claim arising out of Client's use of the Microsoft Products in connection with any High Risk Use.
8. Microsoft is an intended third party beneficiary of this Order Form with the right to enforce provisions of this Order Form and to verify Client's compliance.

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EXHIBIT B TO THE CLOUD SOFTWARE ORDER FORM

Maintenance Standards

1. Ellucian's Action Line will be available to Client for Defect reporting five (5) days per week, Monday through Friday (excluding national holidays and Ellucian-observed holidays), from 8:00 AM to 8:00 PM (Eastern U.S. Time). However, Production outages will be supported 24x7x365 as long as Client contacts Ellucian's Action Line via the 800 telephone number provided to Client.

2. Ellucian uses reasonable commercial efforts to respond to Client's Notifications in accordance with the following guidelines, with the time period to be measured beginning with the first Ellucian business hour occurring after Ellucian receives Client's Notification:

Priority Levels	Definition	Target Response Times
Priority One	A Notification that Client believes that a Defect has caused a full failure of the Cloud Software; or a failure that prevents Client from performing data processing which is critical to Client's operations on the day on which the alleged Defect is reported	1 hour or less
Priority Two	A Notification that Client believes that a Defect has caused a partial failure of the Cloud Software or a failure that significantly hinders Client's ability to perform data processing which is critical to Client's operations on the day on which the alleged Defect is reported	4 hours or less
Priority Three	A Notification that Client believes that a Defect has caused an intermittent failure of, or problem with, the Cloud Software, or that causes a significant delay in Client's ability to perform data processing on the day on which the alleged Defect is reported, but where the processing is not critical to Client's operations	24 hours or less
Priority Four	A Notification that Clients believes that a Defect exists, but it does not significantly affect critical processing	72 hours or less

For purposes of these targets, a "response" will mean an initial contact from an Ellucian representative to Client to begin evaluation of the problem reported under one of the categories of calls identified above. As a prerequisite to Ellucian's obligation to respond to Client's Notification(s), Client must follow Ellucian's policies and procedures (such as the dialing of a particular phone number, the categorization of a particular problem, etc.) when submitting a Notification.

A "Notification" means a communication to Ellucian by means of: (i) Ellucian's Action Line; (ii) the placement of a telephone call; or (iii) the sending of an e-mail, in each case, in accordance with Ellucian's then-current policies and procedures for submitting such communications.

3. Response times listed in this Exhibit reflect targets and should not be construed as contractual obligations. Response time commitments do not promise a complete resolution within the stated time frames. Rather, the time commitment is intended to indicate the estimated target time interval in which Ellucian will contact Client after triaging and routing. Ellucian will begin working the request to seek a resolution of the issue once communication with Client has been established to verify the request and depending on the priority level as described above.

EXHIBIT C TO THE CLOUD SOFTWARE ORDER FORM

Service Level Agreement

1. **Service Levels; General and Definitions.**

   - Availability: "Availability" means the percentage of a particular month (based on 24-hour days for the number of days in the subject month) that the Cloud Software production instance is available for remote access by Client and able to receive, queue and execute real-time requests, all as measured by Ellucian.

   - Measurement: Availability is measured as the ratio of actual Availability to expected Availability resulting in an "Achieved Availability" percentage. Achieved Availability is determined by calculating the aggregated 5 minute periods, during the periods the Cloud Software is scheduled to be available, ("Scheduled Uptime") excluding without limitation scheduled downtime or emergency maintenance, that the Cloud Software is unavailable for use by Client ("Unscheduled Outage"), divided by the total aggregate minutes of scheduled Availability for the month which is Scheduled Uptime minus the time the Cloud Software is scheduled to be unavailable with Client's agreement ("Scheduled Downtime"), and rounded to the nearest tenth (10th) unless otherwise indicated in the specific service level definition. Availability will be measured by Ellucian monitoring tools.

     The Achieved Availability calculation is expressed as:

     1 – (Unscheduled Outage / (Scheduled Uptime - Scheduled Downtime))

2. **Service Level Objectives.**

   Ellucian's objective is to achieve 99.50% Availability for the Cloud Software.

3. **Production Service Level Credits.**

Availability	Service Credit
>= 99.50%	None
98.00% to 99.49%	5%
97.00% to 97.99%,	10%
95.00% to 96.99%,	15%
92.00% to 94.99%,	20%
<92.00%	25%

The Service Credit percentage will be applied to the subscription fee paid by Client for the affected Cloud Software for the month being measured (*i.e.*, an amount equal to 1/12 of the applicable annual subscription fee associated with the Cloud Software).

In order to receive any of the Service Credits described above, Client must notify Ellucian within thirty (30) days of an incident occurring that they intend on collecting Service Credits. Failure to comply with this requirement will forfeit Client's right to receive a Service Credit.

If Ellucian can confirm the unavailability, and after Ellucian performs a root cause analysis which identifies that the Cloud Software was the cause of the unavailability, then Service Credits will be applied and aggregated in an "Annual Credit Account." Promptly following the end of each Cloud Contract Year during the Cloud Software Term, the Annual Credit Account for the prior Cloud Contract Year will be applied as a credit against the subscription fees due for the then-current Cloud Contract Year. Service Credits are not refundable and can be used only towards future billing charges for the Cloud Software, as provided above in this paragraph. For

credit balances in Annual Credit Accounts applicable to the final Cloud Contract Year of the Cloud Services Term, Ellucian will, promptly following the end of the Cloud Software Term, issue Client a payment in the amount of the Annual Credit Account balance. Notwithstanding the above, the total amount credited to Client in a particular month will in no event exceed an amount equal to twenty-five percent (25%) of the subscription fee paid by Client for such month (*i e*, an amount equal to 1/12 of the applicable annual subscription fee associated with the Cloud Software) for the affected Cloud Software. Service Credits are exclusive of any applicable taxes charged to Client or collected by Ellucian. Such Service Credits are Client's sole and exclusive remedy with respect to any failure or deficiency in the Cloud Software.

4. **Cloud Software Environment Maintenance Procedures**

Ellucian reserves the right to perform emergency maintenance without any prior notification to Client, if Ellucian determines that it is necessary to protect and maintain the security and/or integrity of the Cloud Software.

Ellucian's standard maintenance windows are as described below (NOTE: The below windows are maximums and will only be utilized if required). Ellucian will use diligent efforts to announce scheduled maintenance as defined by these maintenance windows.

Application Specific Services Infrastructure – Maintenance Windows				
Window	**Duration**	**Days**	**Anticipated service disruption**	**Notification**
Daily	2 hours	Weekdays, outside of normal U.S. Ellucian business hours	Low	None
Weekly	4 hours	Weekend	Low	48 hours
Monthly	8 hours	Weekend	Likely	1 week

The "Application Specific Services Infrastructure" is controlled by Ellucian and encompasses, but is not limited to, the following: database software, application software, refreshes, system configuration changes, and programming-related activities. The specific timings for the above windows are published by Ellucian and can be changed at Ellucian's sole discretion.

Emergency changes required to restore disrupted Cloud Software will follow documented change processes and may not occur during a defined window.

For Client's having the specific right to access a test/non-production environment, maintenance on the test/non-production environment will be performed during business hours with at least one (1) months' notice. No Service Credits will be issued for the test/non-production environment.

5. **Exclusions.**

This Service Level Agreement (including any associated Service Credits provided form herein) will not apply in the event of any performance issue or failures caused by:

- Circumstances beyond Ellucian's reasonable control, including, without limitation, acts of any governmental body, war, insurrection, sabotage, armed conflict, embargo, fire, flood, strike or other labor disturbance, interruption of or delay in transportation, unavailability of or interruption or delay in telecommunications or third-party services, virus attacks or hackers, failure of third-party software (including, without limitation, e-commerce software, payment gateways, chat, statistics or free scripts) or inability to obtain raw materials, supplies, or power used in or equipment needed for performance under this SLA;

- Failure of access circuits to the Ellucian network or its upstream providers, unless such failure is caused solely by Ellucian;
- Scheduled maintenance, to the extent provided herein, and emergency maintenance and upgrades;
- Domain Name Server ("DNS") issues outside the direct control of Ellucian;
- Issues with FTP, POP, IMAP, or SMTP customer access;
- False failures reported as a result of outages or errors of any Ellucian measurement system;
- Client's acts or omissions (or acts or omissions of others engaged or authorized by Client) that interfere with or disrupt the integrity or performance of the Cloud Software, including, without limitation, custom scripting or coding (e.g., CGI, Perl, HTML, ASP, SQL, etc.), any negligence, willful misconduct, or misuse of the Cloud Software;
- e-mail or webmail delivery and transmission;
- DNS Propagation; or
- Outages, delays, or latency elsewhere on the Internet that hinder access to the Cloud Software.

Ellucian is not responsible for browser or DNS caching that may make the Cloud Software appear inaccessible when others can still access it.

Ellucian will guarantee only those areas considered under the reasonable control of Elluclan.

Ellucian may change, discontinue or add to this Service Level Agreement from time to time, but will provide sixty (60) days advance notice to Client before materially reducing the benefits offered to Client under this Service Level Agreement.

ellucian®

PROFESSIONAL SERVICES ORDER FORM

This Professional Services Order Form (the "Order Form") is between **Ellucian Company L.P.** ("Ellucian") and **University of Idaho** (the "Client"). This Order Form amends the Software License and Services Agreement dated June 30, 1994 between the parties (the "Agreement") and, collectively, the Agreement and this Order Form constitute the entire understanding of the parties regarding the subject matter of this Order Form. If any terms of this Order Form conflict with any other terms of the Agreement, the terms of this Order Form will control. The transaction provided for in this Order Form is non-cancelable, and the amounts paid under this Order Form are nonrefundable, except as provided in this Order Form.

Services (Time and Materials): Ellucian will provide Client with the additional time and materials services identified in the table below, during the period specified in the table. For the avoidance of doubt, these are not "fixed fee" or "not to exceed" services, but rather time and materials services for which Client will pay Ellucian for services rendered at the hourly rate provided for in the table below.

Description [1]	Service Amount	Rate [2]	Fee [3]
Ellucian CRM Advance Implementation	1,378 person-hours	$213 per person-hour	$293,514
Data Conversion Development	240 person-hours	$90 per person-hours	$21,600
Project Management	218 person-hours	$187 per person-hour	$40,766
TOTAL SERVICES FEE: [4]			**$355,880**

Notes:

1 See Attachment 1 to this Order Form for a description of the services.

2 Hourly rates specified in this table will be held in place for services rendered on this implementation project for a period beginning on the Execution Date and ending one (1) year later. Hourly rates applicable to services rendered on this implementation project during the second year following the Execution Date will increase by five percent (5%) over the hourly rates applicable during the first year. Thereafter, services will be provided on a time and materials basis at hourly rates equal to Ellucian's then-current list price rates for the services at issue.

3 Travel and living expenses are additional and will be billed monthly as Ellucian renders the services. Client is advised that, without limitation, Ellucian personnel rendering services bill for preparation time and follow-up time. Where a number of hours is specified in the table with an associated hourly rate, the "Fee" is a good faith estimate based on the information available to Ellucian as of the Execution Date. The total amount that Client will pay for these services (i.e., the "TOTAL SERVICES FEE") will vary based on the actual number of hours of services required to complete the services and the rate that is applicable during that year in which the services are rendered.

4 The pricing contained in this Order Form is valid only if the Execution Date occurs on or before November 30, 2016.

Payment Terms – Time and Materials Services: Ellucian will invoice Client for all time and materials services on a monthly basis in arrears and payments will be due within thirty (30) days from the date of the invoice.

Payment Terms – Expenses and Other Charges: Ellucian will invoice Client for reimbursable expenses and other applicable charges on a monthly basis in arrears and payments will be due within thirty (30) days from the date of the invoice.

Ellucian		**Client**	
By:	DocuSigned by: Myrna Perry *Authorized Signature*	**By:**	DocuSigned by: Julia McIlroy *Authorized Signature*
Name:	Myrna Perry *Printed*	**Name:**	Julia McIlroy *Printed*
Title:	Sr. Director Revenue Recognition	**Title:**	Director
Date:	11/20/2016	**Date:**	11/20/2016

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ATTACHMENT 1

Ellucian CRM Advance - Scope of Service

Service Description

Engagement	Engagement Description	Estimated Ellucian Hours
Project Management Support/Team Lead (Remote)	• Provide general project support including assistance in scheduling, coordination of Ellucian resources and activities, overall project status to ensure on-time, on-budget implementation.	218
Ellucian CRM Advance: Core Facilitations (Remote)	• Lead client through facilitated sessions on best practice use of core modules (Biographic, Contributions, Prospect, Membership, Events, Security, Reporting, and Integration). • Determine efficient business flow for key processes based on institutional policies/requirements.	126
Ellucian CRM Advance: Business Requirements Setup (Remote)	• Incorporate decisions made in facilitations (Biographic, Contributions, Prospect, Membership, Events and Security) and setup CRM Advance based on institution requirements.	56
Ellucian CRM Advance: Functional Consulting Support (Remote)	• Guide client on legacy data cleanup. • Provide general support on institution's use of CRM features/functions.	80
Ellucian CRM Advance: Technical Consulting Support (Remote)	• Assist client with setup of delivered integration points for Banner ERP using delivered API's. • Provide general technical support on CRM features/functions.	80
Ellucian CRM Advance: Functional Migration Support Services (Remote)	• Provide functional support to lead client data migration efforts using delivered ETL/Migration toolkit. Areas of assistance may include: ○ Lead data mapping for lookup crosswalks. ○ Triage of transformation, load and data validation issues identified during execution of ETL steps (three runs; initial, correction and production go-live). ○ Assist with planning for data validation efforts including refinement of test plans. ○ Identify and document client specific data transformations needed. ○ Act as liaison between client and Ellucian technical data migration resources.	576
Ellucian CRM Advance: Technical Migration Support Services (Remote)	• Provide technical support to lead client data migration efforts using delivered ETL/Migration toolkit. Areas of assistance may include: ○ Install ETL tool in conversion environment. ○ Execute ETL process up to three times (initial run, correction run, production go-live run) and triage import, transformation, load and data validation issues identified.	300
Ellucian CRM Advance: Data Conversion Development (Remote)	• Develop up to six client specific data transformations. *Note: This delivery could potentially be off-shored.*	240

Ellucian CRM Advance: Production Readiness Support (Remote)	• Work with client to verify status of go-live readiness activities. • Assist client with triaging go-live activities.	160
	TOTAL	**1,836**

Project Assumptions:

- Services listed in scope will be delivered remote unless noted as onsite or otherwise negotiated with client as onsite.
- Implementation activities are based on SaaS deployment.
- On-premise federation service setup has been completed.
- Legacy system database readiness activities have been completed and client is on an approved version/ platform of an Ellucian solution.
- The Integration Facilitation will focus on Ellucian ERP and other third party integrations with CRM via the Ellucian Ethos Platform using delivered API's.

Client Responsibilities:

- Provide a primary contact for staff to work with.
- Identify the necessary participants for work sessions.
- Participate in work sessions/discussions as needed.
- Client will cooperate with and assist Ellucian as necessary to enable services to be delivered.
- Client will lead all data validation efforts and submit issues for triage.

Out of Scope:

- Items not noted in description above are considered out of scope unless agreed upon by client/Ellucian. Client may request a services estimate for additional assistance.

TAB	DESCRIPTION	ACTION
1	GRADUATE MEDICAL EDUCATION COMMITTEE ANNUAL REPORT	Information Item
2	SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS	Action Item
3	THREE-YEAR PROGRAM PLANS	Action Item
4	BOARD POLICY III.N. – GENERAL EDUCATION – FIRST READING	Action Item
5	BOARD POLICY III.G. – POSTSECONDARY PROGRAM APPROVAL AND DISCONTINUANCE AND BOARD POLICY III.H. PROGRAM REVIEW – SECOND READING	Action Item
6	BOISE STATE UNIVERSITY – INSTITUTE FOR ADVANCING AMERICAN VALUES	Action Item
7	PROGRAM PRIORITIZATION FIVE-YEAR REPORTS	Information Item

SUBJECT

Graduate Medical Education Committee Annual Report

REFERENCE

December 2017	Board approved Ten-year strategic plan for Graduate Medical Education.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
August 2019	Board received an update on the status of graduate medical education in Idaho and the Board's 10-year graduate medical education plan.
August 2020	Board received an update on the implementation of the Board's graduate medical education plan.
September 2020	Board approved revision to FY22 budget for graduate medical education

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Graduate Medical Education (GME) represents the time period of professional medical training after medical school (students) in which a physician (residents) learns to be an independent, competent, safe and skilled clinician who will become licensed and certified in their particular specialty. This training period typically lasts from 3-7 years of training after medical school. Medical students are recruited from medical schools nationally and globally to Idaho GME residency programs. Completion of the residency program also marks completion of the necessary physician training for medical students to become future skilled and caring physicians. In order to become a practicing physician, licensure depends on completing a residency.

Idaho currently ranks 45th in the United States for physicians per capita and 47th in the U.S. for number of GME "residency" positions per capita. Since 50-75% of residency program graduates live within 100 miles of where they graduate, there is a direct correlation between the number of GME residency programs, the number of GME residents in training and the retention rate of the physician workforce in a state. GME therefore becomes the essential ingredient to focus on to help build Idaho's current and future healthcare workforce.

IMPACT

A Ten Year GME Strategic Plan was created in 2017 to increase the number of GME programs in Idaho from nine to twenty-one over the course of a decade. Additionally, there will be an expansion from four fellowships to nine during this timeframe. Fellowships consist of extended GME training for medical students

after they have completed residency in a specialized area. This will increase the number of residents and fellows in training from 141 (2017) to 356 in 2028. This will result in the number of graduates each year from Idaho's GME programs going from 52 per year (2017) to 124 per year in 2028.

The impact of the Ten Year GME plan will be to produce an additional 1,440 physicians over what would have been produced without this Ten Year Plan. The State of Idaho will only contribute one-third of the expense to train a physician and will eventually pay approximately $14 million/year when the plan is fully built out. At least 50% of these physicians will be retained in the State of Idaho. Since each physician will generate approximately $1.9M per year in economic impact and 12 jobs per physician, the economic impact to Idaho will be approximately $1.9 billion and 12,000 new jobs. This will represent a 15.9 to 1 return on investment to Idaho while at the same time ensuring more accessible and affordable care that is of high quality and at a lower cost to the citizens of Idaho.

The last two years have created challenges in advancing the objective of the Ten Year Plan. Governor Little has been very supporting of the GME work, but limited funding has created challenges in the ability to meet the current timeline. The Graduate Medical Education Committee's executive team will review the progress on the Ten Year plan throughout this year to assure that programs continue to advance.

The GME Committee will coordinate implementation of the Ten Year Plan, including assessment and evaluation of the plan toward meeting desired outcomes associated with expanding the delivery of medical care across the state.

ATTACHMENTS

Attachment 1 – Graduate Medical Education Committee Annual Report
Attachment 2 – Roster of GME Members
Attachment 3 – FY 2023 Budget Request with 3.1% Cap
Attachment 4 – GME Programs and Resident and Fellow Locations in Idaho
Attachment 5 – Programs with Current and Proposed Residents and Fellows
Attachment 6 – GME Dashboard
Attachment 7 – University of Utah School of Medicine Annual Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Graduate Medical Education Committee has made adjustments in the last year due to the limitations of resources that occurred with the COVID-19 pandemic. While the Governor allowed GME some reprieve from the 5% holdback, the Ten Year Plan did experience some slowing in the ability to meet the milestones set forth in the plan. Attachment 1 describes the work that the Graduate Medical Committee has done.

The FY 2023 budget guidance requires a 3.1% cap in requests, resulting in some further slowing in addressing the objectives of the Plan. The committee has been grateful for the support of the Governor's Office and has submitted a budget in alignment with the directives of the Division of Financial Management. That proposed budget is contained in Attachment 3 and will be part of the budget approval process brought to the Board through the Business Affairs and Human Resources (BAHR) Committee.

BOARD ACTION

This item is for informational purposes only.

July 19, 2021

The Idaho 2021 Graduate Medical Education Committee Annual Report to the State Board of Education

Ted Epperly, M.D., GME Coordinator
Moe Hagman, M.D., Chairman
Mary Barinaga, M.D. Vice Chair
Todd Kilburn, CFO, (OSBE)

EXECUTIVE SUMMARY:

As the Idaho Ten Year Graduate Medical Education (GME) Strategic Plan enters its fourth year, it has been very successful in meeting its purpose and vision. In just these three years, the plan has grown new GME (residency) programs from nine to twelve (33.3% increase) and has also expanded the number of residents and fellows in training from 134 to 217 (61% increase). [1]

With this growth, Idaho has moved from 49th in the United States for the number of primary care physicians per 100,000 people to 45th. Additionally, Idaho has moved from 49th for the number of GME resident physician positions per 100,000 to 47th this is significant progress! [1] With the support of the Idaho State Board of Education, Governor Little, and the Idaho Legislature, the FY 2023 Budget Plan will fund 14 new residents and fellows in existing programs and will develop two new residency/fellowship programs in the next year.

ATTACHMENT 1

The Idaho Graduate Medical Education Committee (GMEC) provides oversight of the Ten Year GME Strategic Plan and oversees the metric dashboard that holds all programs accountable for meeting our desired outcomes. All programs are meeting the goals of accreditation, which includes 100% resident position fill rates, as well as having over 50% of their graduates staying in Idaho. Additionally, almost all programs have 30% or more of their graduates staying in rural and urban underserved communities in Idaho, and all programs are of excellent quality with high Board Certification pass rates. Ultimately these programs provide increased access to care for many Idahoans and will for decades to come. Additionally, these programs provide economic benefits to their communities and to the state.

The Ten Year Idaho GME Plan has successfully met its commitment to help grow and enhance the physician workforce in Idaho and to provide improved health and healthcare to many Idahoans. The Idaho GMEC would like to thank the Idaho State Board of Education and staff, Governors Little and Otter, the Division of Financial Management, the Joint Finance and Appropriation Committee and members of the Idaho House and Senate for their steadfast support.

1. **Current Status:**

July 1, 2021 marked the beginning of the fourth year of the Idaho Ten Year Graduate Medical Education Strategic Plan. Our Ten Year GME strategic plan has been innovative and garnered national attention as a way to help states increase their physician workforce. This is particularly true in rural and frontier states like Idaho. The Ten Year GME plan was approved by the Idaho State Board of Education on December

5, 2017 and has stimulated the growth of GME (residency) programs in the state of Idaho from nine to twelve during this period. The plan has also seen the expansion of the number of GME residents and fellows in training from 134 to 217 in our state. These twelve programs can be seen on Attachment Four and consist of eight Family Medicine residency programs, two Internal Medicine residency programs and two Psychiatry programs. Additionally, we have six fellowships in Sports Medicine, Obstetrics, Geriatrics, HIV Medicine, and two new fellowships in Addiction Medicine.

The Ten Year GME Plan calls for the build out to 21 GME residency programs with 347 residents and fellows in training each year in Idaho over the next decade.[2] When the Idaho GME plan was developed, Idaho ranked 49th in the nation for the number of primary care physicians per one hundred thousand and 49th for the number of GME resident positions per 100,000. According to the most recent data from the American Association of Medical Colleges (AAMC), Idaho has now advanced from 49th to 45th for the number of primary care physicians per capita and from 49th to 47th for the number of GME residents per capita. [1]

2. Fiscal Year 2022 Funding

The fiscal year 2022 budget that was requested by Governor Little and approved by the Joint Finance and Appropriations Committee and ultimately by the Idaho State Legislature, was a $900,000 budget that will fund 15 new resident positions. Eight of these 15 new positions will be in Family Medicine and seven are in Psychiatry. These

new resident positions will be in the communities of Rexburg, Idaho Falls, Pocatello, and Boise.

The initial request to the Governor's office and to the State Board of Education was for $1.95 million dollars, but this was voluntarily pared down by the Idaho Graduate Medical Education Committee when we were notified that the state of Idaho would be asking all agencies to cut funding. The Idaho GMEC paired the budget from $1.95 million to $900,000 dollars to be in line with the Governor's request and to be accountable, responsible, and respectful. It was appreciated by the Idaho GMEC that Idaho was still in the grip of the Covid-19 Pandemic.

3. **Next Year's Budget Request (Fiscal Year 2023)**

The state of Idaho will be entering into the fifth year of Idaho's Ten Year GME Plan with the contemplation of the fiscal year 2023 GME budget request. The Executive Committee of the Idaho GMEC prepared a $2.07 million dollar request for fiscal year 2023 which the Idaho GMEC approved at its April 2021 quarterly meeting. This initial request would fund 24 new residents and fellows in training across the 12 existing programs and six fellowship sites. The new programs that will be developed with this funding are (1) a new Psychiatry residency at Eastern Idaho Regional Medical Center, with four residents per class; (2) a new Addiction Medicine fellowship in Boise (FMRI) with one fellow per year; (3) a new Addiction Medicine fellowship in Boise (Boise Internal Medicine) with two fellows in training per year; (4) one Clinical Pharmacy resident in Boise at the FMRI; (5) a Behavioral Health and Rural Health fellowship for

Family Physicians in Coeur d'Alene and, (6) a new Psychology internship in Boise at the FMRI.

Additionally there will be expansion growth of one Internal Medicine physician at the Boise Internal Medicine Residency; one new Family Medicine resident at the FMRI in Boise; one new Family Medicine resident in Coeur d'Alene; six Family Medicine residents for the next and final class in Idaho Falls; the next class of three new eastern Idaho ISU Psychiatry residents in Pocatello; two new Family Medicine residents in Pocatello; and an expansion of one new Family Medicine residents at the Rural Training Track (RTT) program in Rexburg. Please see Attachment Five for a table that shows these residency and fellowship programs and their current and new physician trainees. These new positions for fiscal year 2023 will join the 217 residents and fellows already in training. This will help meet the ongoing needs of an expanding population and a physician workforce in a rural state where the COVID-19 pandemic demonstrated the critical need to expand access to primary care and mental health professionals.

In early June of 2021 the Governor's office through the Division of Financial Management released its FY 2023 Budget Preparation Guidance. This guidance limits agency budget submission caps to 3.1% of their FY 2022 General Fund appropriation. Therefore, the cap on GME growth for FY 2023 would be $729,033. A question was raised about there being any kind of exemption from this funding cap for GME, but we were told there would not be.

The Idaho GMEC Executive Committee then reconfigured the FY 2023 budget to meet this budget cap. This reconfigured budget can be seen in Attachment Three. Because of this budget cap all growth of existing residents and fellows to attempt to get them to $60K/resident/year were removed and additional funding for the pharmacy resident and psychology intern in column three was removed. Additionally, the four psychiatry R-1's at Eastern Idaho Regional Medical Center were removed as this program may not be ready to start on July 1, 2022. The Boise Internal Medicine Addiction Medicine Fellowship filled two of its three positions so will be reduced from 3 to 2/year this time. Because of the budgeting cap the Boise Internal Medicine Addiction Medicine Fellowship has graciously decided to take no funding for its one resident and two fellow expansion this year. This brings the number of new GME positions in the FY 2023 budget to fourteen. This changes the FY 2023 per resident funding request from the initial $60K to $52,070 per resident as noted in Attachment Three.

4. Current Location of Idaho GME Programs and Idaho's Resident Physicians

Please refer to Attachments Four and Five to see where the current Idaho GME programs, residents and fellows are located. Please note colors in green represent the 217 current residents and fellows in place as of the fiscal year 2022 budget and those in red represent the fourteen new residents and fellows anticipated in FY 2023. This will bring the total to 231 by June 30, 2022, as noted in red. This growth places us well on our way to the anticipated goal of 347 physicians in training by the end of the Ten Year GME plan.

5. New GME programs on the Near Horizon

There are three known programs that are under serious consideration for the near future. The first of these is a Psychiatry residency with four residents per class in Idaho Falls. If all goes well with accreditation, this program should start July 1, 2023 (FY 2024). The second of these will be a Pediatrics residency sponsored by the Family Medicine Residency of Idaho (FMRI) in conjunction with St. Luke's Regional Children's Hospital in Boise. This program had its accreditation site visit by the Accreditation Council on Graduate Medical Education on July 7, 2021. It's anticipated start with four new residents per class will be July 1, 2023 (FY 2024). The third is the growth of a new rural training track program or rural program sponsored by the Family Medicine Residency of Idaho (FMRI) out of the Nampa Family Medicine Residency. Discussions are now ongoing around the location of this new rural program. Further on the horizon are the considerations for a General Surgery residency and an Emergency Medicine residency, as well as several new fellowships.

6. Graduate Medical Education Outcomes - Metrics and Dashboard

Please see Attachment Six, which represents the dashboard of the Idaho Graduate Medical Education Committee. This demonstrates the agreed upon metrics to move the Idaho Ten Year GME Strategic Plan forward with outcomes that are meaningful and relevant to the state of Idaho. As demonstrated on the dashboard, all programs have 100% fill rates from thousands of applicants that want to come to these programs. Additionally, all programs are ACGME accredited. Almost all programs exceed the rolling five-year average of the percent of physicians being retained in Idaho at greater

than 50%. Also, almost all programs have done an excellent job in having greater than 30% of the graduates serve in rural Idaho or in urban underserved Idaho. Some of the programs are brand new and will take several years to achieve their five-year rolling averages. Finally, as noted on the dashboard, all programs are of high quality and all exceed the threshold for success in board certification pass rates as measured by a rolling five-year average.

7. **Summary:**

The state of Idaho's Ten Year Graduate Medical Education Strategic Plan has been a success. Despite shifting funding priorities and a global pandemic, the Plan has continued to grow new GME residency and fellowship programs and train new GME residents and fellows in these programs for the state of Idaho. The Ten Year Idaho GME Strategic Plan has grown from nine core residency programs, and with the approval of the fiscal year 2023 budget, will have twelve core programs and six Fellowships in place. The number of GME residents in training has gone from 134 in 2017 to 217 in 2021 and will grow by 14 more with the approval of the fiscal year 2023 budget request to 231. New programs are in the pipeline. These include Pediatrics, Psychiatry, and Family Medicine, three specialties that are still much needed in our state. By all metrics, the Ten Year GME Strategic Plan has demonstrated improvements in the outcomes of primary care physicians per capita in Idaho, the number of GME resident physicians per capita in Idaho, retention rates of graduates that exceed 50% for the state of Idaho and high-quality residents being trained. As a direct consequence of these programs there has been increased access to timely care

for many years and will continue to do so for decades to come. Additionally, these programs have provided many jobs and economic benefit to their communities and the state of Idaho.

We would all like to thank the Idaho State Board of Education for its steadfast support and vision to help create a stable and growing physician workforce for the state of Idaho. Without that support and encouragement of the Board of Education members as well as from the Office of the State Board of Education (OSBE) this plan may have never seen the light of day. We also want to thank both Governor Little and Governor Otter, the Division of Financial Management, the Joint Finance and Appropriations Committee (JFAC) and the Idaho Legislature for their steadfast support and encouragement of moving the Idaho Ten Year GME plan forward for the benefit of the people of Idaho.

References:

1. https://www.aamc.org/media/37896/download

GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS

Approved by State Board of Education –2021

Institution	Representative	Term Expiration June 30 of
Office of State Board of Education	Todd Kilburn	Ex Officio
GME Coordinator	Ted Epperly, MD	Ex Officio
Idaho Medical Association	Susie Pouliot, CEO	2022
Idaho Hospital Association	Brian Whitlock	2025
University of Washington School of Medicine	Mary Barinaga, MD – Vice Chair	2022
University of Utah	Ben Chan, MD	2025
Idaho College of Osteopathic Medicine	Thomas Mohr, DO	2022
FMRI Boise	Justin Glass, MD	2022
FMRI Twin Falls	Joshua Kern, MD	2025
FMRI Nampa	Kim Stutzman, MD	2022
FMRI Caldwell	Samantha Portenier, MD	2022
Idaho State University Family Medicine Residency	Bill Woodhouse, MD	2022
ISU Family Medicine Rexburg	A.J. Weinhold, MD	2025
Coeur d' Alene Family Medicine Residency	Dick McLandress, MD	2025
UW Boise Internal Medicine	Moe Hagman, MD - Chair	2022
UW Boise Psychiatry	Kirsten Aaland, MD	2025
University of Utah/Idaho Psychiatry Residency	Beth Botts, MD	2025
Saint Alphonsus Healthcare	Lisa Nelson, MD	2025
St. Luke's Healthcare	Bart Hill, MD	2025
Portneuf Medical Center	Dan Snell, MD	2022
Madison Memorial Hospital	Clay Prince, MD	2022
Kootenai Health	Jon Ness	2025
Boise VAMC	Andy Wilper, MD	2025
Eastern Idaho Regional Medical Center (EIRMC) HCA System	Jaren Blake, MD	2025
EIRMC Internal Medicine	John Grider, MD	2022
EIRMC Family Medical Residency	Luisa Hiendlmyer, MD	2025
West Valley Medical Center	Betsy Young Hunsicker	2025

Attachment Three - FY 2023 Budget Request of the Ten Year GME Plan with 3.1% Funding Cap

Ten Year GME FY 2023 Budget Increase Request

Draft 07.19.21

Program	Funding per FTE	Existing Residents/Fellows (FY2022) FTEs	Existing Residents/Fellows (FY2022) No Increased Funding	New Residents / Fellows (FY 2023) FTEs	New Residents / Fellows (FY 2023) Funding at $38,368	Other FTEs	Other	Total FY 2023 Requested Funding Increase
Family Medicine Residency of Idaho	$40,000							
Boise Family Medicine		35		1	$ 52,070		$ -	$ 52,070
Caldwell FM Rural Training Track		9			-		-	-
Magic Valley FM Rural Training Track		6			-		-	-
Nampa Family Medicine		18	*funded*					
Fellowships (SM, HIV, GER, OB)		4	*funded*					
Addiction Medicine Fellowship				1	*52,070*			52,070
Boise Pharm D Resident						1*		
Boise Clinical Psychology Intern						1	funded	
	Total	72	$ -	2	$ 104,140	2	$ -	$ 104,140
Idaho State University	$40,000							
Pocatello Family Medicine		21		2*			$ -	$ -
RTT Rexburg Resident		4	*funded*	1	52,070		-	52,070
ISU Offset							*75,000	
	Total	25	$ -	3	$ 52,070		$ -	$ 52,070
Kootenai	$40,000							
Coeur d'Alene Family Medicine		18		1	$ 52,070		$ -	$ 52,070
FM/Behavioral Health Fellowship				1	$ 52,070			$ 52,070
				1*				
	Total	18	$ -	2	$ 104,140		$ -	$ 104,140
Boise Internal Medicine	$20,000	(Increase to 22,500)						
Boise Internal Medicine		29		1*				$ -
Preliminary Year Intern Program		4					-	-
IM Chief Resident		2						
Addiction Medicine Fellowship				2*			-	
	Total	35	$ -	0	$ -		$ -	$ -
Western Idaho Psychiatry	$49,725							
Boise Core Program		16	(Already funded above $45K)	0			$ -	
	Total	16	$ -	0			$ -	$ -
Eastern Idaho Regional Medical Center	$40,000							
Internal Medicine		30	(Funded)					
Family Medicine		12	(Funded)	6	$ 312,420			$ 312,420
Psychiatry				4**				
	Total	42	*funded*	6	$ 312,420		$ -	$ 312,420
Eastern Idaho / ISU/Psychiatry	$60,000							
UU/ISU Psychiatry		9	*funded*	3	$ 156,210		$ -	$ 156,210
	Total	9	*funded*	3	$ 156,210		$ -	$ 156,210
	Grand Total	217	$ -	14	$ 728,980	2	$ -	**$ 728,980**

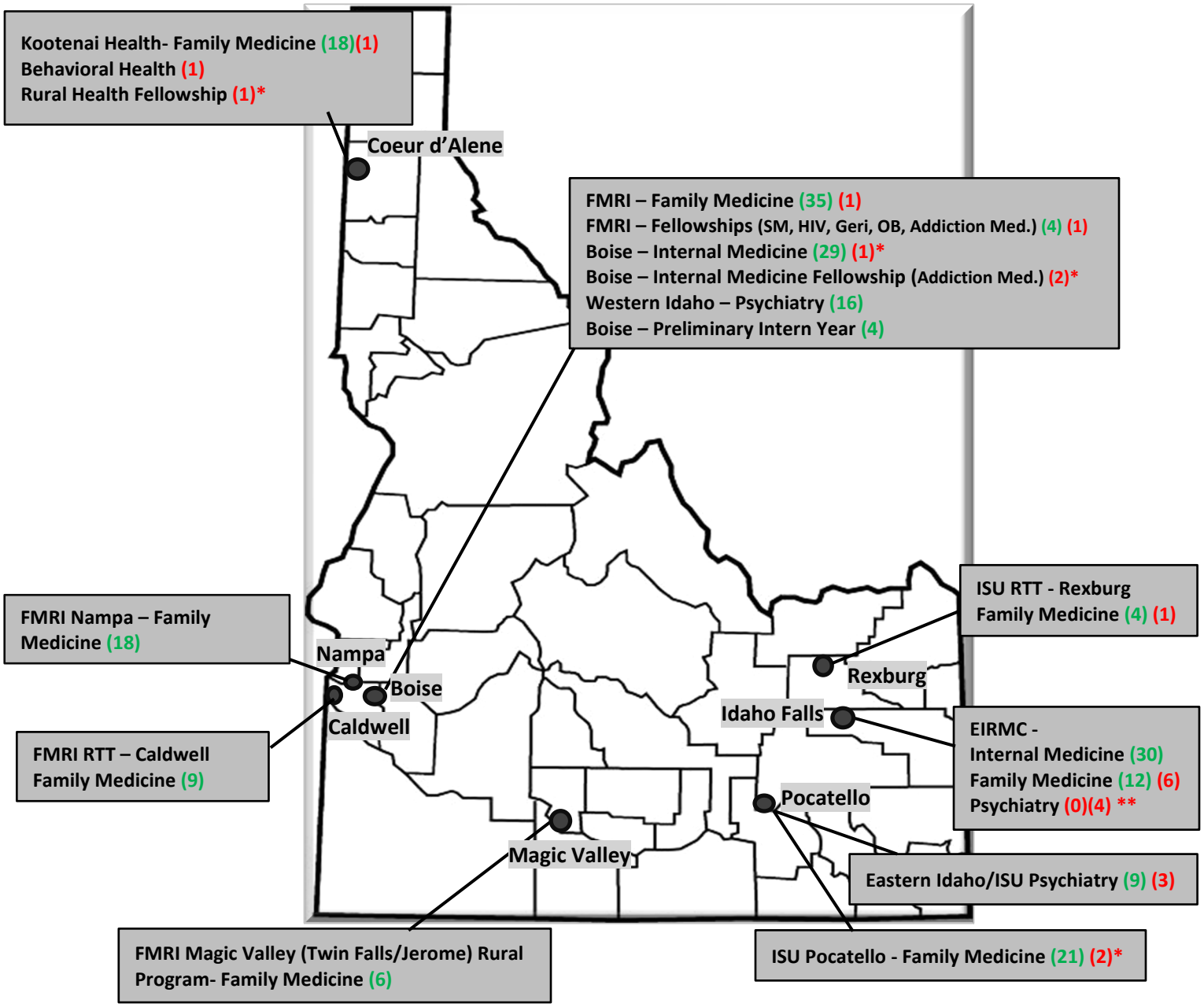
*If additional funding becomes available in FY 2023

** If psychiatry program accreditation occurs in FY 2022 and additional funding becomes available in FY 2023

ATTACHMENT 4

GME Programs and Resident and Fellow Locations in Idaho as of July 1, 2021

Program and Fellowship Locations (2021)



Current Resident and Fellows in Idaho as of July 1, 2021 = 217

Potential New Residents and Fellows in Idaho as of July 1, 2022 = 14

*If additional funding becomes available in FY 2023

** If psychiatry program accreditation occurs in FY 2022 and additional funding becomes available in FY 2023

Total Number of Residents and Fellows if FY2023 budget for new Residents and Fellows Approved = 231

ATTACHMENT 5

Table of Idaho GME Programs with Current and Proposed Residents and Fellows

	Existing Residents/Fellows (FY2022)	New Residents/Fellows (FY2023)	Other (FY2023)
Family Medicine Residency of Idaho			
Boise Family Medicine	35	1	
Caldwell FM Rural Training Track	9		
Magic Valley FM Rural Training Track	6		
Nampa Family Medicine	18		
Fellowships (SM, HIV, GER, OB)	4		
Addiction Medicine Fellowship		1	
Boise Pharm D Resident			1
Psychology Intern			1
Total	***71***	***2***	***2***
Idaho State University			
Pocatello Family Medicine	21	0 *	
RTT Rexburg Resident	4	1	
ISU Offset			
Total	***25***	***1***	
Kootenai			
Coeur d'Alene Family Medicine	18	1	
FM/Behavioral Health Fellowship		1	
FM/Rural Fellowship		0*	
Total	***18***	***2***	
Boise Internal Medicine			
Boise Internal Medicine	29	0*	
Preliminary Year Intern Program	4		
IM Chief Resident	2		
Addiction Medicine Fellowship		0*	
Total	***35***	***0***	
Western Idaho Psychiatry			
Boise Core Program	16		
Total	***16***		
Eastern Idaho Regional Medical Center			
Internal Medicine	30		
Family Medicine	12	6	
Psychiatry		0**	
Total	***42***	***6***	
Eastern Idaho / ISU/Psychiatry			
UU/ISU Psychiatry	9	3	
Total	***9***	***3***	
Grand Total	***217***	***14***	***0***

*If additional funding becomes available in FY 2023

** If psychiatry program accreditation occurs in FY 2022 and additional funding becomes available in FY 2023

ATTACHMENT 6

Idaho GME Program Dashboard and Metrics

Report to SBOE from GME Committee – Dashboard – 6/14/2021

Program	First Graduating Class	100% Fill Rate Intern Class	ACGME Accreditation	Graduates Practicing in Idaho as Measured by Rolling 5-year Average ≥50% - Fam Med ≥40% - Int Med ≥30% - Psych ≥30% - Emerg Med ≥30% - Surgery	≥30% of Graduates in Idaho Serve in Rural or Underserved Areas by Rolling 5-year Average		≥80% Board Certification Pass Rate for Graduates as Measured by Rolling 5-year Average
					Rural*	Urban Underserved#	
FMRI – Boise	1976	100%	Yes	31 of 55 / 56%	4 of 31 / 13%	21 of 31 / 67%	44 of 44 / 100%
FMRI – Fellowships	1999	100%	Yes	11 of 18 / 61%	1 of 11 / 9%	8 of 11 / 72%	17 of 17 / 100%
FMRI – Caldwell RTT	1998	100%	Yes	10 of 14 / 71%	5 of 10 / 50%	4 of 10 / 40%	14 of 14 / 100%
FMRI – Magic Valley RTT	2012	100%	Yes	6 of 10 / 60%	3 of 6 / 50%	3 of 6 / 50%	10 of 10 / 100%
FMRI – Nampa	2022	100%	Yes	NA	NA	NA	NA
ISU – Pocatello	1994	100%	Yes	20 of 35 / 57%	9 of 20 / 45%	7 of 20 / 35%	35 of 35 / 100%
ISU – Rexburg RTT	2022	100%	Yes/Prelim	NA	NA	NA	NA
Kootenai Family Medicine	2017	100%	Yes	22 of 30 / 73%	3 of 22 / 13%	9 of 22 / 40%	30 of 30 / 100%
Boise Internal Medicine/Fellowship	2014	100%	Yes	24 of 41 / 58%	1 of 24 / 4%	7 of 24 / 29%	32 of 40 / 80%
Western Idaho Psychiatry	2010	100%	Yes	12 of 17 / 70%	0 of 12/ 0%	12 of 12 / 100%	14 of 15 / 93%
EIRMC Internal Medicine	2021	100%	Yes	4 of 10 / 40%	0 of 4 / 0%	1 of 4 / 25%	NA
EIRMC Family Medicine	2023	100%	Yes	NA	NA	NA	NA
EIRMC Psychiatry	2026	NA	NA	NA	NA	NA	NA
U of U/ISU Psychiatry	2024	100%	Yes	NA	NA	NA	NA

Key: Green – measure met Yellow – measure nearly met Red – not meeting measure

ATTACHMENT 6

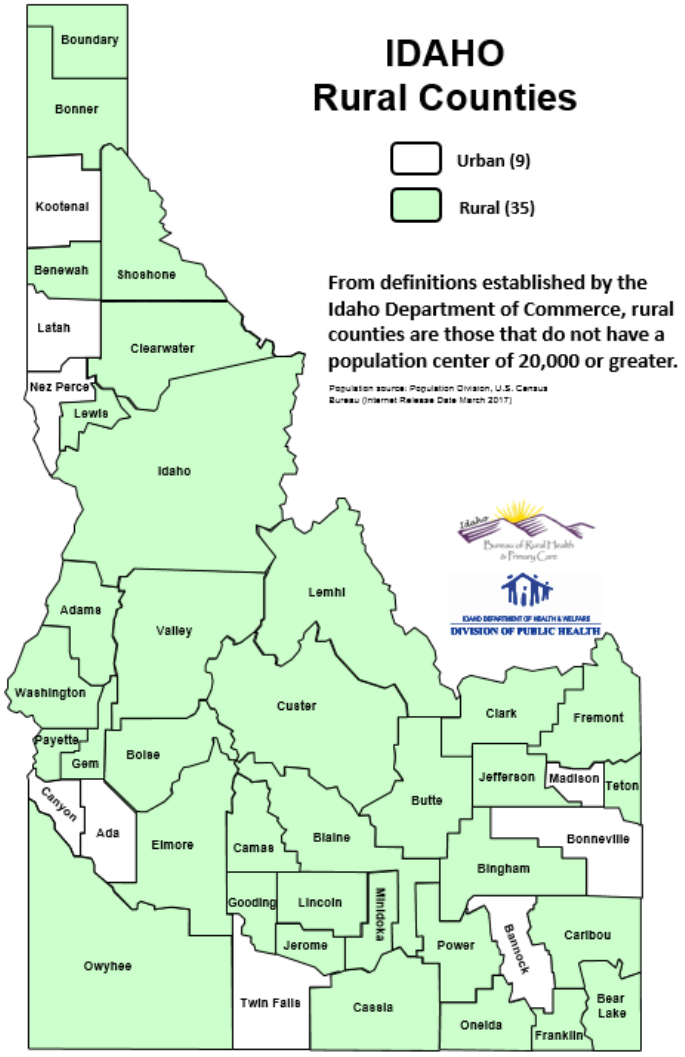
*Definition of Rural Idaho – According to the Idaho Department of Commerce, rural counties in Idaho are defined as those with <20,000 population. 35 of 44 counties in Idaho are rural by this definition. Non-rural counties are: Ada, Bannock, Bonneville, Canyon, Kootenai, Latah, Madison, Nez Perce, and Twin Falls.

#Definitions of Underserved Idaho

1. Primary Care Underserved - 97% of all of Idaho qualifies as a Health Professional Shortage Area (HPSA) for primary care. The only areas without a primary care HPSA designation are Ada County, half of Blaine County (Sun Valley area), and half of Bonneville County (Idaho Falls area).

ATTACHMENT 6

2. Mental Health Care - 100% of Idaho (all counties and areas) are mental health HPSA's.
3. All FQHCs and Community Health Centers serve underserved Idaho.



Bureau of Rural Health and Primary Care, Division of Public Health, Department of Health and Welfare, 4/18 – please contact (208) 334-0669 for updates



University of Utah School of Medicine

Idaho State Board of Education Annual Report

2021



IRSA

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CEO, University of Utah Health
Dean, University of Utah School of Medicine
Senior Vice-President, Health Sciences
Interim President, University of Utah
Michael Good, M.D.

Dean of Medical Education
University of Utah School of Medicine
Wayne M. Samuelson, MD

Associate Dean, Admissions and Idaho Affairs
University of Utah School of Medicine
Benjamin Chan, MD, MBA, MEd

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

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University of Utah School of Medicine Mission & Vision

SCHOOL OF MEDICINE
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Mission of the School of Medicine

The University of Utah School of Medicine serves the people of Utah and beyond by continually improving individual and community health and quality of life. This is achieved through excellence in patient care, education, and research. Each is vital to our mission and each makes the others stronger.

- We provide compassionate care without compromise.
- We educate scientists and health care professionals for the future.
- We engage in research to advance knowledge and well-being.

Vision of the University of Utah

The "One U" vision of the University of Utah is to work together to solve big problems in society and to optimize our campus resources to create an exceptional educational experience for our learners here.

Vision of the School of Medicine

To create an exceptional learning experience for our students to promote their development into competent and caring professionals. To achieve our vision of exceptional learning, we value:

- Relationships built on trust and mutual respect;
- Talents and ability of each member of the learning community to contribute according to his or her talents
- Responsibility of each member of the community to one another;
- Accountability towards professional standards of attitudes and behavior
- Respect for diversity of perspectives and the inclusive spirit of teamwork

Idaho Affairs Mission Statement

To serve the students, people, and communities of Idaho by providing excellent learning experiences, community engagement opportunities, and collaborative partnerships, thus creating Idaho physicians who provide high quality health care to the state of Idaho and the Intermountain West.

Idaho Affairs Team

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH



Benjamin Chan, MD, MBA, M.Ed.
Director of RUUTE; Associate Dean, Admissions; Idaho Affairs

Dr. Chan currently serves as the Associate Dean of Admissions, Associate Dean of Idaho Affairs, and Director of our Rural & Underserved Utah Training Experience (RUUTE) Program. He is enthusiastic and passionate about creating innovative experiences and activities for medical students in the states of Utah, Idaho and beyond. He feels fortunate to work with a wonderful team who shares the vision and goal to improve medical education opportunities, health care access, and long term socio-economic benefit for rural and underserved communities throughout our region.

He also teaches in the medical school as a small group leader for Clinical Method Curriculum (CMC) and treats youth as an inpatient child and adolescent psychiatrist at the Huntsman Mental Health Institute (HMHI).



Kylie Christensen, MPH, Associate Director of RUUTE & Regional Affairs

Kylie has been with the RUUTE and Regional Affairs programs since its inception in 2018. Kylie is from St. George Utah and completed her Bachelors and Masters of Public Health at the University of Utah. As the Associate Director, she oversees efforts in Utah, Idaho, and the Intermountain West. She enjoys meeting with rural/underserved hospital leadership, recruiting and recognizing community providers, and growing programs and opportunities that will benefit rural/underserved communities of Utah, Idaho, and the Intermountain West.

Idaho Affairs Team

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH



Lucy Hansen, MD, Assistant Director of RUUTE & Regional Affairs

Dr. Hansen has been working with the RUUTE and Regional Affairs team since Spring 2020. She is originally from Virginia and graduated with degrees in Biology and Environmental Science from The College of William and Mary. She received her medical degree from the Medical College of Virginia and completed her Pediatric residency at Primary Children's Medical Center through the University of Utah. Dr. Hansen focuses on engaging medical students and enhancing their rural connections, especially during the first and second years. She is also working on expanding rural clerkship opportunities, especially in southwestern Utah and northern Idaho and oversees efforts in northern Idaho. Through RUUTE, Dr. Hansen teaches an elective for the School of Medicine called *Sustainability, Medicine, and Health* that focuses on the relationship between climate and health. She is also a core faculty member and teaches clinical curriculum in the School of Medicine.



Elizabeth Botts, MD, Assistant Training Director, Psychiatry Idaho Rural Track

Dr. Elizabeth (Beth) Botts is a native of Oklahoma earned her medical degree at the University of Oklahoma Health Sciences Center in Oklahoma City, Oklahoma. She then completed a residency at the University of Utah and a child and adolescent psychiatry fellowship at Vanderbilt University while serving as the Chief Resident during her fellowship training. At the University of Utah and Vanderbilt, Dr. Botts has participated in numerous teaching opportunities, program improvement projects, and committee involvement including establishing autism and eating disorder "tracks" on the child/adolescent inpatient units. She is first and foremost a patient advocate and educator with a drive for improving access to mental healthcare. Dr. Botts is very passionate about the Idaho Track and it's success and has lead in its development.

Idaho Affairs Team

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH



Sarah Franklin, Ph.D., Assistant Director of RUUTE & Regional Affairs
Dr. Franklin joined the RUUTE and Regional Affairs team in spring 2020. She's originally from Price, Utah, and received her Ph.D. in Biochemistry from Brigham Young University. She manages a research lab that is focused on investigating the epigenetic regulation of gene expression during the development of heart disease. Dr. Franklin oversees the RUUTE summer research experiences for under graduate and medical students, teaches the Research & Innovation Course over the summer, and oversees efforts in southeastern Idaho. Dr. Franklin is passionate about exposing young individuals to new career paths in medicine and science, creating meaningful educational opportunities for students, and mentoring them along their academic journey.



Laura Herring, RUUTE & Regional Affairs Program Coordinator
Laura joined the RUUTE team in November 2020 as the Regional Affairs Coordinator. Laura completed a Bachelor of Business Administration and a Bachlor of Arts in Foreign Languages (Spanish) at Mississippi State University. Working with students and motivating them to particpate in community engagement is her passion, and she enjoys getting to know the RUUTE & Regional Affairs students. Laura focuses on expanding efforts in Montana, Idaho, and Wyoming by coordinating rural outreach programs, developing preceptors in these states, and connecting regional students with RUUTE & Regional Affairs programs.

Additional members of the RUUTE (Rural & Underserved Utah Training Experience) & Regional Affairs team include Stephanie Lyden, MD, Kerry Whittemore, MD, Madelyn Carter, and Megan McKay. The RUUTE & Regional Affairs team focuses efforts on rural & underserved students, and we are proud to frequently collaborate to serve the students and communities of Idaho.

Idaho Student Class of 2022

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH



Brendan Crabb
Nampa, ID



Jacob Harris
Idaho Falls, ID



Lauren Hosek
Boise, ID



Nicolette Jessen
Sandpoint, ID



Jarom Gropp
Boise, ID



Tom Sant
Boise, ID



Josh Webb
Coeur d' Alene, ID



Courtney Lavin
Boise, ID



Miranda Lybyer
Lewiston, ID



Allie Kroes
Nampa, ID

Idaho Student Class of 2023

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH



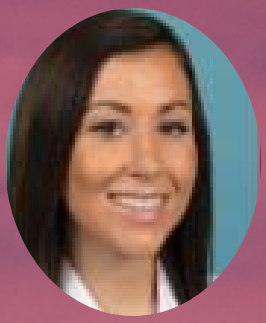
Gabrielle Adkison
Meridian, ID



Logan Beach
Rexburg, ID



Danielle Bonser
Boise, ID



Madeline DeAngelo
Boise, ID



Tanner Gustavsen
Boise, ID



Holly Lind
Coeur d' Alene, ID



Joe Lovelace
Boise, ID



Isabel Taylor
Boise, ID



Anurang Tripathy
Idaho Falls, ID



Kaitlyn Whitesitt
Post Falls, ID

Idaho Student Class of 2024

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH



Catherine Bautista
Boise, ID



Sierra Starley
Twin Falls, ID



John Tolke
Pocatello, ID



Sajjad Askaryar
Boise, ID



Andrew Jones
Boise, ID



Kristin Nesbitt
Moscow, ID



Nathan Giauque,
Eagle, ID



Rachel Seifert
Sandpoint, ID



Jake Lewis
Meridian, ID



Tyler Smith
Eagle, ID

Idaho Affairs Update

SCHOOL OF MEDICINE
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The 2020-2021 Academic Year was one of growth for the Idaho Affairs program at the University of Utah school of medicine. Below is a snapshot of the year in review.

Personnel

Laura Herring joined the team as the Regional Affairs coordinator in November of 2020. She thoroughly enjoys working with the Idaho students, and she is excited to develop opportunities for them. Dr. Lucy Hansen and Dr. Sarah Franklin both recently joined the team, and they assist with overseeing efforts in Idaho. Jessica M. Hurtado, MPA serves as the new Associate Director of Admissions, she joined the team in June 2020 and has prior experience working with rural and historically underrepresented medical students at the University of New Mexico School of Medicine.

Announcements

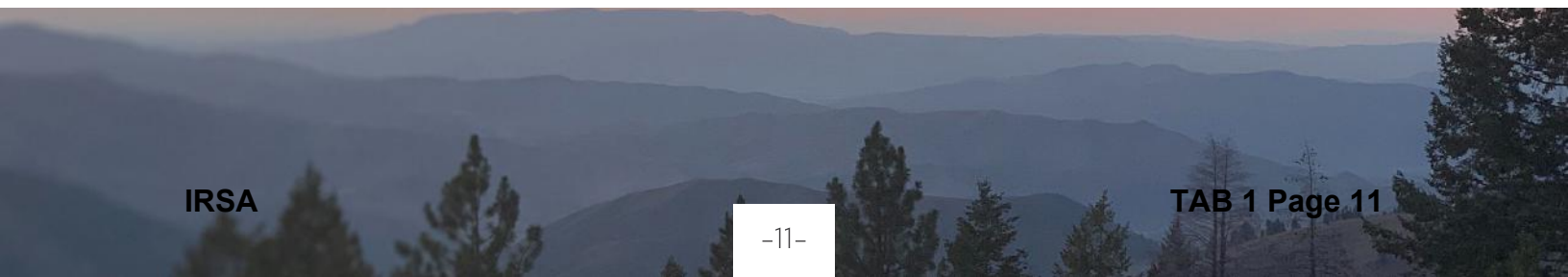
The University of Utah has received a landmark gift for the School of Medicine from the George S. and Dolores Doré Eccles Foundation and the Nora Eccles Treadwell Foundation. Our medical school will carry a new name—the Spencer Fox Eccles School of Medicine at the University of Utah—in recognition of our appreciation for all that Spencer Eccles, the Eccles family and the Eccles foundations have done to champion medical education and world-class health care at the University of Utah and in our state.

Admissions & Outreach

The Office of Admissions has participated in a number of virtual fairs hosted by colleges, universities and student organizations across the state of Idaho throughout the 2020-2021 year. Virtual events provided additional opportunities to support Idaho students and pre-medical advisors, further strengthening our relationship with the state of Idaho.

Shadowing

During the 2020-2021 academic year, the Idaho Affairs program offered shadowing scholarships for Idaho medical students. Throughout May, June, and July 2021, four Idaho medical students were sent to shadow physicians across the state of Idaho.



Idaho Affairs Update

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

The 2020-2021 Academic Year was one of growth for the Idaho Affairs program at the University of Utah School of Medicine. Below is a snapshot of the year in review.

Clerkships

All ten third-year Idaho medical students successfully completed Family Medicine clerkships across the state of Idaho, from Boise to Coeur d'Alene. For the upcoming academic year, the Idaho Affairs program will also support more Utah students who have strong ties to Idaho to complete their Family Medicine clerkship in Idaho.

Student Engagement

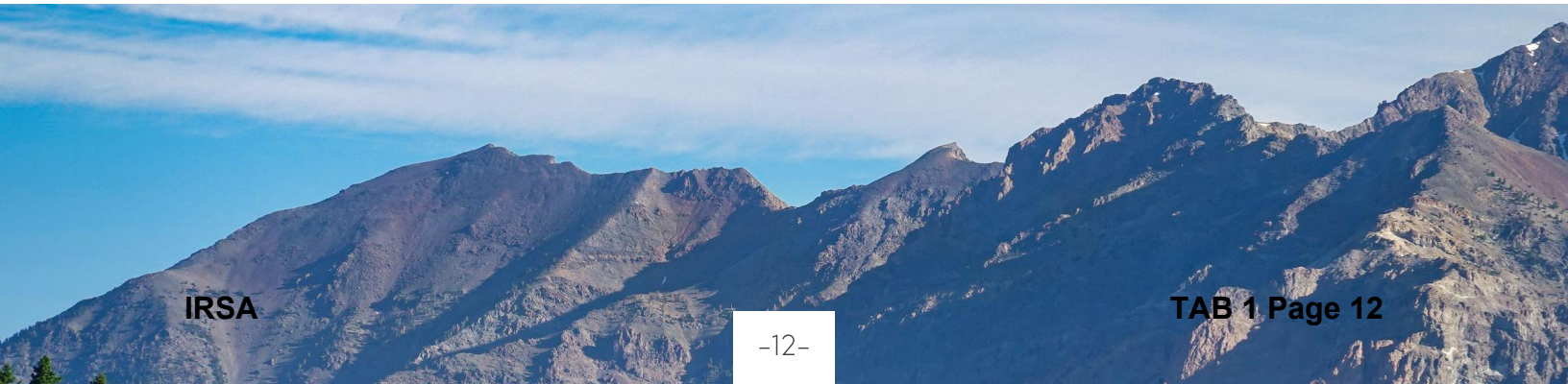
Students actively participated in the Idaho Affairs programs during the 2020-2021 academic year, including through the Idaho Rural Outreach Program (IROP), the development of the URISE-Idaho (Underserved and Rural Interested Student Experience) student group, and through volunteer opportunities. Additionally, Luke Brandenburger (Class of 2021) successfully completed a two year term with the Idaho Medical Association as the UUSOM Student Representative.

Graduate Medical Education

Graduate Medical Education (GME) is the next step after medical school where resident physicians continue their training in hospitals and clinics. A medical residency is required for physicians to become fully licensed in different fields and specialties.

Continuing Medical Education (CME)

During the 2020-2021 academic year, RUUTE (Rural & Underserved Utah Training Experience) & Regional Affairs launched a podcast: *M.ED: Medical Education for the Practicing Clinician*, one of few podcasts that deliver Continuing Medical Education (CME) credits in episodes that are 30 minutes or less. Interview topics with experts in the field range from telemedicine, medical student wellness, adult learning, clinician as the educator, and more.



Student Spotlight

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH



Nicolette Jessen

Class of 2022
Hometown: Sandpoint, ID
Idaho State Representative for URISE

URISE (Underserved and Rural Interested Student Experience) has developed a Idaho branch specifically intended to be a space where UUSOM Idaho students can network, learn, and get to know one another. Nicolette Jessen (MS4) and Joe Lovelace (MS3) were selected as the student leaders during the 2021 academic year.

What have you enjoyed most about being in medical school?

Hearing the stories patients have to tell, laughing about the failures of third year, and the friends I have made along the way.

Where is your favorite place in Idaho?

Sandpoint, ID

What is your medical speciality of interest?

Ob/GYN

What is your favorite experience with RUUTE & Regional Affairs?

IROP, rural family medicine rotation, and rural clinical shadowing experience.

What did you enjoy most about your clerkship in Idaho?

I was able to take care of community members that I grew up with and many of who are a reason why I am where I am today.

Why are you excited to be the URISE Idaho representative?

I want to in increase the opportunities students have to go back to Idaho for clinical experiences besides Family Medicine.

Student Spotlight

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH



Joe Lovelace

Class of 2023
Hometown: Boise, ID
Idaho State Representative for URISE

URISE (Underserved and Rural Interested Student Experience) has developed a Idaho branch specifically intended to be a space where UUSOM Idaho students can network, learn, and get to know one another. Nicolette Jessen (MS4) and Joe Lovelace (MS3) were selected as the student leaders during the 2021 academic year.

What have you enjoyed most about being in medical school?

The friends that I have made within my class. I have an enormous crew of folks that are eager to get outside in any of the dozens of ways available in the Wasatch at every opportunity for breaks that we get!

Where is your favorite place in Idaho?

The Pahsimeroi Valley

What is your medical speciality of interest?

Emergency Medicine

What is your favorite experience with RUUTE & Regional Affairs?

I'm excited to start clerkships soon!

Why are you excited to be the URISE Idaho representative?

It can be daunting for students to leave Idaho and enter medical school with potentially 100% strangers. I only knew the names of two fellow students from my class when I arrived, but some of the first friends I made were fellow Idahoans. It was so reassuring to have older students and fellow students that I could lean on to help me transition to life in medical school and Utah alike.

Admissions

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

The 2020-2021 Academic Year brought new updates to the UUSOM Office of Admissions, including a new name for the medical school—the Spencer Fox Eccles School of Medicine at the University of Utah, and opportunities to recruit, accept, and matriculate Idaho students through virtual events.

Outreach

UUSOM Admissions has participated in 11 events with students, staff, and faculty across the state of Idaho during the 2020-2021 academic year. These events featured direct Q&A with the students about applying to medical school and interviews, UUSOM requirements and recommendations, the benefits of applying to Utah as an Idaho resident, and how to build a strong application.

11
Total UUSOM Admissions events targeted to Idaho

4
Regional/national events featuring Idaho residents and beyond

7
School-specific fairs and informational sessions

We communicate regularly with the pre-medical advisement teams at Boise State University, Brigham Young University-Idaho, College of Idaho, College of Southern Idaho, Idaho State University, Northwest Nazarene University, and University of Idaho. Our pre-medical advisement colleagues are an extension of our team and we value their insight and support as we continue to develop our pipeline programming and outreach efforts in the state of Idaho.

We host feedback sessions for applicants from Idaho who were waitlisted or declined admission immediately following final admissions notifications. We encourage these students to reapply to our program and offer guidance to intentionally strengthen their overall application.

Collaborations & Partnerships

- State Certification: Idaho applicants to the UUSOM are certified as Idaho residents by Idaho State University (ISU) according to policies and statute set forth by the Idaho legislature.
- Rural Physician Incentive Program (RPIP): Idaho students are assessed RPIP fees as determined by Idaho statute. The UUSOM also participates in the Rural Health Care Access Program (RHCAP).
- Idaho Graduate Medical Education: The UUSOM supports the Idaho Graduate Medical Education (GME) 10 year strategic plan to increase residency positions for our students, and to help treat and take care of Idahoans.

Admissions

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

The 2020-2021 Academic Year brought new updates to the UUSOM Office of Admissions, including a new name for the medical school—the Spencer Fox Eccles School of Medicine at the University of Utah, and opportunities to recruit, accept, and matriculate Idaho students through virtual events.

Admissions

The University of Utah School of Medicine combines innovative learning experiences with excellence in research and clinical care to not only serve our state and its diverse patient populations, but to provide top-rated care to the intermountain community and beyond. Medical education at the UUSOM strives to emphasize community, relationships, and professionalism in the learning culture through the Exceptional Learning Experience (ELE). The ELE creates a self-motivated, system-thinking, patient-centered, evidence-based foundation for students to support lifelong, continued learning in the medical field.

Mission Statement

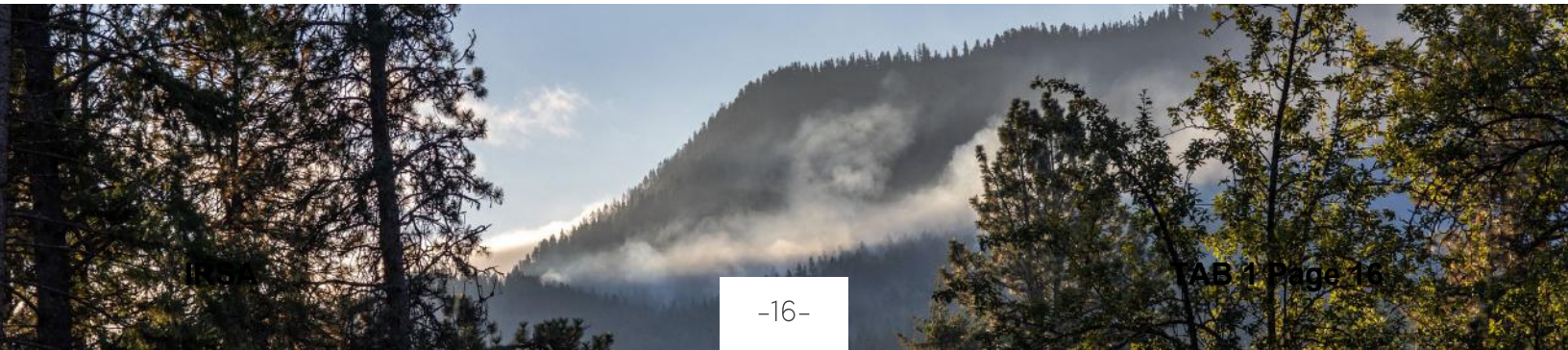
The University of Utah School of Medicine Office of Admissions serves the State of Utah, our medical school and the healthcare profession by admitting well qualified and prepared medical students. Through a holistic culture based on valuing teamwork, professionalism, compassion, and communication, we strive to select a diverse and innovative class who exemplifies dedication, service to their community and patients, leadership, research skill, and academic excellence.

Vision Statement

The University of Utah School of Medicine Office of Admission will inspire and transform the application process through quality, education, and innovation to serve the state of Utah and beyond.

Holistic Review

The UUSOM employs a holistic review process, meaning all aspects of the application are considered, not just grades and test scores. We encourage applicants to not only meet our requirements, but to participate in a variety of activities that showcase their interests, passion for medicine, and goals of becoming a physician.



Admissions

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

The 2020-2021 Academic Year brought new and exciting updates to the UUSOM Office of Admissions, including a new name for the medical school—the Spencer Fox Eccles School of Medicine, and opportunities to recruit Idaho students through virtual events.

UUSOM Application Requirements

Bachelor's Degree

- An applicant's bachelor's degree must be completed at a regionally accredited institution in the United States or Canada prior to matriculation to the University of Utah School of Medicine.
- If an applicant does not have a bachelor's degree but has earned a doctoral-level (terminal degree) from a regionally accredited U.S. or Canadian institution that did not require a bachelor's degree for entrance, they may apply if they will earn or have earned the doctoral degree by July 1 of the year they will begin medical school.
- No specific or recommended undergraduate major required
- The degree may be in the discipline of the applicant's choice, as long as required premedical coursework has been completed. The University of Utah School of Medicine recommends that students choose a major field for which they have enthusiasm and interest.

GPA

- Minimum 3.00 or higher in all sections (science, non-science, and overall)

MCAT score

- Total overall score of 500 or higher; only an applicant's highest total score will be considered

Letters of Recommendation

- 3 required letters, up to 4 accepted

Required Coursework

- Chemistry, Physics, Biology, Writing/Speech, Social Sciences, Humanities
- All premedical coursework must be completed for credit and a passing grade at a regionally accredited institution in the United States or Canada

Activity Requirements

- Clinical Experience: Shadowing, direct patient care, experience in a clinical setting – scribe, CNA, EMT
- Community Engagement: Leadership, volunteer experience, community service
- Intellectual Curiosity: Demonstrated experiences showing intellectual growth and curiosity – research, capstone projects, thesis, poster presentations, awards & recognitions

Admissions

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

The incoming Idaho Class of 2025 consists of 10 highly motivated students who were competitively selected from an applicant pool of over 3800 total applicants to the UUSOM.

Admissions Report					
AY	ID Applicant Pool	Selected for Interview	Accepted for Admission	Sponsored Students	Non-Sponsored Students
2020-2021	160	50	18	10	0
2020-2021	155	65	18	10	0
2018-2019	163	49	24	10	+1 transfer
2018-2019	125	50	24	10	0
2017-2018	118	40	20	10	0

Idaho Sponsored Students Class of 2025			
First Name	Last Name	City at Application	State at Application
Madeline	Bernardo	Boise	Idaho
Trisha Pauline	Enriquez	Pocatello	Idaho
Hailey	Graviet	Nampa	Idaho
Gabriel	Hooper	Boise	Idaho
Collin	Hunter	Boise	Idaho
Nathan	Imonigie	Boise	Idaho
Jessica	Kunzman	Boise	Idaho
Alexandra	Oxford	Boise	Idaho
Reiker	Ricks	Rexburg	Idaho
McKayla	Smith	Coeur d'Alene	Idaho

Medical Education at the UUSOM

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

UUSOM students participate in intensive classroom learning during years 1 & 2 and complete community and hospital-based clerkships and electives in years 3 & 4.

YEAR 1

Foundations of Medicine: This 17-week phase includes the medical science, medical arts and clinical skills that students will require before beginning in clinics and future units.

Clinical Experience, CMC 1: The 2-year Clinical Method Curriculum (CMC) partners groups of students and core clinical faculty for the longitudinal development of clinical skills in a mentored learning community.

Molecules, Cells, and Cancer: This 8-week unit integrates molecular and cell biology with genetics, hematology, cancer biology and basic oncology.

Host and Defense: This 9-week unit introduces infectious disease, the biology of the immune system, the body's response to pathogens, and antimicrobial therapy.

End of Year 1 Assessment: A comprehensive knowledge exam, covering the entire first year curriculum.

Clinical Experience: CMC 2: CMC II focuses on expanding history-taking skills, advanced physical examination in specific areas, professional communication skills, introduction of lab and imaging selection and interpretation, and beginning skills in diagnostic reasoning.

YEAR 2

Metabolism and Reproduction: This 9-week unit begins with the pathophysiology of the gastrointestinal tract and the digestion/absorption of nutrients.

Circulation, Respiration and Regulation: This 11-week unit is designed to help students develop the clinical medicine skills and medical science knowledge to be able to propose rational differential diagnoses and diagnostic and treatment strategies for clinical problems affecting the circulatory, respiratory, and renal organ systems.

Brain and Behavior: This 9-week unit integrates basic neuroanatomy and neurophysiology with the clinical disciplines of neurology, psychiatry, pathology and pharmacology.

Skin, Muscle, Bone, and Joint: Upon completion of this 6-week unit, students will be able to name, recognize and describe common dermatologic and musculoskeletal diseases, including the basic science foundations of each condition. In addition, they will describe diseases, clinical presentation and pathophysiology and define terms used on physical, microscopic and radiologic examinations.

Clinical Experience: CMC 3-4: CMC III-IV focuses on advanced history-taking skills, advanced physical examination skills to help elicit abnormal findings, professional communication skills, further development of lab and imaging selection and interpretation, and more advanced skills in diagnostic reasoning.

Medical Arts and Humanities: Layers of Medicine 1 - 4: The Layers of Medicine course is a longitudinal, 2-year course in the pre-clerkship curriculum. The overarching goals of the Layers of Medicine courses are to provide students with the knowledge, skills and attitudes necessary to provide care to all.

Medical Education at the UUSOM

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

UUSOM students participate in intensive classroom learning during years 1 & 2 and complete community and hospital-based clerkships and electives in years 3 & 4.

YEAR 3

Transition to Clerkship: This course is designed to provide students with the resources and skills necessary to thrive in the clinical curriculum and to succeed as medical professionals and lifelong learners.

Family Medicine Clinical Clerkship: Six weeks with a community based of faculty family medicine preceptor. Idaho students are required to complete this clerkship in Idaho.

Internal Medicine Clinical Clerkship: Eight week rotation that consists of inpatient responsibilities, ambulatory clinic, case work and rounds on wards of the University of Utah Medical Center, LDS Hospital, or the VA Medical Center.

Neurology Clinical Clerkship: Four weeks divided into two weeks inpatient and two weeks outpatient experiences.

Obstetrics and Gynecology Clinical Clerkship: Six weeks of inpatient and outpatient experience at the University of Utah Medical Center and LDS Hospital. Time is also spent in lectures, seminars, and review of gynecological pathology.

Pediatrics Clinical Clerkship: Six weeks spent on the inpatient wards at Primary Children's Hospital (PCH), a pediatric subspecialty service, and service at the General Pediatric Clinic at the university of Utah Medical Center, and the newborn nursery at the University of Utah Medical Center.

Psychiatry Clinical Clerkship: Six weeks emphasizing inpatient care at the University of Utah Medical Center, VA Medical Center, Primary Children's Hospital, and the University of Utah Neuropsychiatric Institute.

Surgery Clinical Clerkship: Eight weeks of ward work, operating room experience, lectures, case presentations, and rounds at the University Medical Center, LDS Hospital and VA Medical Center.

YEAR 4

The University of Utah School Of Medicine utilizes a learning community model to deliver medical education and career mentoring necessary to prepare fourth year medical students for their internship (12 months). Students develop advanced skills through sub-internship, critical care, advanced internal medicine and elective courses. They prepare for entry into residency by selecting curriculum specific to their career specialty interests.

All students graduating from the University of Utah School of Medicine must complete a sub-internship rotation, a critical care clerkship, and 4-weeks of advanced internal medicine. Students have ample elective time to explore additional clinical interests, research and seminar based courses. Additionally all students must participate in the Transition to Internship Course (TIC).

Shadowing

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

During the 2020-2021 academic year, the Idaho Affairs program offered shadowing scholarships for Idaho Medical students. Throughout May, June, and July 2021, four Idaho medical students were sent to shadow physicians across the state of Idaho.



Catherine Bautista
Catherine Bautista is a first-year medical student from Boise, Idaho. During June 2021, Catherine spent three days shadowing Dr. Boerner and Dr. Jackson at Idaho Eyelid and Facial Plastic Surgery in Boise, Idaho.



Andrew Jones
Andrew Jones is a first-year medical student from Boise, Idaho. During May 2021, Andrew spent two days shadowing Dr. Matheau Eysser at Madison Memorial Orthopedics in Rexburg, Idaho.



Kristin Nesbitt
Kristin Nesbitt is a first-year medical student from Moscow, Idaho. During June 2021, Kristin spent three days shadowing Dr. Katie Gentry at OGA Women's Health in Nampa, Idaho.



Sierra Starley
Sierra Starley is a first-year medical student from Twin Falls, Idaho. During May 2021, Sierra spent two days shadowing Dr. David Christensen at Intermountain Spine and Orthopedics in Twin Falls, Idaho.



*Red counties represent shadowing locations

"One of the most impactful things was seeing how connected Dr. Eysser is with his patients. This shadowing experience was definitely affirming to me that rural and underserved medicine a passion of mine and something I want to pursue in my career. It also confirmed that I would like a more community based practice."

-Andrew Jones

"I really love Idaho, so I wanted to shadow a physician who works there to see what their day to day is like. Shadowing Dr. Christensen in Twin Falls really solidified my desire to practice rural medicine."

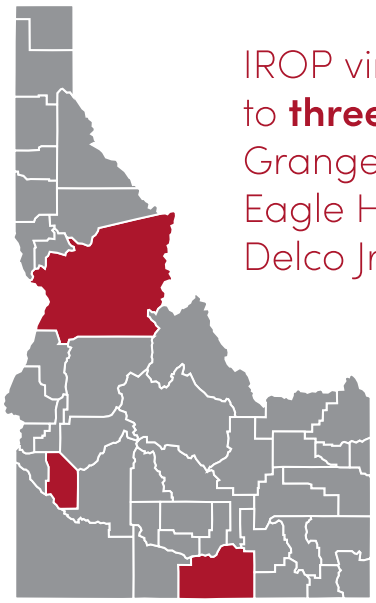
-Sierra Starley

Idaho Rural Outreach Program (IROP)

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

During the 2020-2021 academic year, four first-year medical students were selected as the new IROP students leaders. In March 2021, they led presentations at schools across the state of Idaho.

IROP is a student led group that facilitates trips for UUSOM Idaho students to return to their hometowns and present to local K-12 schools on healthcare careers, the journey to medical school, and health sciences. Due to COVID-19, the 2020-2021 IROP presentations occurred virtually over Zoom. This allowed IROP to reach more students and use fewer resources.



IROP virtually presented to **three** schools: Grangeville High School, Eagle High School, and Delco Jr. High

111

Number of K-12 students reached through IROP presentations during the 2020-2021 academic year

420

Minutes spent presenting health science information to K-12 students

Student Engagement

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

The Idaho Affairs program strives to provide continuous opportunities for Idaho student engagement. The visit from Idaho State University's TRIO program was a highlight of the 2020-2021 academic year.

In June 2021, the UUSOM's Idaho Affairs program and Office for Health Equity, Diversity, & Inclusion collaborated to host **45** high school students and **6** advisors from Idaho State University's TRIO program.





Above: Five Idaho Medical students volunteered to help with the event by assisting high school students with a cow eye dissection, and participating in a Q&A panel along with the Office of Undergraduate Admissions and the Office of Admissions for the UUSOM.

Clinical Medical Education at the UUSOM

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

All ten third-year Idaho medical students successfully completed Family Medicine clerkships across the state of Idaho, from Boise to Coeur d'Alene. For the upcoming academic year, the Idaho Affairs program will also support more Utah students who have strong ties to Idaho to complete their Family Medicine clerkship in Idaho.

Family Medicine Clerkship Overview

During the clerkship, all students develop competencies in patient care, systems-based practice, lifelong-learning, and professionalism. Students assess and manage acute, chronic, and preventive medical issues in the outpatient family medicine setting. Students also engage in reflective and interactive activities throughout the month, designed to develop awareness and hone skills for physician-patient relationships. These relationships are an essential and powerful tool for good care of patients.

Family Medicine Clerkship Goals

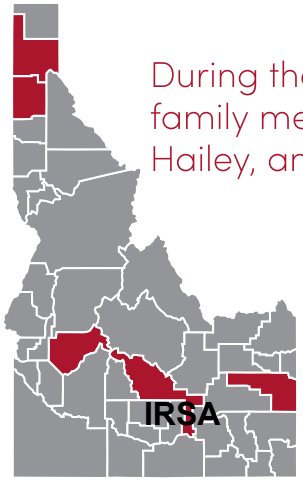
1. Students will be able to integrate their clinical reasoning skills with their scientific background through broad-spectrum hands-on patient care in the primary care setting.
2. Students will be able to see patients collaboratively with their preceptor, managing the full spectrum of acute, chronic, and preventive care needs that are addressed in the primary care setting.
3. Students will be able to develop therapeutic relationships with patients, families and communities.
4. Students will be able to understand how the principles of Family Medicine can help create a more efficient and effective health care system.
5. Students will be able to be more prepared to serve their community, by taking an active learning role in patient care, navigation of complex health systems, lifelong learning, and professional commitment.

Family Medicine Clerkship Timeline

The clerkship is six weeks in duration. Students are expected to be active in clinical duties for the majority of the days, however there are required weekly or bi-weekly didactic sessions (online) as well as dedicated time for students to prepare for exams and to complete the various assignment

Preceptor/Site Requirements

The preceptor(s) must be board-certified in Family Medicine, and hold a University of Utah Volunteer Clinical Faculty appointment with the Department of Family and Preventive Medicine. The clinical site must also have a current affiliation agreement with the University of Utah School of Medicine



During the 2020-2021 academic year, 10 third-year Idaho medical students completed family medicine clerkships in the following locations: Boise, Idaho Falls, Coeur d'Alene, Hailey, and Sandpoint

40

Weeks Idaho medical students spent on Family Medicine clerkships in Idaho during 2020-2021

48

Total number of Idaho Family Medicine clerkship graduates in 2020

Clinical Medical Education at the UUSOM

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

The Idaho Affairs program continues to grow the number of Idaho Family Medicine preceptors who teach students during their clerkships.

Physician	Clinic
Dr. Crane	Bear Lake Family Care & OBGYN
Dr. Franson	Caribou Memorial Hospital
Dr. Camarata	Cascade Medical Center
Dr. Campbell	Cassia Regional Hospital (IHC)
Dr. Colson	Family Medicine Residency of Idaho
Dr. Cameron	Heritage Health
Dr. McDonald	Heritage Health
Dr. Rousseau	Heritage Health
Dr. Ludwig	Pioneer Family Medicine
Dr. Moorhouse	Pioneer Family Medicine
Dr. MacDonald	Primary Health
Dr. Dunn	Sandpoint Family Health Center
Dr. Meulenberg	Sandpoint Family Health Center
Dr. Packer	Seasons Family Medicine

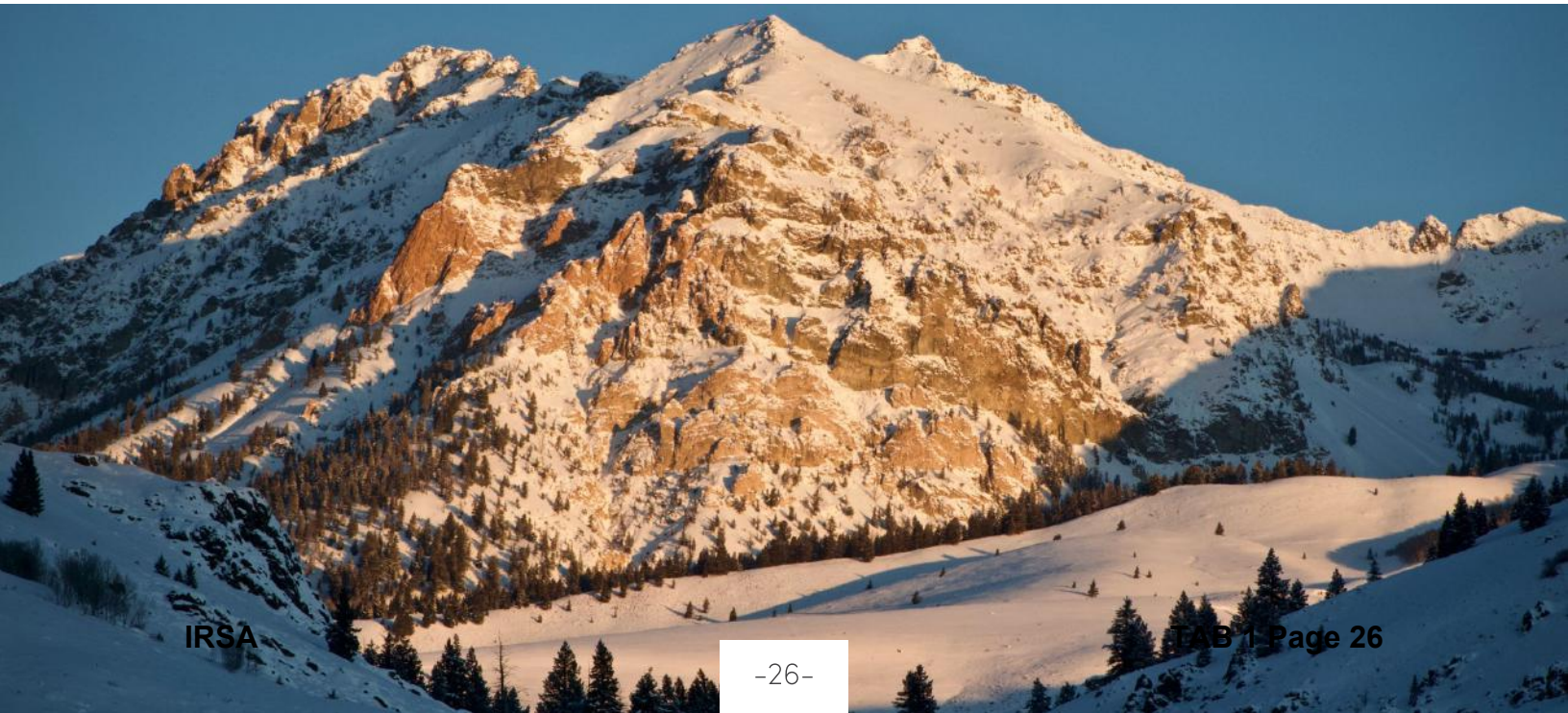
Physician	Clinic
Dr. Bennett	South East Family Medicine (Mountain View Hospital)
Dr. Mayo	South East Family Medicine (Mountain View Hospital)
Dr. Gunther	SparkMD
Dr. Nasser	St. Luke's- Capital City Family Medicine
Dr. Crump	St'. Luke's- Family Health
Dr. Ruske	St. Luke's- Jerome
Dr. Maier	St. Luke's- Mountain View
Dr. Satterfield	St. Luke's- Physician Center
Dr. Brown	St. Luke's- Physician Center
Dr. Drumm	St. Luke's- Wood River Family Medicine
Dr. Paris	St. Luke's- Wood River Family Medicine
Dr. Wilson	Terry Reiley Health Services
Dr. Johnson	Twin Falls
Dr. Bloom	Woodlands Family Medicine

Financial Report 2020-2021

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

The Idaho State Board of Education subsidizes ten seats at the University of Utah so that Idaho students are able to pay in-state tuition. For academic year 2020-21, Idaho students paid $41,783.64 in tuition and fees. Idaho students also paid a surcharge of $1,772.00 which was returned to Idaho (to the Idaho Rural Physician Incentive Program). The State of Idaho paid $43,871.50/per student.

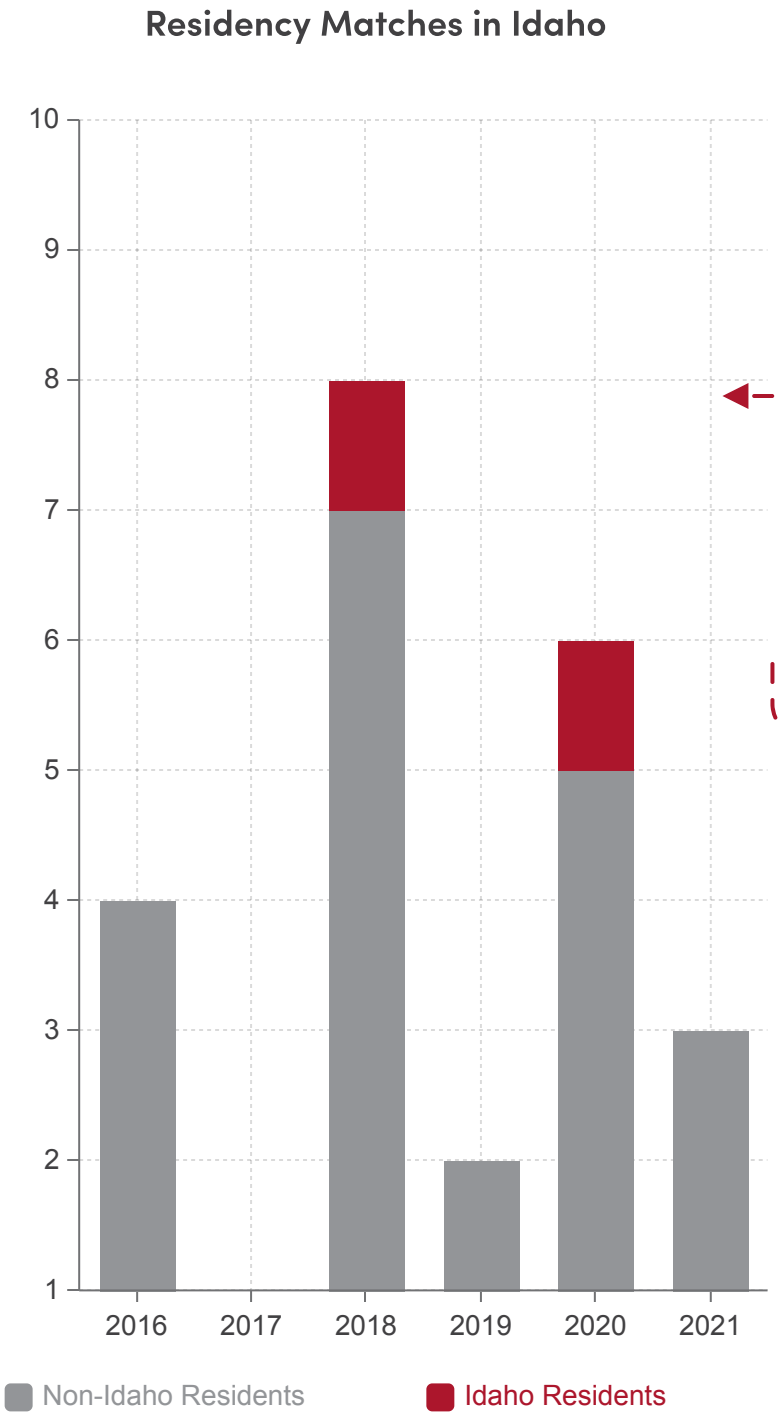
A portion of the subsidy that the University of Utah receives from the ISBOE went towards direct student support, program support, preceptor payments, and salaries. This amount totals to $119,944.21 for academic year 2020-21. Due to the COVID-19 pandemic, fewer funds were spent on travel than in previous years, however, the Idaho Affairs program was still able to reach students through virtual events and methods.



Graduate Report

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

Below is a culmination of data regarding Idaho Medical students.



Since 2008, **35** UUSOM graduates have matched into Idaho GME Programs. The graph to the left displays UUSOM residency matches, broken into Idaho residents and non-residents.

The UUSOM has successfully graduated **204** Idaho students since 1995. Below is a graduation report of sponsored and non-sponsored students.

Medical Student Graduate Report		
Academic Year	Sponsored	Non-Sponsored
2020-2021	10	0
2019-2020	10	0
2018-2019	10	+1 transfer
2017-2018	10	0
2016-2017	10	0

Graduate Report

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

Below are the 2021 match results for residency programs.

Idaho Resident 2021 Match Results*	
Match Program	Speciality
Utah Valley Hospital	Family Medicine
U Washington Affil Hosps	Internal Medicine
Wake Forest Baptist Med Ctr-NC	Neurology
U Iowa Hosps and Clinics	Psychiatry
University of Utah Health	Emergency Medicine
U Southern California	Anesthesiology
Idaho State University	Family Medicine
U Iowa Hosps and Clinics	Internal Medicine
Northwestern McGaw/NMH/VA-IL	Internal Medicine
U Alabama SOM-Montgomery	Medicine-Preliminary

*These are students who are residents of Idaho

Idaho Non-Resident 2021 Match Results*	
Match Program	Speciality
Family Medicine Residency of Idaho	Family Medicine
Family Medicine Residency of Idaho	Family Medicine
Idaho State University	Family Medicine

*These are students who were not residents of Idaho, but who matched into Idaho Residency programs

Idaho Psychiatry

SCHOOL OF MEDICINE UNIVERSITY OF UTAH

HUNTSMAN MENTAL HEALTH INSTITUTE UNIVERSITY OF UTAH

Idaho State University

During the 2020-2021 academic year, 100 students applied to the program and 3 students were selected to begin in July 2021. This represents a **150% increase** in applications since the 2019-2020 academic year.

Program Updates

"In November 2019, the University of Utah announced a generous financial commitment from the Huntsman Foundation to establish the Huntsman Mental Health Institute. Some of the work supported by the Foundation includes student mental health, increased access to mental health services in rural communities, and expansion of research initiatives, including research on the genetic basis of mental health conditions."[1] The Idaho Affairs program is thankful for the robust developments that this funding will provide for the University of Utah and the University of Utah Department of Psychiatry.

Rural Track (Idaho) Overview

The Idaho Rural Track in Pocatello has a mission to train community centered psychiatrists who will play an integral role in the development of mental health programs and practices in rural or high need communities.

Residents spend the majority of the first two years of the program in Salt Lake City, Utah working alongside fellow residents in the Adult Psychiatry program focusing on mastering skills in general medicine as well as completing required inpatient and some subspecialty psychiatric rotations. Some rotations will be completed in Pocatello, including general medicine and inpatient psychiatry.

During program years three and four, residents will transition to Pocatello, Idaho. During year three, they will primarily focus on outpatient training and during year four they will focus on their specific interests, passions and individualized goals. Residents will leave the program well-prepared to serve patients in both inpatient and outpatient settings. The Idaho Psychiatry Track plans to continue to recruit three residents per year for the track. The first three residents began their training in the summer of 2020 and the next cohort begins in July 2021.

Year 1 & 2

The majority of training occurs in Salt Lake City, with the exception of one month in Portneuf IM during year 1 and one month Portneuf IP psych during year 2.

Year 3 & 4

Year 3 & 3 are based in Pocatello/ SE Idaho, with the first cohort of residents starting in July 2022 as R3s.

1. Stowe, Jerilyn. "A New Era in Mental Health Care: University of Utah Dedicates Huntsman Mental Health Institute." *University of Utah Health*. 2021.

Idaho Psychiatry

SCHOOL OF MEDICINE UNIVERSITY OF UTAH

HUNTSMAN MENTAL HEALTH INSTITUTE UNIVERSITY OF UTAH

Idaho State University

During the 2020-2021 academic year, 100 students applied to the program and 3 students were selected to begin in July 2021. This represents a **150% increase** in applications since the 2019-2020 academic year.

Rural Track (Idaho) Finances

On average, it costs about $180,000 to train a resident each year. The money given to the University of Utah from the state goes directly to the cost of residents' salaries. Monies to Idaho State University pays for administrative costs and some facilities charges related to the Utah/Idaho psychiatry program. The program must rely on other sources, such as the VA and grants, to fund the remaining cost.

Inaugural Class

These students matched into the program in 2020 and are now in their second year:



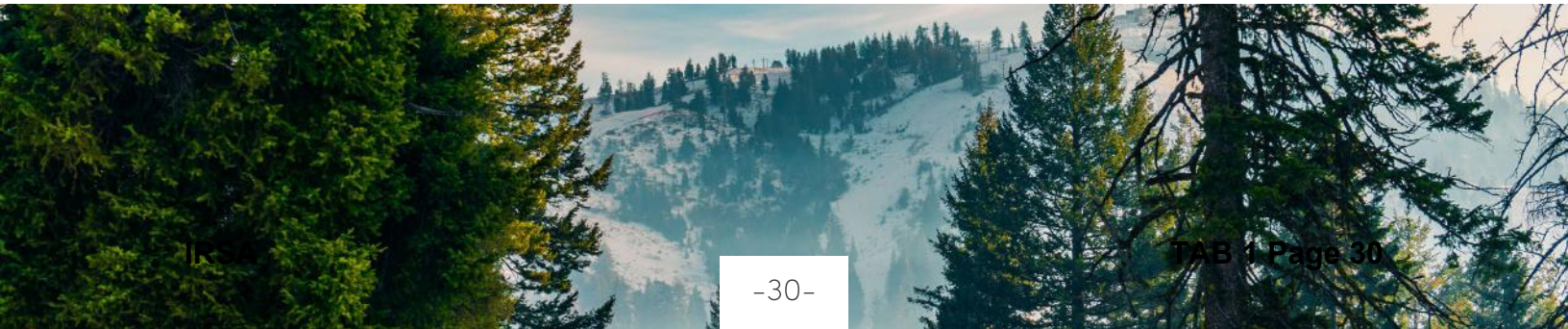
Daisha Orchard, MD
University of Utah



Matthew Torbenson, MD
Medical College of Wisconsin



Christian Schmutz, MD
University of Utah



Idaho Psychiatry

SCHOOL OF MEDICINE UNIVERSITY OF UTAH

HUNTSMAN MENTAL HEALTH INSTITUTE UNIVERSITY OF UTAH

Idaho State University

During the 2020-2021 academic year, 100 students applied to the program and 3 students were selected to begin in July 2021. This represents a **150% increase** in applications since the 2019-2020 academic year.

2021 Match Results

These students are scheduled to begin the program in July 2021:



Chaston Ellis, DO
Touro University



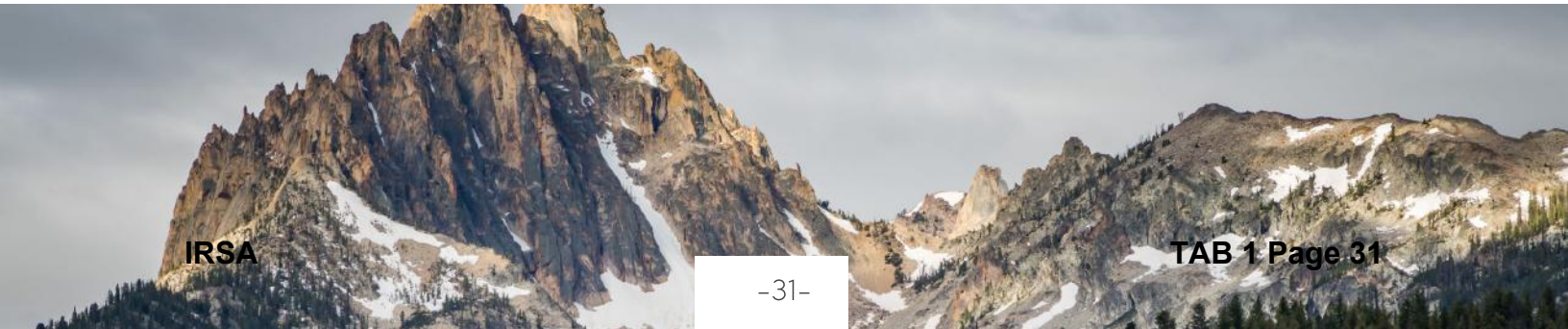
Leah Fortson, MD
Tufts University



Ryan Kelly, MD
University of Iowa

Future Vision

- Recruitment/Retention of psychiatry graduates to Southeastern Idaho
- Improve patient access to psychiatric care
- Mental Health Integration of primary care with psychiatry working with Idaho State University
- Development of Consultation and Telepsychiatry services
- Efficiency of psychiatric care in the Emergency Department
- Enhanced relationship between Idaho State University, Southeast Idaho Hospitals and Clinics, & the U Health system



Thank You & Acknowledgement

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

Idaho Students at the UUSOM would like to express their gratitude for the opportunity to study medicine at the UUSOM.

I have loved studying medicine at the University of Utah, especially now that I am spending time in the hospital working with patients. Medical school tuition is nothing to sneeze at, and it is such a relief that Idaho has helped pay part of my tuition. Thank you so much. I'm excited to someday return and practice medicine in the home state I love!

-Jarom Gropp, Class of 2023

Thank you so much for the incredible opportunity to study in Utah! I was so impressed by the quality of my education, the incredible catchment area, and the world class outdoors that I couldn't leave and decided to stay here for residency. I'm beyond grateful for the gift of my new home.

-Ellie Gilbertson, Class of 2021

I want to extend my utmost and sincere gratitude to everyone who has worked so hard to facilitate this wonderful opportunity for me to able to study medicine at such a prestigious institution like the University of Utah. It brings me joy every time my training comes in handy when I work with an Idaho-based patient at the clinics, and I hope to continue this service moving forward!

-Anurag Tripathy, Class of 2023

Thank you for supporting me in my medical education at UUSOM. It's been terrific being able to complete my training so close to home. I'm looking forward to returning to Idaho for my family medicine clerkship next year!

-John Tolke, Class of 2024

Thank You & Acknowledgement

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

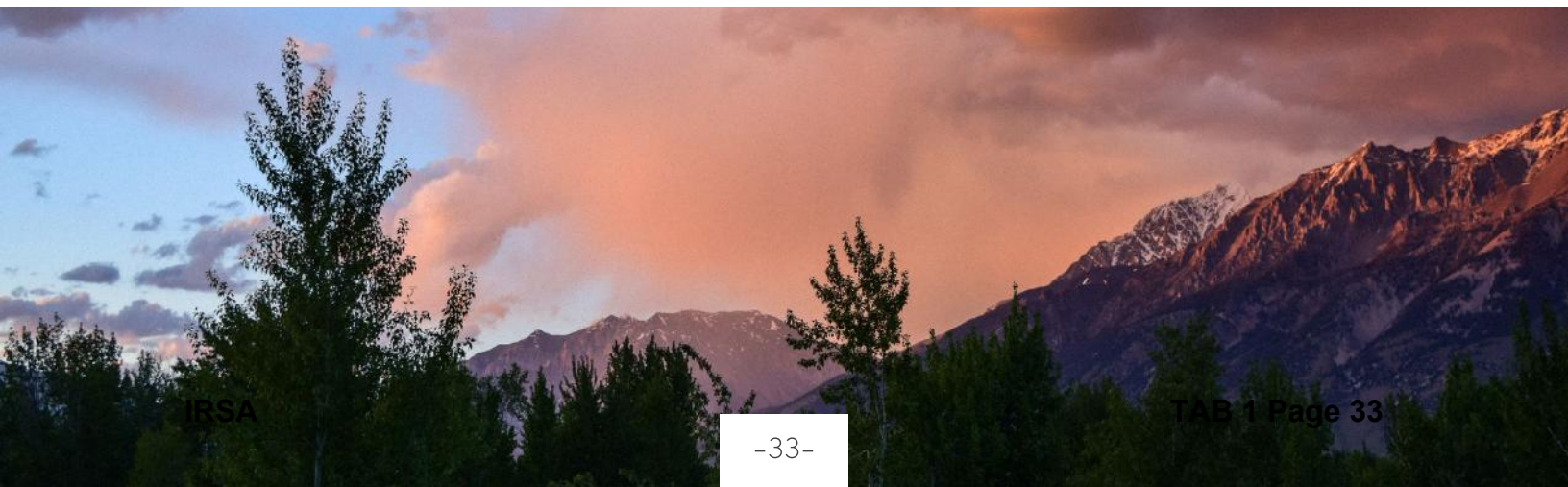
Idaho Students at the UUSOM would like to express their gratitude for the opportunity to study medicine at the UUSOM.

As an Idaho student, I feel proud to represent my state. This opportunity to represent Idaho at UUSOM has left me with an overwhelming sense of gratitude to my state and for this incredible education. I hope one day to give back to Idaho what it has given me with this education

-Jake Lewis, Class of 2024

Thank you Idaho Board of Education! Without your help, I would not be here at UUSOM about to start my second year of medical school. There are many reasons to love Idaho, but having your support as I work to become a physician is at the top of my list. Thank you and I can't wait to return to the best state!

-Catherine Bautista, Class of 2024



Thank You & Acknowledgement

SCHOOL OF MEDICINE
UNIVERSITY OF UTAH

The UUSOM & the Idaho Affairs Program thanks the following individuals, and countless others, for their ongoing support of the Idaho Affairs Program at the UUSOM.

Michael Good, MD
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Dean, University of Utah School of Medicine
Senior Vice-President, Health Sciences
Interim President, University of Utah

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The Huntsman Family

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Idaho Universities

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Idaho State Board of Education

Idaho State Legislators
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Office of Educational Quality Improvement
Office of Student Affairs
Office of Academic Affairs & Education
Office of Community Faculty

And Countless Others

SUBJECT

Semi-Annual Report of Approved Program Requests

REFERENCE

August 2020	Board accepted semi-annual report.
February 2021	Board accepted semi-annual report.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

Consistent with Board Policy III.G.8.a., the Board office is providing a semi-annual report of academic and career technical program requests from Idaho's public postsecondary institutions that were approved by the executive director between January 1, 2021 and June 30, 2021. A report of program change requests approved by the full Board for the same time period is also included for informational and contextual purposes.

ATTACHMENTS

Attachment 1 – Semi-Annual Report of Approved Program Requests

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff provided an overview of new academic or career technical programs and certificates approved by the executive director consistent with Board Policy III.G. This included other instructional activity such as modifications to existing programs. Other non-substantial changes that require notification to the Board office were also included in the report.

Staff noted several trends in program requests over the past five fiscal years:

- A significant spike in program modification requests in FY20-21 resulting from institutions adding online options to existing programs, likely in response to the pandemic.
- A steep drop in new undergraduate program requests over the past five years – 1 request in FY20-21 down from 13 requests in FY19-20 and 19 requests in FY16-17.
- A significant spike of new academic undergraduate certificates – 34 in FY19-20, but dropping to more historical levels (10 new certificates) in FY20-21.
- Fairly consistent numbers of new graduate certificate requests over the past five years.

- A significant uptick in the number of new career technical certificates, AAS degrees, discontinued certificates, and discontinued degrees in FY19-20.

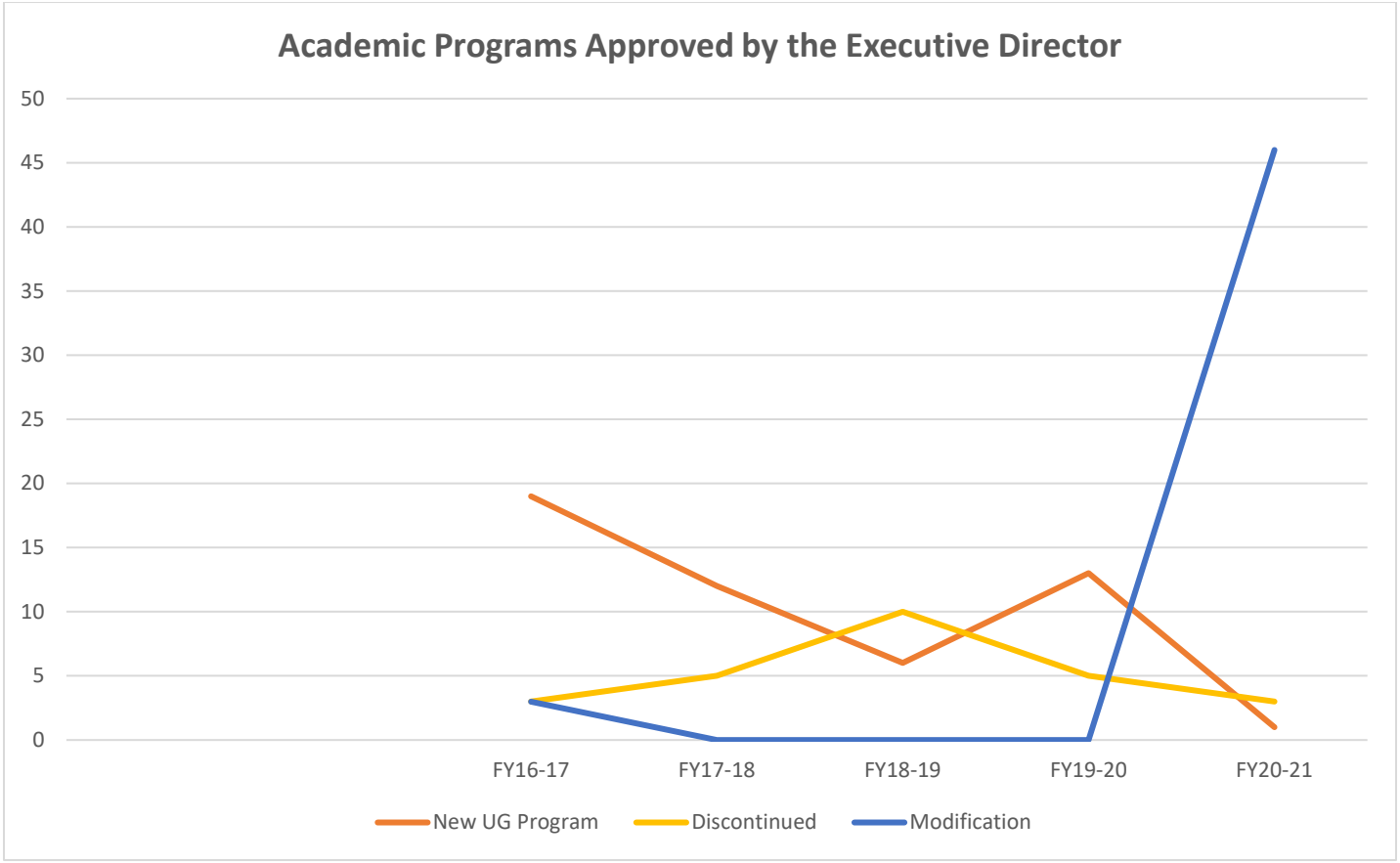
BOARD ACTION

I move to accept the Semi-Annual Report of Approved Program Requests, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

ATTACHMENT 1

Semi-Annual Report of Approved Program Requests
January 2021 through June 2021



ATTACHMENT 1

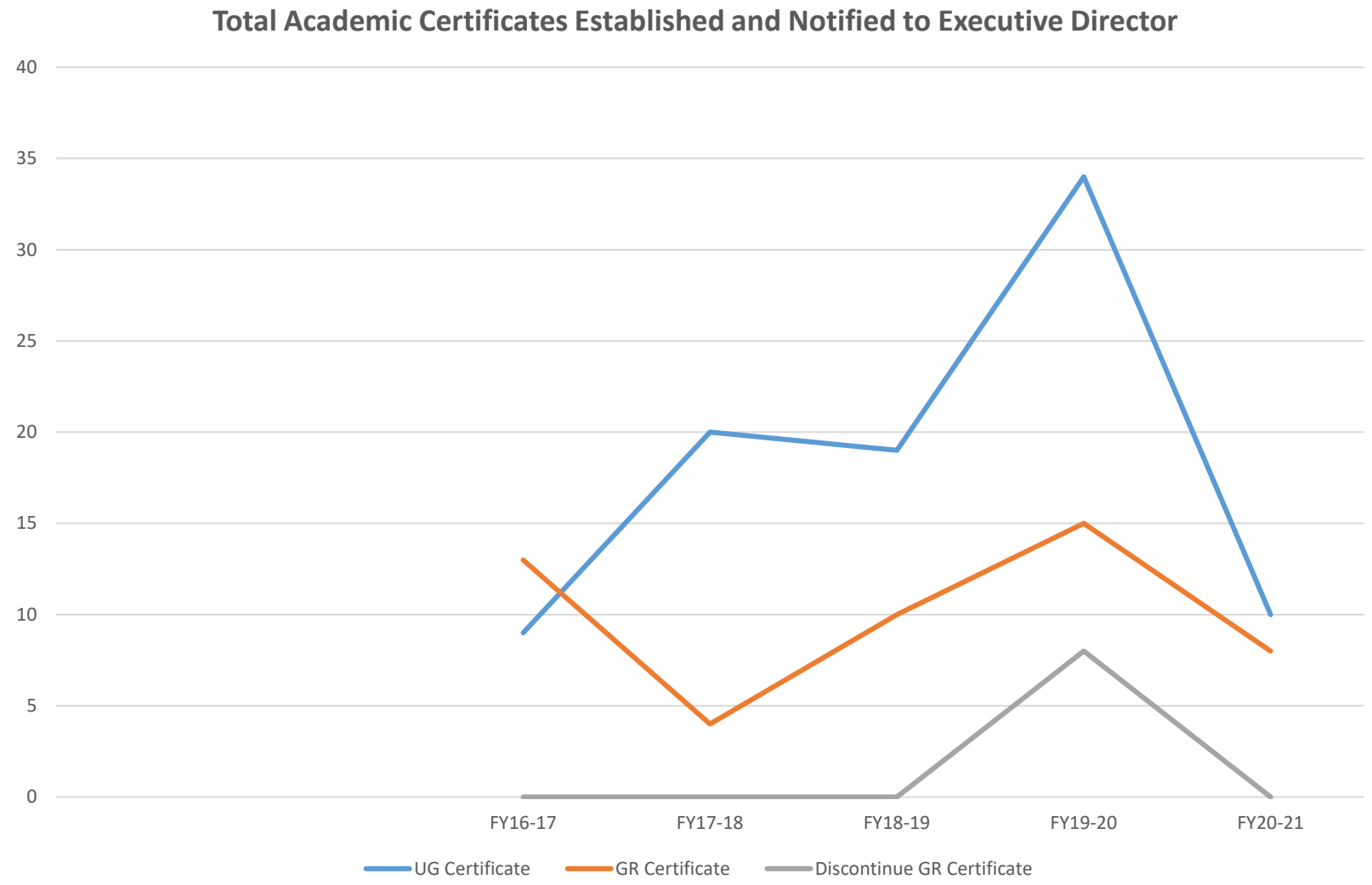
List of Academic Program and Unit Requests Approved by Executive Director

Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
BSU	Expansion to online	Conflict Management (online)	Graduate Certificate	2/23/2021
BSU	Expansion to online	Conflict Management (online)	Undergraduate Certificate	2/23/2021
BSU	Expansion to online	Transition in person BBA in Accountancy offered at College of Southern Idaho to online	BBA	4/7/2021
BSU	Discontinue	Dual Early Special Education, Early Childhood Special Education	BA	4/26/2021
BSU	New administrative unit	Redfish Environmental Data Institute	N/A	5/21/2021
CWI	Expansion to online	Anthropology	AA	3/19/2021
CSI	Discontinue	Equine Studies	AA	7/16/2021
CSI	Discontinue	Horticulture	AS	7/16/2021
CSI	Discontinue	Equine Business Management	AS	7/16/2021
ISU	Expansion to online	University Studies	AA, BA	3/24/2021
ISU	Expansion to online	Art History	Minor	3/24/2021
ISU	Expansion to online	Communication	MA	3/24/2021
ISU	Expansion to online	Advocacy	Minor	3/24/2021
ISU	Expansion to online	Biomedical Ethics	Undergraduate Certificate	3/24/2021
ISU	Expansion to online	Biomedical Ethics	Graduate Certificate	3/24/2021
ISU	Expansion to online	Spanish	BA	3/24/2021
ISU	Expansion to online	Spanish for Health Professions	BA, Graduate Certificate	3/24/2021
ISU	Expansion to online	Global Studies	BA, Minor	3/24/2021
ISU	Expansion to online	Japanese	Minor	3/24/2021
ISU	Expansion to online	Basic Japanese Language Proficiency	Undergraduate Certificate	3/24/2021
ISU	Expansion to online	Advanced Japanese Language Proficiency	Undergraduate Certificate	3/24/2021
ISU	Expansion to online	Advanced Spanish Language Proficiency	Undergraduate Certificate	3/24/2021
ISU	Expansion to online	Anthropology	BA, MA, MS, Minor	3/24/2021
ISU	Expansion to online	History	BA, MA, Minor	3/24/2021
ISU	Expansion to online	Psychology	BA, BS, Minor	3/24/2021
ISU	Expansion to online	Psychology: Applied Behavior Analysis	Minor	3/24/2021
ISU	Expansion to online	Criminology	AA	3/24/2021
ISU	Expansion to online	Sociology	BA, MA, Minor	3/24/2021
ISU	Expansion to online	Sociology: Criminology	BA	3/24/2021
ISU	Expansion to online	Gender and Sexuality Studies	Minor	3/24/2021
ISU	Expansion	Nursing (Accelerated) Expansion to Pocatello	BS	4/23/2021
ISU	Expansion to online	General Business	BBA	4/7/2021
ISU	Expansion to online	Business Informatics	BBA	4/7/2021
ISU	Expansion to online	Finance	BBA	4/7/2021

ATTACHMENT 1

Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
ISU	Expansion to online	Management	BBA	4/7/2021
ISU	Expansion to online	Marketing	BBA	4/7/2021
LCSC	Expansion to online	Sport Coaching	Graduate Certificate	4/7/2021
LCSC	Modification	Reorganize the following units: • Business Division to Business and Computer Science Division • Natural Sciences and Mathematics Division to Physical, Life, Movement and Sport Science Division • Teacher Education Division to Teacher Education and Mathematics Division	Instructional Units	6/2/2021
UI	Discontinue	Molecular Biology and Biotechnology	B.S.	2/23/2021
UI	Expansion to online	Music	Master's	3/19/2021
UI	Expansion to online	Movement and Leisure Sciences	M.S.	3/19/2021
UI	Expansion to online	Recreation, Sport and Tourism Management	B.S.	3/19/2021
UI	Discontinue	Natural Resource and Conservation	B.S.	6/2/2021
UI	New	Global Disease Ecology	B.S.	6/21/2021

ATTACHMENT 1



ATTACHMENT 1

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

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

Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
BSU	New	Applied Data Science	Minor	1/14/2021
BSU	New	Cryptography and Cryptanalysis	Undergraduate Certificate	1/14/2021
BSU	Name change	Media Arts to Integrated Media and Strategic Communication	BA	1/14/2021
BSU	Name change	Data Science to Data Science for STEM	Undergraduate Certificate	1/14/2021
BSU	Name change	Business Bridge to Career to Plus Business	Undergraduate Certificate	1/14/2021
BSU	Name change	Business to Career Minor to Plus Business	Minor	1/14/2021
BSU	New	Four new options under the Bachelor of Music Education to include Bow Strings, Piano/Guitar, Voice, and Wind/Bass/Percussion	Options	1/29/2021
BSU	Name change	Department of Community and Environmental Health to the Department of Public Health and Population Science	Instructional unit	1/29/2021
BSU	Name change	Interdisciplinary Art Studio emphasis to Time-Based Art emphasis under the Bachelor of Fine Arts in Visual Art	Emphasis	1/29/2021
BSU	Name change	Sustainable Futures emphasis to Global Environment emphasis and International Relations emphasis to International Governance and Development emphasis, under the Bachelor of Arts in Global Studies	Emphasis	1/29/2021
BSU	Name change	Public Relations emphasis to Strategic Communications emphasis and Television, Broadcast, and Digital Media emphasis, under the Bachelor of Arts in Integrated Media and Strategic Communication	Emphasis	1/29/2021
BSU	Name change	Exercise Science emphasis to Human Performance and Exercise Science emphasis; Biomechanics emphasis to Neuromechanical Science emphasis; and Pre-Athletic Training emphasis to Rehabilitation Science emphasis, under the Bachelor of Science in Kinesiology	Emphasis	1/29/2021
BSU	New	Middle Level (5-9) Social Studies Teaching	Endorsement	2/1/2021
BSU	Name change	Public Relations in Integrated Strategic Communications	BA	2/11/21
BSU	Name change	Education, Literacy to Education in Language, Literacy, and Culture	MA	2/19/21
BSU	Name change	Innovation and Design: Emerging Applications (IDEA) to Innovation and Design	Undergraduate Certificate	2/26/21
BSU	Name change	User Experience Research: UX Professional certificate to User Research (UX) Professional certificate (online fee model)	Undergraduate Certificate	2/26/21

ATTACHMENT 1

Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
BSU	Name change	User Experience Research: Ethnography + Design Certificate to User Experience Research (appropriated funding model)	Undergraduate Certificate	2/26/21
BSU	Name change	Materials to Mechanical Materials	Undergraduate Certificate	2/26/21
BSU	Name change	Special Education Services to Intervention Specialist	Undergraduate Certificate	2/26/21
BSU	Name change	Entrepreneurship to Business Creation	Undergraduate Certificate	3/4/21
BSU	New	Creative Influence	Undergraduate Certificate	3/19/2021
BSU	New	Content Production	Undergraduate Certificate	3/19/2021
BSU	New	Physical Activity and Health	Undergraduate Certificate	3/26/2021
BSU	New	Data Science for the Sciences	Undergraduate Certificate	3/26/2021
BSU	Discontinue	Communication Teaching Endorsement	Endorsement	4/16/2021
BSU	New	Cryptology Security Analyst	Graduate Certificate	4/16/2021
BSU	New	Community Impact	Undergraduate Certificate	4/16/2021
BSU	New	Teaching English to Speakers of Other Languages, K12	Graduate Certificate	4/16/2021
BSU	New	Astronomy	Minor	4/16/2021
BSU	Discontinue	Journalism and Media Studies emphasis under the Bachelor of Arts in Integrated Media and Strategic Communications	Emphasis	4/23/2021
BSU	CIP Code Change	Entrepreneurship Management from 52.0201 *to* 52.0701	Minor and BBA	4/23/2021
BSU	CIP Code Change	Electrical and Computer Engineering from 14.1001 *to* 14.4701	MS, Ph.D., Master's	4/23/2021
BSU	CIP Code Change	Communication Management from 9.0100 *to* 9.0909	Undergraduate certificate	4/23/2021
BSU	CIP Code Change	Data Science for the Liberal Arts from 45.0102 *to* 30.7001	Undergraduate certificate	4/23/2021
BSU	CIP Code Change	Data Science for the Liberal Arts from 45.0102 *to* 30.7001	Minor	4/23/2021
BSU	CIP Code Change	Conflict Management from 9.9999 *to* 30.2801	Graduate Certificate	4/23/2021
BSU	CIP Code Change	Conflict Management from 9.999 *to* 30.2801	Undergraduate Certificate	4/23/2021
BSU	CIP Code Change	Business and Economic Analytics from 52.0601 *to* 30.7102	BS	4/23/2021
BSU	CIP Code Change	Critical Theory from 38.0199 *to* 30.2601	Minor	4/23/2021
BSU	CIP Code Change	Criminal Justice from 43.0103 *to* 43.0104	BS	4/23/2021
BSU	CIP Code Change	Criminal Justice from 43.0103 *to* 43.0104	MA	4/23/2021
BSU	CIP Code Change	Criminal Justice from 43.0103 *to* 43.0104	Minor	4/23/2021
BSU	CIP Code Change	Principles of Grant Writing from 23.1301 *to* 51.0107	Undergraduate Certificate	4/23/2021
BSU	New	Digital Literacies Instruction	Graduate Certificate	4/26/2021
BSU	New	Econometrics	Graduate Certificate	4/26/2021
BSU	New	Assistive Technology	Graduate Certificate	4/26/2021
BSU	New	Literacy Instruction for Students with Exceptional Needs	Graduate Certificate	4/26/2021
BSU	New	Designing Accessible and Inclusive Online Education	Graduate Certificate	5/24/2021

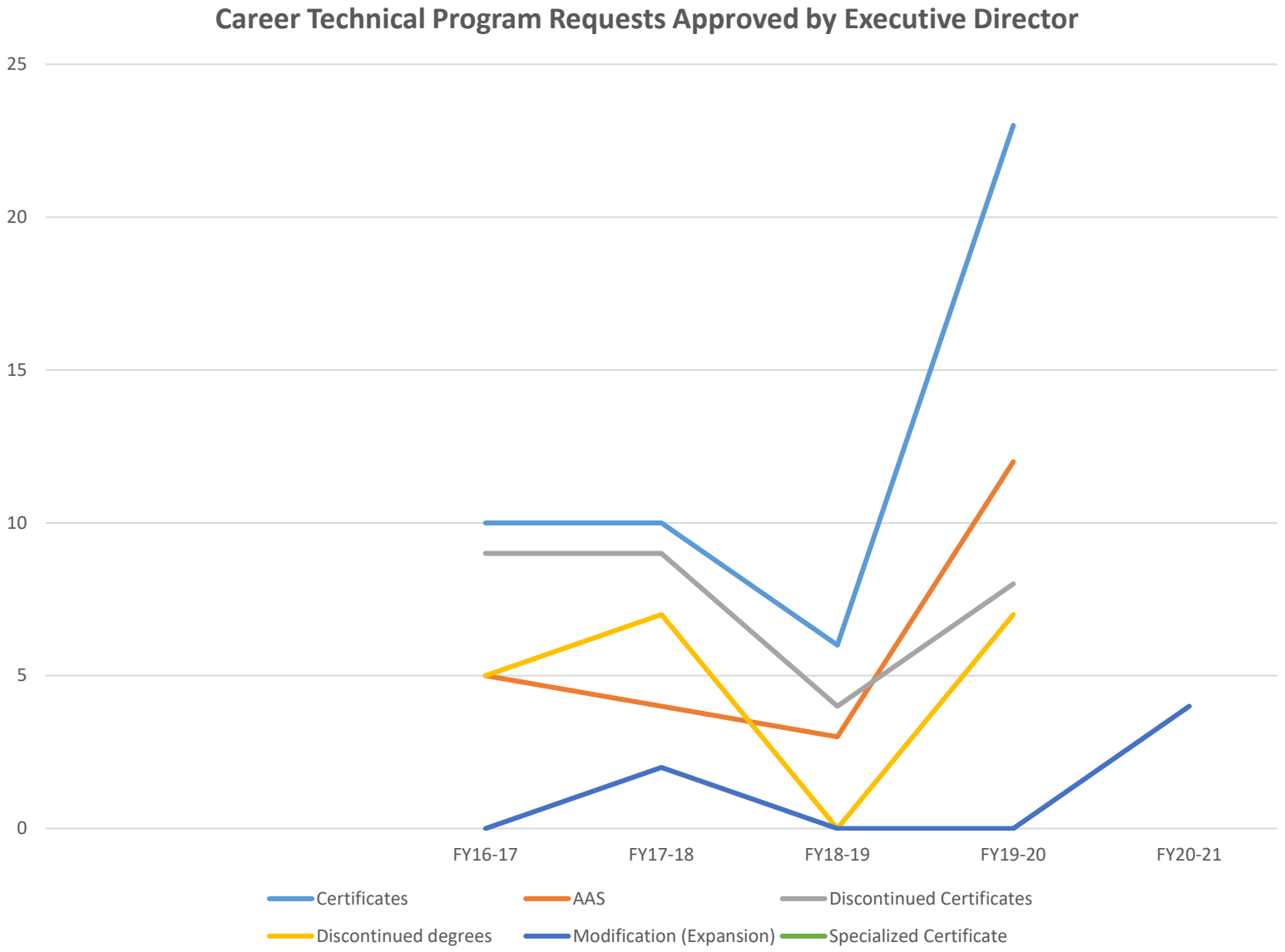
ATTACHMENT 1

Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
ISU	New	Athletic Administration emphasis to existing Master of Business Administration program	Emphasis	3/4/2021
LCSC	Name change	Sport Administration to Sport Management	BA/BS	4/7/2021
UI	New	Small Business Management	Undergraduate Certificate	1/14/2021
UI	Discontinue	All emphases in the B.A. in History	Emphases	1/14/2021
UI	Discontinue	All emphases in the B.Music	Emphases	1/14/2021
UI	Discontinue	All emphases in the B.A. and B.S. in Music to include changing the B.A. and B.S. in Music to the B.A. and B.S. in Applied Music	BA/BS	1/14/2021
UI	Discontinue	Discontinue all emphases in the B.A. and B.S. in Sociology	Emphases	1/14/2021
UI	New	Create a new minor in Film & Television Production in the Department of Journalism and Mass Media	Minor	1/14/2021
UI	Name change	Change the name of the Department of Accounting to the Department of Accounting and Management Information Systems	Instructional Unit	1/14/2021
UI	Name change	Change the name of the Department of Psychology & Communication Studies to the Department of Psychology & Communication	Instructional Unit	1/14/2021
UI	Name change	Change the name of the Department of Sociology & Anthropology to the Department of Culture, Society and Justice	Instructional Unit	1/14/2021
UI	Name change	Change the name of the Diversity and Inclusion Certificate to the Equity and Justice Certificate	Certificate	1/14/2021
UI	New	Precision Agriculture	Undergraduate Certificate	4/29/2021
UI	New	Technology Integration Specialist	Graduate Certificate	4/29/2021
UI	New	Apparel, Textiles and Design	Minor	4/29/2021
UI	New	Natural Resource Management	Undergraduate Certificate	3/19/2021
UI	New	Business Analytics	Undergraduate Certificate	3/19/2021
UI	CIP Code Change	Architecture from 04.0201 to 04.0902	Master's	3/19/2021
UI	CIP Code Change	Natural Resources from 03.0201 to 03.0199	MS, Ph.D.	3/19/2021
UI	Name changes	Program changes to the B.S. in Environmental Science: ○ Biological Science option to Ecological Restoration emphasis ○ Physical Science option 1 to Policy Planning and Management ○ Physical Science option 2 to Culture and Communication ○ Social Science option to Integrated Sciences ○ Biophysical Science option to Sustainability Sciences (online only)	Options	3/19/2021

ATTACHMENT 1

Instit.	Request Type	Program Title/Description	Degree/Certificate/Other	Date
UI	Name change	Department of Agricultural and Extension Education to the Department of Agricultural Education, Leadership and Communications	Instructional Unit	3/19/2021
UI	Name change	Applied-Quantitative Modeling option to Applied – Modeling and Data Science in the B.S. in Mathematics	BS	3/19/2021
UI	Name change	Data Analytics to Data Science	Graduate Certificate	3/19/2021
UI	Name change	Operations Management to Operations and Supply Chain Management	BS	3/19/2021
UI	New	New Fish and Wildlife Science and Management option to the Masters of Natural Resources	Option	3/19/2021
UI	New	New minor in Human and Community Engagement	Minor	3/19/2021
UI	New	New minor in Sustainable Food Systems	Minor	3/19/2021
UI	New	New Minor in Water Science and Management	Minor	3/19/2021
UI	New	New Minor in Groundwater Hydrology	Minor	3/19/2021
UI	Program/name changes	Rename the Natural Resources and Environmental Science, P.S.M. to Interdisciplinary Science and Technology, P.S.M. and: ○ Change the name of the Water Resources Management emphasis to Water Resources ○ Change the name of Sustainability Science emphasis to Sustainable Soil and Land Systems ○ Change the name of the Climate Change Science emphasis to Climate Change ○ Add the emphasis of Precision Nutrition for Animal and Human Health ○ Add the emphasis of Sustainable Food and Fiber ○ Add the emphasis of Geographic Information Skills, Mapping and Monitoring		3/19/2021
UI	Relocate	Change the B.S. in Ecology and Conservation Biology from the Natural Resources Department to the Fish & Wildlife Sciences Department		3/19/2021

ATTACHMENT 1



ATTACHMENT 1

New Career Technical Program and Unit Requests Approved by Executive Director (by Type)

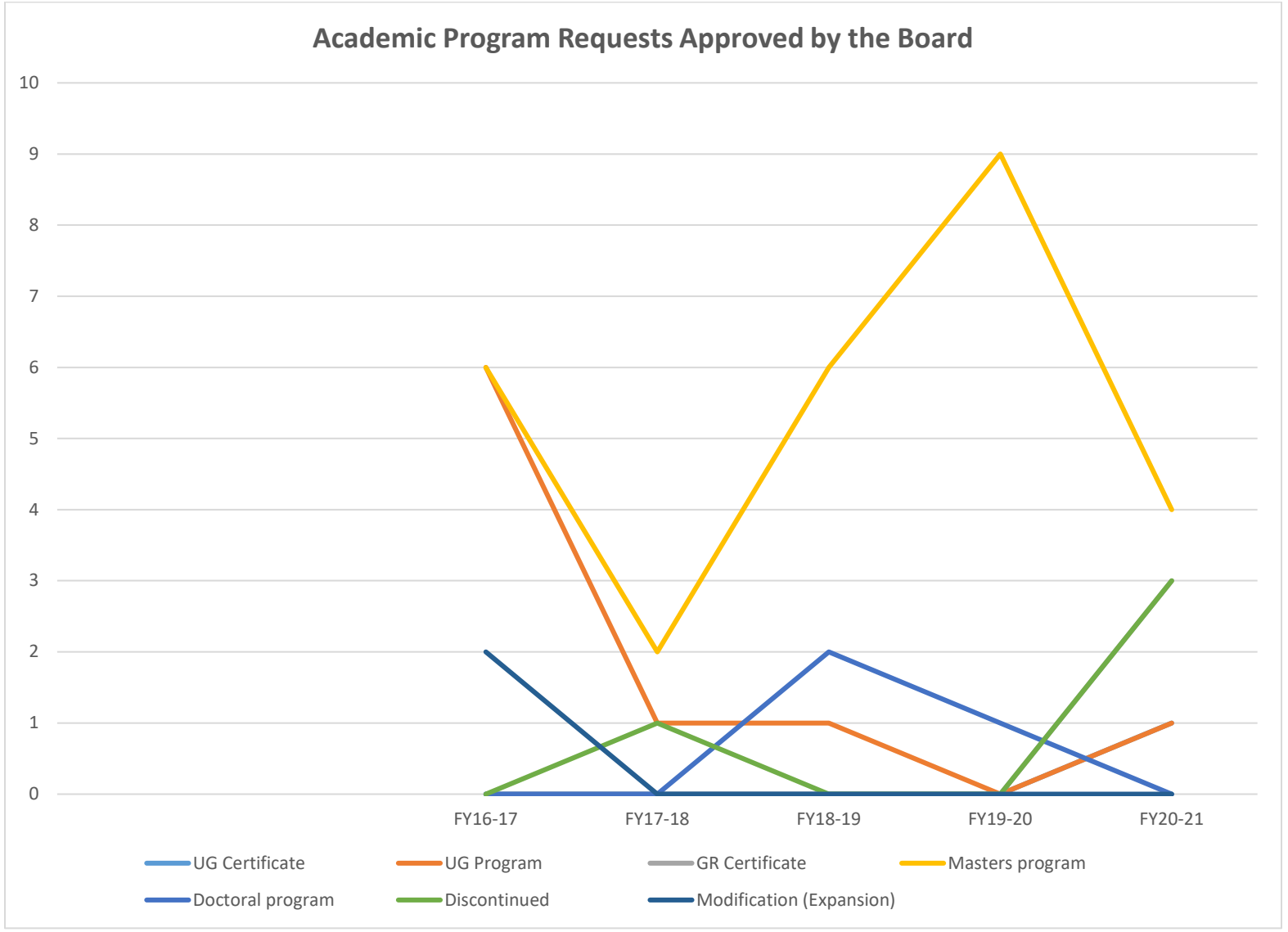
Instit.	Request Type	Program Title	Degree/Certificate/Other	Date
LCSC	Discontinue	Business Office Technology: Administrative Management	BAS, AAS, ATC, ITC	1/14/2021
CEI	Modification	Bifurcate Division of Business and Technology into two units: Division of Business and Division of Technology and change the name of the Division of Healthcare to Division of Health and Human Services	Instructional Unit	3/19/2021
NIC	Expansion	Add Basic Technical Certificate in Healthcare Document Management under the Computer Applications & Office Technology Program	BTC	1/14/2021
CWI	Modification	Consolidate Transportation Technology Department and Diesel Technology Department to create Diesel, Automotive, and Powersports Technology	Instructional Unit	2/11/2021
CWI	Modification	Bifurcate Agricultural and Physical Sciences Department into Agricultural Sciences Department and Physical Sciences Department	Instructional Unit	2/11/2021

List of Other CTE Program Changes Notified to Executive Director

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

Instit.	Request Type	Program Title	Degree/Certificate/Other	Date
LCSC	Name change	Business Management and Marketing to Applied Management Marketing	ATC, AAS	6/21/2021

ATTACHMENT 1



ATTACHMENT 1

List of Academic Program and Unit Requests Approved by the Board

Instit.	Request Type	Program Title	Degree/Certificate/Other	Date
BSU	Discontinue	Applied Historical Research	M.A.H.R.	2/18/2021
BSU	New	Cyber Operations and Resilience	B.S., M.S.	2/18/2021
BSU	New	Resilience Engineering (online program fee)	Graduate Certificate	2/18/2021
BSU	New	Governance Policy Administration (online program fee)	Graduate Certificate	2/18/2021
BSU	New	Analyst and Threat Intelligence (online program fee)	Graduate Certificate	2/18/2021
BSU	New	Entrepreneurship (online program fee)	Undergraduate Certificate	2/19/2021
BSU	Discontinue	P-8 Special Education (formerly Early Childhood Intervention)	Master of Teaching	6/16/2021
BSU	New	Cybersecurity	M.S.	4/22/2021
BSU	New	Population and Health Systems Management	Master	4/22/2021
UI	Discontinue	Master of Art Teaching	Master's	4/22/2021
UI	New	Cybersecurity	M.S	6/23/2021

SUBJECT

Three-Year Program Plan

REFERENCE

August 2017	The Board approved the Five-Year Program Plan update to Board Policy III.Z.
February 2018	The Board approved Policy III.Z. amendments that changed the planning period from five years to three years.
August 2018	The Board approved the first iteration of the Three-Year Program Plan.
August 2019	The Board approved the Three-Year Program Plan update.
June 2020	The Board approved a waiver of Board Policy III.Z.2.a.i., which required the Board review and approve the three-year plan at the August 2020 Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z. Planning and Delivery of Postsecondary Programs and Courses
Section 33-113, Idaho Code

BACKGROUND/DISCUSSION

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

Consistent with Board Policy III.Z.2.a.ii, institutions created program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a three-year period, including an inventory of programs currently offered. Board staff reviews institution plans for alignment with policy requirements, program responsibilities, and identification of any duplication of programs across institutions.

IMPACT

The Three-Year Plans provide a comprehensive, system-wide picture of anticipated institutional academic program and career technical program development. The plan is intended to serve as the foundation for guiding the Board in its efforts to coordinate the efficient delivery of educational programs throughout the state and provides the Board with a systemwide look at all the programs that are delivered or plan to be delivered in the next three years. Approval of the three-year plan will provide the institutions with the option to

proceed with the development of program proposals that will be considered by the Board, as applicable to the level of program impact, for approval and implementation over the next three years.

ATTACHMENTS

Attachment 1 – Three-Year Program Plan

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In June 2020, the Board approved a waiver of Board Policy III.Z.2.a.i., which waived the requirement of the Board to review and approve the three-year plan at the August Board meeting annually. The waiver was in response to the COVID-19 pandemic and impacts to institution budgets. This waiver provided institutions with opportunities to reevaluate program plans and align those with budget realities. Additionally, many institutions were conducting regular program reviews and/or program prioritization processes. For those reasons, the Board will observe that some institution plans consist of projected programs for a one- or two-year period instead of three.

With that said, each institution submitted an institution plan representing proposed programs for Academic Year 2022-2023, 2023-2024, and/or 2024-2025. Consistent with the planning process, institutions met on June 10, 2021 to review institution plans. The following projected programs and changes have been identified by institutions that will necessitate ongoing discussion.

- **Bachelor of Business Administration in Accountancy**
  Boise State University (BSU) discontinued traditional offering of the Bachelor of Business Administration in Accountancy in Region IV-Twin Falls and transitioned the program to an online offering. Currently, under Board Policy III.Z, BSU serves undergraduate and graduate business program needs in Region IV. Idaho State University (ISU) indicated they would like to continue discussion with BSU regarding business degree offerings in Region IV.

- **Master of Social Work**
  BSU transitioned their Master of Social Work (MSW) to an online offering. This program was originally offered face-to-face in Lewiston and was discontinued in 2018 and is currently offered in Region I-Coeur d'Alene and Region IV-Twin Falls. Due to the COVID-19 pandemic, BSU moved MSW course offerings in Region I and IV to online in AY 2020-2021 and is currently working on a proposal to discontinue the face-to-face offering in Region IV, which will be replaced with BSU's online MSW program. At this time, BSU will retain the face-to-face offering in Coeur d'Alene and will evaluate whether or not to discontinue the face-to-face option in the future. ISU expressed interest in continuing conversations with BSU for potential collaboration and increased offerings, including exploring how to address the MSW needs in Regions I and IV given the discontinuation of the traditional offering in those regions.

- **Registered Nursing**
  CSI, NIC, and CWI have identified a need for BSN programs within their respective service regions. The RN to BSN completion program to be offered online was projected by CWI in Region III. BSU currently offers a traditional BSN offering and RN to BSN online program in Region III. BSU has indicated their existing RN to BSN program is flexible and fully scalable. ISU offers an RN to BSN (Hybrid) and LCSC offers an RN to BSN online. Ongoing discussion regarding potential duplication and competition for students and nursing faculty needs to occur, including impacts to existing partnerships between institutions.

The following represents various applied baccalaureate programs identified by Idaho's community colleges. While there were no specific concerns raised, there was interest in obtaining additional information for the applied baccalaureate programs and interest in having discussion regarding curriculum alignment for the associate's programs:

- CEI – Bachelor of Applied Technologies
- CEI – Registered Nursing, AS
- CEI – Pharmacy Tech, AAS
- CSI – Industrial Technology, BAS
- NIC – Medical Laboratory Technician, AAS
- NIC – Construction Management, BAS
- NIC – Diesel Technology, BAS
- NIC – Digital Media, BAT

Institutional three-year plans were reviewed by the Council on Academic Affairs and Programs in June 2021. The Instruction, Research and Student Affairs (IRSA) committee reviewed the Three-Year Plan on August 13, 2021. IRSA observed that University of Idaho has projections for three new Associate of Applied Science (AAS) degree programs in the area of natural resources. The Idaho Division of Career Technical Education notes that the AAS component of the University of Idaho's plan is not allowed under current Board policy III.Z.

Staff recommends approval, conditioned on the areas requiring further discussion.

BOARD ACTION

I move to approve the Three-Year Program Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State of Idaho
Board of Education

Three-Year Program Plan
Delivery of Postsecondary Programs and Courses

Prepared by
The Office of the State Board of Education

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Three-Year Plan
Planning and Delivery of Postsecondary Programs

The State Board of Education established in alignment with Board Policy III.Z., a comprehensive process for the planning and delivery of postsecondary education. Consistent with this policy, institutions create an institution plan that describes all current programs and proposed programs to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities. The process requires that institutions provide a level of programmatic information for each current program being offered and for each proposed program as part of the three-year plan development.

Statewide Program Responsibility
In accordance with Board Policy III.Z.1.i, Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

Service Region Program Responsibility
In accordance with Board Policy III.Z.1.g, Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

The Three-Year Plan consists of proposed programs institutions have identified they will pursue over a three-year period. As proposed programs are developed, institutions must follow the program review process and procedures provided in Board Policy III.G, Postsecondary Program Approval and Discontinuance to acquire appropriate approvals prior to implementation of programs. If the program is to be delivered outside the institution's service region, a Memorandum of Understanding must be developed and agreed upon in cooperation with the Board's Chief Academic Officer prior to implementation.

The Plan also consists of a complete program inventory of programs currently being offered by Idaho's public postsecondary institutions. Programs are listed by CIP code and then alphabetically by institution. The list includes programs, options, and degrees offered through various departments and colleges.

Consistent with Board Policy III.Z., the Plan is updated on an annual basis. It is intended that the Three-Year Plan will provide guidance to the State Board of Education in its planning and coordination of educational programs.

Delivery of Programs

Consistent with Board Policy III.Z., "Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution." The statewide program list is updated by the Board every two years.

Boise State University
Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy and Administration	M.S., Ph.D.
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Board approved December 2016

Idaho State University
Idaho State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

Board approved December 2016

University of Idaho

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat..
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: • Forestry • Renewable Materials • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management	M.S., M.N.R., Ph.D.

Board approved December 2016

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THREE-YEAR PLAN

Proposed Regional and Statewide Programs

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Global Disease Ecology	B.S.	Region II	Regional	Summer 2021	Provide an undergraduate students with broad educational science background in Global Vector Biology along with research experience. This program will provide students with a transdisciplinary background in diseases across human, plant and animals. **(Hybrid)**	College/dept. reallocation		Approved
Program offerings commencing 2022-2023								
				Note: The University of Idaho has an ambitious schedule for new programs, as such, some of these proposed programs may be delayed to the Summer of 2024 as needed due to procedural timing or approval issues.			
Apparel, Textiles & Design	M.S.	Region II	Regional	Summer 2022	The purpose of creating a M.S. degree in Apparel, Textiles, and Design is to specifically delineate a specialization in apparel and textiles as a graduate degree, while maintaining the rigor of the current program the M.S. in Family and Consumer Sciences (FCS). **(Hybrid)**	College / Department Reallocation		
Architecture	M.S.	Region II	Statewide	Summer 2022	36-credit Master's degree to provide opportunities for focused research (based on faculty expertise). Will be connected to the architecture program, as well as other programs around the university through required and elective coursework. Emphases are Digital Fabrication, High-Performance Buildings, Architect as Developer, Urban Design and History/Theory. **(Hybrid)**	Program reallocation		
Business Administration	B.B.A.	Region II	Regional	Summer 2022	Program offered fully online only. General business management degree that will provide broad business education to non-traditional students, adult learners, or place-bound students that are not able to complete a degree on campus. **(Online)**	Institutional or college reallocation.		We plan on creating MOUs with North Idaho College, College of Western Idaho. College of Southern Idaho, and College of Eastern Idaho.

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Child Development	M.S.	Region II	Regional	Summer 2022	Program focused on early childhood development; historical and contemporary family structures and dynamics; adolescent and young adult behaviors, acute and chronic health and wellbeing; the impact of poverty on individuals, families, and communities (particularly those living in Idaho); and interdisciplinary approaches to enhancing health-promoting behaviors within the context of families and social networks. **(Hybrid)**	College/department reallocation		
Cybersecurity	M.S.	Region I, II, IV	Regional	Summer 2022	Provide Masters students with a broad, practical education in advanced Cybersecurity and an introduction to research in Cybersecurity. **(Hybrid)**	College/department reallocation.		
Cybersecurity	Ph.D.	Region I, II, IV	Regional	Summer 2022	Provide PhD students with a broad education in Cybersecurity and the opportunity to engage in research that expands the field of Cybersecurity. **(Face to Face)**	College/department reallocation.		
Data Science	M.S.	Region II	Regional	Summer 2022	This request is for a new interdisciplinary masters in Data Science administered by the Department of Computer Science in the College of Engineering with course contributions from other colleges. Data Science is the strategic, managerial, and operational processes and systems for gathering, processing, storing, organizing, analyzing, distributing, and using data and their associated technologies. **(Hybrid)**	College/department/ University reallocation		
Ecology and Ecological Systems	B.S.	Region II	Regional	Summer 2022	Traditional modality. Focus on ecology of terrestrial systems through coursework, laboratories, and field work. Graduates will be positioned to pursue careers in science education, ecosystem restoration, resource management, environmental consulting, environmental law, and graduate school. **(Face to Face)**	College/department reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Forest Harvesting Technologies & Operations	A.A.S. or A.S.	Region II	Regional	Summer 2022	Students pursuing this degree will develop their knowledge and skill set in timber harvesting technology and forest operations (e.g., forest road layout and construction, supply chain management). Students will be exposed to hands-on training using forest harvesting equipment and technology to meet industry workforce needs on the University of Idaho's Experimental Forest near Moscow. The program is expected to partner with industry (e.g., harvesting simulators from Caterpillar, John Deere, Komatsu, Tigercat for classroom use) so that students are trained in the operation of newest harvesting technologies commercially available. The college will also leverage its strength in offering the nationally acclaimed Idaho's Logger Education and Advance Professionalism program and relationship with groups such as the Association of Logging Contractors of Idaho to develop allied courses focused on working more effectively with forestry companies and family forest owners. **(Hybrid)**	College / Department Reallocation		
Groundwater Hydrogeology	M.S.	Region II	Regional	Summer 2022	In response to unmet workforce needs in Idaho, we propose a non-thesis M.S. in Groundwater Hydrogeology, to be delivered at the UI Moscow campus. It will cover theory and practice of groundwater study and modeling. With proper planning, students could potentially complete this degree as a 4+1 option. **(Face to Face)**	This program would leverage existing resources (e.g. all classes are already regularly offered at UI) and would have no new costs associated with it.		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Industrial Technology (INDT)	B.S.Tech.	Region I	Regional	Summer 2022	Traditional modality & Distance via Engineering Outreach: Industrial Technology provides students the ability to lead industry operations that are becoming more technical in nature and supervise direct labor. This degree bridges the gap between engineering degrees and technology degrees. There have been numerous requests to extend the program to CdA center campus.	College/dept. reallocation		
Medical Science	M.S.	Region II	Regional	Summer 2022	Matriculation through medical school requires completion of the board Step exams and rigorous clinical training. Some students are not able to complete these for a variety of health and other reasons and leave a modest number of students with two years of extensive medical education but lacking a degree. The M.A. in Science will build on this foundation to provide these students a degree option, drawing on students from the 5 state WWAMI region. **(Hybrid)**	College/department reallocation followed by revenue generation through tuition		A MOU will be established with UWSOM WWAMI affiliated schools to provide this option to their students
Natural Resources Enterprise Management	B.S.	Region II	Regional	Summer 2022	Graduates of the B.S. in Natural Resources Enterprise Management will be sought to manage and operate client-focused, natural resources-based, for profit businesses such as outfitters, guide services, hunting and fishing resorts, ranches, among others. It is also expected that many graduates will use the knowledge obtained from earning their degree to establish new natural resource-based enterprises in Idaho and throughout the United States. Students in the degree program will complete a cross-disciplinary set of courses in the College of Natural Resources and the College of Business of Economics to gain the necessary knowledge and skill set required by this industry and to position them for a multitude of career opportunities. **(Hybrid)**	College / Department Reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Nursery Technology & Operations	A.A.S. or A.S.	Region II	Regional	Summer 2022	This degree will deliver an experiential commercial forest nursery program focused on practices, technology, and operations unique to the North American nursery industry. Students will focus on the propagation and production of trees, shrubs, and native plants using advanced technologies at the environmentally controlled modern greenhouses located at the University of Idaho's Pitkin Forest Nursery in Moscow. Students will also engage in both business-related coursework and applied practices so as to gain the skills necessary to manage a commercial nursery. There is potential to engage with both private enterprises and public nurseries to fill a workforce need throughout North America. **(Hybrid)**	College / Department Reallocation		
Nutritional Sciences	M.S.	Region II	Regional	Summer 2022	Program incorporating science-based interdisciplinary studies and research regarding micronutrient and macronutrient digestion, absorption, and metabolism; changing nutrient requirements across the human lifespan; impact of nutrient intake on human health; "functional foods," health, and wellbeing; sports nutrition; and physiology and behaviors related to dietary choices and health. **(Face to Face)**	College/department reallocation		
Precision Agriculture	B.S.	Region II	Regional	Summer 2022	Provide undergraduate students with the educational background to lead agricultural businesses in cutting-edge technology in precision agriculture. Students will learn how to use new technologies and research to respond to some of the greatest challenges facing agriculture today. **(Hybrid)**	College/department reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Wildland Fire Technology & Operations	A.A.S. or A.S.	Region II	Regional	Summer 2022	This degree will be designed for online delivery and targeted to current and former wildland firefighters actively engaged in wildland fire technology and operations. The A.A.S. degree will leverage the College of Natural Resources' current instructional efforts with the National Wildfire Coordination Group (NWCG) and other related organizations to develop new online content for fire professionals so as to deliver a much-needed pathway for professionals seeking to complete the Office of Personnel Management Federal Series certification. **(Online)**	College / Department Reallocation		
Program offerings commencing 2023-2024								
Anatomy	Ph.D.	Region II	Regional	Summer 2023	The PhD in Anatomy will address a critical need for trained anatomists in medical education programs and offer a continuing education option for Science instructors. The Program will be a hybrid online/onsite program to maximize flexibility while leveraging local resources. **(Hybrid)**	College/department/ University reallocation followed by revenue generation through tuition		
Biomedical Engineering	M.S.	Region II	Regional	Summer 2023	Provide masters students with the knowledge of engineering principles combined with design and research methods to solve problems in the medical field to advance health care diagnosis and treatment. **(Face to Face)**	College/department reallocation		
Emerging Digital Media	M.A./M.S.	Region II	Regional	Summer 2023	Online master's degree that will prepare graduates to plan, implement and assess emerging media for the purposes of branding, marketing and engaging audiences. Combination of online coursework, hands-on learning and workplace practicum. **(Online)**	College/department reallocation		

Institution Name: University of Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Hospitality	Certificate	Region II	Regional	Summer 2023	An interdisciplinary certificate designed to accompany a general degree as an opportunity for students and professionals to focus on the application of skills well-suited to the hospitality industry. Courses will include selections in Communication, Organizational Science, Social Sciences, Humanities, Marketing and Accounting. The certificate would be available both **online and face to face**.	College / Department Reallocation		
Nutritional Sciences	Ph.D.	Region II	Regional	Summer 2023	This will be an interdisciplinary degree in cooperation with Dept. Animal Sciences and others (as appropriate) and will prepare students for careers in nutrition research, industry, nongovernmental, and government jobs related to animal and human nutrition. **(Face to Face)**	College/department reallocation		
Plant Pathology	Ph.D.	Region II	Regional	Summer 2023	These degrees existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. Traditionally in PSES, the graduate students working with Plant Pathology faculty received M.S. and Ph. D. degrees in Plant Sciences. Since faculty who complete Plant Pathology research will now be members of EPPN department (summer 2017) and will continue to train graduate students, their students will require a M. S. and Ph. D. Degree program that reflects their department and the discipline which they study. **(Face to Face)**	College/dept. reallocation		

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THREE-YEAR PLAN

Proposed Regional and Statewide Programs

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2022-2023								
Barbering	Specialized Certificate	Region V	Regional	2022-2023	This program will train barbers in haircutting and styling skills, shaving, waxing, facial massage and men's hair replacement. It will also cover theory for business, infection control, anatomy and physiology, chemistry, electricity, skin, and properties of the hair and scalp related to the barbering field. Graduates will be prepared to pass a State Board Exam for Barbers, which includes both a practical and a theory exam. **MOD: face-to-face**	Reallocation of resources.		
Cloud Computing	BTC	Region V	Regional	2022-2023	The Cloud Computing Basic Technical Certificate is a compilation of courses aligned with the Amazon Web Services (AWS) Academy curriculum, designed to prepare students for formal certification in various cloud computing fields. Online program fees will be implemented to help support the program. **MOD: online**	Adjunct Faculty		
Computer Engineering	BS	Regions V, VI	Regional	2022-2023	A major in computer engineering will focus on the hardware, firmware, and software designs and implementations of modern and future electronic computing machines, as well as methods and tools needed to achieve this. Students will graduate with digital and analog skills that prepare them for employment as computer engineers. The degree also serves as an optional double major for students in science and engineering. ABET accreditation is typically needed. **MOD: Face-to-face**	No additional resources needed. The current EE faculty has sufficient capacity to deliver this BS degree program		
Digital Media	BFA	Regions V, VI	Regional	2022-2023	This interdisciplinary program combines courses from two departments: Art and Communication, Media & Persuasion. The program prepares students for employment in the growing fields of digital art, multimedia art and graphic design. The program includes study in 2D and 3D design, graphic design, art, brand management, art and design history, advertising design, photography, web design, computer graphics, animation, and digital video production. **MOD: face-to-face, some portion online, hybrid**	Primarily a combination of existing courses in the two departments. Reallocation of existing resources will occur, if needed.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Electrical and Computer Engineering	MS	Regions V, VI	Regional	2022-2023	Industry and INL have expressed demand for this degree program for many years. This degree program is essential to support the growing needs of Southeast Idaho industry, especially in the areas of semiconductor, power and energy systems. Industry is willing to send employees to obtain degree for development and career advancement. **MOD: Face-to-face**	Reallocation of resources between POC and IF; Polytechnic faculty engaged in research and teaching		
Energy Systems Industrial Mechanic	BTC	Region V	Regional	2022-2023	The BTC is designed for persons who work with mechanical and rotating equipment used in the generation of electrical power and within industrial plants such as compressors, pumps, hydraulic equipment, and steam boilers. These certificates will develop and upgrade skills of technicians to fill the gap between the tasks performed by engineers, technologists, and scientists and those performed by craftsmen. These certificates include topics in coupling alignment, hydraulics, valve maintenance and repair, pump maintenance and repair, troubleshooting of equipment failure, valve types and uses, pump types and uses, turbine types and uses, heat exchanger types and uses, thermal hydraulics, materials, basic electricity. **MOD: Face-to-Face**	Short term (6 month) adjunct faculty		
Family Nurse Practitioner (FNP) Certificate	Specialized Certificate	Online	Regional	2022-2023	Delivered fully on-line; the program will allow current licensed Nurse Practitioners in other specialties to complete FNP requirements for taking the FNP national board certification exam which is required for licensure. **MOD: Online.**	Adjunct Clinical faculty (no online program fee)		
Homeland Security and Emergency Management	MS	Online	Regional	2022-2023	An MS in Homeland Security & Emergency Management (HSEM) integrates security studies with the systematic approach necessary to effectively prevent and deter intentional acts of violence, and build strong capabilities to respond and recover from all hazards that threaten the United States. This multidisciplinary security and emergency management-based graduate program is designed to enhance students' abilities to assess risk, implement emergency protocols and lead in a complex environment with partners from the whole community and all layers of society. Resiliency requires professionals who recognize the threats, and who can lead private, public and nonprofit organizations to withstand small and large stressors and shocks that could disrupt vital systems. Students will explore topics such as cybersecurity, disaster management, intelligence, counterterrorism, and risk management and critical emerging issues. **MOD: Online**	Funding for Adjunct Instructors and program expenses	no	

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Licensed Operator & Nuclear Facility Technician Tracks	Adding two tracks to an existing AAS degree in Energy Systems Nuclear Operations Technology	Region V	Regional	2022-2023	**Licensed Operator Track:** The Energy Systems Nuclear Operations Technology program offers students the opportunity to learn the skills required to work in nuclear power plants. Students learn about electronics, instrumentation, power generation, reactor plant operation, radiation detection and protection, the nuclear industry, and safety protocols. In the second year the reactor program of emphasis focuses on operating nuclear reactors. **Nuclear Facility Technician Track:** The Energy Systems Industrial Mechanic Intermediate Technical Certificate is designed for persons who work with mechanical and rotating equipment used in the generation of electrical power and within industrial plants such as compressors, pumps, hydraulic equipment, and steam boilers. These certificates will develop and upgrade skills of technicians to fill the gap between the tasks performed by engineers, technologists, and scientists and those performed by craftsmen. These specialized certificates include topics in coupling alignment, hydraulics. valve maintenance and repair, pump maintenance and repair, troubleshooting of equipment failure, valve types and uses, pump types and uses, turbine types and uses, heat exchanger types and uses, thermal hydraulics, materials, basic electricity. **MOD: Face-to-Face**	1 FTE		
Listening & Spoken Language Certificate Program	Graduate Certificate	Online	Regional	2022-2023	Program would offer courses to support individuals involved in the education of children who are Deaf/Hard-of-Hearing that use Listening and Spoken Language. Program would include a combination of Speech-Language Pathology, Audiology and Special Education coursework/resources. This would be cross-walked to meet state licensure requirements; out of state to begin with (specifically MN, where the demand is originating from) but anticipate serving needs in additional states. **MOD: Online.**	Online program fee model combined with some existing resources	Talks have been initiated with state/licensure board in MN and with other interested groups	

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Nuclear Welding	Specialized Certificate	Region V	Regional	2022-2023	The Nuclear Welding specialized certificate will prepare students to use state of the art GTAW welding processes to produce high quality nuclear grade stainless steel pipe welds using both automated and manual methods. Both hot and cold wire GTAW processes will be used to prepare students for shop fabrication and field applications. Other subject matter will include non-destructive testing, stainless steel metallurgy, quality control/assurance, and using/programming welding procedure specifications for nuclear grade pipe welding. **MOD: Face-to-Face**	Increase in one faculty member's contract from 9-month to 10-month.		
Paralegal Studies	Microcertificate	Online	Regional	2022-2023	These microcertificates are for non-degreed legal professionals and degreed paralegals who are interested in qualifying to work as licensed paralegal practitioners, a trend seen regionally. Core curriculum will include topics such as Ethics, Debt Collection, and Landlord/Tenant law. Students will take specialty classes to increase their capabilities in specific areas of the market. **MOD: online.**	No additional resources needed. Online program fees will be implemented to help support the program.		
Respiratory Therapy	BS	Online	Regional	2022-2023	This bachelor's degree is built on, and a career ladder step up from, the associate degree at ISU. The two major factors that have precipitated the need for this expansion are: 1) changes in national accreditation standards, and 2) enhancing opportunities for AS prepared respiratory therapists to advance into management positions. This program provides instructionfor respiratory therapy students to administer respiratory care and life support to patients with deficiencies and abnormalities of the cardiopulmonary system. Graduates of the program will have the ability to accurately assess patients, determine appropriate methods of therapies, set up and operate respiratory equipment, monitor patient response to various treatment modalities, perform pulmonary function testing, and assist patients with breathing maneuvers. **MOD: online**	Reallocation New budget request for 1 FTE Online program fees will be implemented to help support the program.		
Theatre	MA	Regions V, VI	Regional	2022-2023	The proposed BFA in Musical Theatre is expected to be a much larger draw for students than the existing MA, which has suffered from low enrollments. Eliminating the only graduate program in theatre will allow some reallocation of teaching responsibilities for the proposed BFA. Teach out of existing graduate courses will take one more year.			DISCONTINUE

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2023-2024								
Avionics	BTC	Region V	Regional	2023-2024	This certificate will be an add-on for students completing the airframe curriculum. It includes one full semester of higher level electronics for employment in the avionics area in modern aircraft maintenance. **MOD: face-to-face**	New CTE budget requested for 1 FTE.		
Biomedical Technician	BTC	Region V	Regional	2023-2024	The program will provide an overview of biomedical equipment and healthcare technology management. Students study hardware, software, and troubleshooting for medical devices. Training includes medical terminology, anatomy & physiology, basic electronics, schematics, pneumatics, hydraulics, customer service skills, data management systems, and general biomedical equipment troubleshooting. Students acquire the ability to perform medical equipment maintenance services characterized by repair, maintenance checks/services, calibration and electrical safety tests. **MOD: Face-to-Face**	1.0 FTE, assorted medical equipment		
Clinical Lab Assistant	BTC, ITC	Region V	Regional	2023-2024	Clinical Lab Assistants (CLA) gather information, explain procedures, and perform routine medical laboratory tests for the diagnosis, treatment, and prevention of disease under the supervision of a Medical Technologist. This program will provide students with the necessary knowledge and skills to competently perform the duties of an entry level Medical Laboratory Assistant, Clinical Lab Assistant, or Lab Assistant I. An articulation agreement with the Medical Laboratory Science program would allow graduates from this program to pursue additional higher education including BS/MS degrees. **MOD: Face-to-Face**	New CTE budget requested for 2 FTE, facilities, and equipment. Vocation-specific class fees will be assessed for appropriate expenses. Potential reallocation of resources from discontinued programs.		
Cybersecurity	BS	Regions V, VI	Regional	2023-2024	Statewide discussion pending.	Existing faculty in CoSE and Polytechnic will contribute.		
Cybersecurity	MS	Regions V, VI	Regional	2023-2024	Statewide discussions pending.	Existing faculty in CoSE and Polytechnic will contribute.		
Doctor of Nursing Practice (DNP)/Doctor of Philosophy (PhD) in a Nursing dual degree	DNP / PHD	Online	Statewide	2023-2024	The dual degree of DNP/Ph.D. will encompass an integrated curriculum of existing DNP and Ph.D. programs for an advanced clinical and research program of study. The graduate will be prepared as an expert and leader in primary care practice, and to contribute to the development of scientific knowledge for advancing the discipline. The dual degree program will be **delivered online**; students could enroll from across the U.S (KN 05-22-15).	No additional resources requested. Professional fees would be assessed as currently established for graduate programs each semester the student is enrolled.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dual MSAT/MPAS degree	Masters	Region III and V	Regional/ Statewide	2023-2024	Physician Assistants who also have a background in Athletic training are highly sought after for the field of Orthopedics and Sports Medicine. Typically, an AT-C will return to the university to earn a second Master's degree as a physician assistant. This dual degree would eliminate one year of graduate school by having applicants apply to both programs simultaneously and successful candidates would matriculate into the first year of AT training and then their second and third years of graduate school would be with the Department of PAS. Redundancies would be eliminated to streamline the educational processes. Both CAATE and ARC-PA would need to approve the change in dual degree process.	New 1.0 FTE who is both an ATC and PA-C. Students will need to pay graduate tuition and fees. No additional facilities required		
Dual UG/MSAT/MPAS 3-1-2	BS in Exercise science and dual MSAT/MPAS	Region III and V	Regional/ Statewide	2023-2024	This would take the already existing 3-2 Exercise Science undergraduate degree/MSAT degree and build upon it to include a dual degree option. Successful applicants would earn a BS and two master's degrees in 6 years.	As long as new 1.0 FTE for dual MSAT/MPAS is approved, no new resources		
Health Informatics	BS	Online	Regional	2023-2024	This program will prepare individuals to enter a career in Health Informatics with the skills and competencies necessary to manage and operationalize the acquisition, processing, storage, distribution and use of healthcare data using appropriate technologies. Students will be introduced to key healthcare and information technology concepts to support the various aspects of the healthcare delivery and operations. **MOD: Online**	Reallocation of existing resources. New budget for Adjunct pool Online Program Fee' financial model.		Replaces state approved BBA-HI discontinued by COB. The program was recently moved from the College of Business to the College of Health Professions.
Health Information Management	BAS	Online	Regional	2023-2024	Information technology has become essential in managing hospital records and patient data and it is key to the effective and efficient delivery of modern healthcare. There is a high demand for qualified professionals to take managerial positions, and the current trends in the industry indicate that people will need to have a bachelor's degree to stay competitive. This program will continue to build on the skills obtained in our AAS degree program by adding more emphasis in leadership, business management, system analysis, and interdisciplinary professional relationships. **MOD: fully online**	Additional budget requested for 1 FTE, nation-wide travel for practicum supervision budget, and software/ equipment for online delivery.		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Interdisciplinary Studies	BA	Region V	Regional	2023-2024	The College of Arts and Letters already offers a non-specialist BA degree (University Studies) for students wanting a broad undergraduate degree but wishing to take courses from across the university rather than specializing in a single major program. The University Studies program offers extremely broad choice in terms of curricular variety which meets the needs of certain students. Other students are looking for ways to design a unique combination of two or three programs (e.g., courses from Music and from Psychology because of interest in music therapy). This approach to creating a carefully defined interdisciplinary curricular option not available in a single program is in line with other institutions offering an "Interdisciplinary Studies" degree. While it is technically possible to pursue a carefully designed interdisciplinary curriculum within the current University Studies program, University Studies requirements would limit some students with the University Studies requirements for a certain number of credits to come from the College of Arts and Letters. Also, the label "University Studies" has limited recognition and is not seen as suggesting the same thing that "Interdisciplinary Studies" does. **MOD: face-to-face and online/remote.** Since this program will have a highly flexible curriculum, it would be possible to complete in other regions, also.	No new resources needed		
Investigative Forensics	BS	Region V	Regional	2023-2024	This program will prepare students for a variety of non-laboratory-based careers, including medicolegal death investigators, forensic evidence recovery technicians, or law enforcement positions specializing in investigation. According to a 2009 report by the National Academy of Sciences, the need for academically trained criminalists and crime scene investigators has increased significantly. This program will respond to the forecasted job outlook for Forensic Science Technicians, which is promising and growing much faster than average (17%) between 2016-26. Graduates will receive training in identifying, collecting, and interpreting forensic evidence with a solid natural science background in addition to training in forensic methods, field and laboratory procedures, and the law. **MOD: traditional face-to-face with some portion online/remote.**	Reallocation of existing resources and anticipated grant funding to support new facilities needs		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Musical Theatre	BFA	Regions V, VI	Regional	2023-2024	This interdisciplinary program combines courses from theatre, dance, and music. The program prepares students for employment in the most popular field in theatre, which is musical theatre. **MOD: traditional face-to-face with some portion online/remote.**	Primarily a combination of existing courses in these three areas. Reallocation of existing resources will occur, as needed.		
Play Therapy Certificate Post-grad program	post grad certificate	Regions V, VI	Regional	2023-2024	Play therapy is an advanced counseling modality in working w/ children and adolescents. We frequently get calls for workshops in this area. We would create a sequence of courses to offer a certificate program in this area. **MOD: face-to-face with some portion online/remote.**	Faculty would develop curriculum and doctoral students would deliver the material.	-	
Pharmaceutical and Cosmetic Sciences	BS	Region V	Regional	2023-2024	The B.S. in Pharmaceutical and Cosmetic Sciences would focus on pharmacology, physiology and formulation of drugs and cosmetics. This four-year program would prepare students for careers in the pharmaceutical, cosmetics and related industries. This would be a unique program in Idaho. Housed in the ISU College of Pharmacy, the program would support pre-pharmacy students, Pharmaceutical Science Graduate Programs, and small business development in Idaho. The broad scope of the program is expected to expand our ability to recruit students beyond those normally attracted to health and science programs. The program would thus create new student admissions, not simply divert students from other science programs (ex. Chemistry and Biology), to a new program. The combination of pharmacology, pharmaceutics and cosmetics would be a unique program in the U.S. as well.	Recruitment assistance; Faculty: 3-4 FTE are anticipated (~$300K-$400K/year); Research Laboratory space for new faculty; Startup funding for faculty: $400-600K (for 3-4 faculty); CPI funding for industrial internships (~$2000/year / internship offered) 3-5 anticipated ($10K total/year)		
Public Health	DrPH	All regions	Regional	2023-2024	ISU and BSU plan to combine resources and collaborate on the Doctor of Public Health degree. With limited resources at both universities the parties will look to leverage faculty resources to create programmatic foci that complement each institution. This collaboration will also allow for research partnerships that may not have occurred otherwise. **MOD: hybrid-online and traditional.**	No additional resources needed.	Talks have been initiated with BSU.	While not currently a statewide responsibility, we will request that it become a statewide responsibility, due to the MPH statewide responsibility.

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
School Psychology	Ph.D	Online	Regional	2023-2024	Idaho State University houses the only school psychology program in Idaho. There is currently a critical shortage of school psychologists. The proposed program will build upon the existing School Psych. program & faculty expertise to focus on training school psychologists for rural settings. Idaho's school psychology program will be the only PhD school psychology program in the state and one of the few in the Mountain West area. Recent research study has identified a critical need for more school psychology programs within the Mountain West area. **MOD: Online/remote.**	One clinical route faculty when the program reaches a max enrollment of four Ph.D. students per cohort.		
Speech Language Pathology Assistant Program	Undergraduate Certificate	Region V	Regional	2023-2024	Program would be in close cooperation with our existing Bachelor's degree in Communication Sciences and Disorders, Pre-SLP track. The program would address those students earning a BS who do not have immediate plans to enter a Master's program. If we help these students address recommended competencies from our professional association and requirements for an Idaho license as Speech Language Pathology Assistant, the graduates would be better prepared for jobs at the end of the Bachelor's program. This may be an add-on certificate to our existing program, or a separate track for the BS, or a new degree offering, as yet to be determined. **MOD: face-to-face with some portion online/remote.**	Reallocation of existing resources with some additional professional program fees.		
Student Affairs	MSA	Region V	Regional	2023-2024	Through a comprehensive curriculum with an emphasis on experiential learning, the Masters of Student Affairs program seeks to prepare practitioners to empower the holistic development of students at higher educational institutions. Core values of the program: competency based curriculum; personal and professional ownership; campus partnership; inclusive education. **MOD: face-to-face and online/remote.**	One new tenure track faculty line would be ideal, but could be taught with adjuncts and current faculty particularly at the start. In the case of adjuncts, budget allocation for them would be needed.	NA	NA
Surgical Technology	AAS	Region V	Regional	2023-2024	Surgical Technologists are the only members of the healthcare team who are specifically trained to prepare and maintain the sterile field, equipment, and specimens during surgical interventions. This program will prepare students to take and pass the national certification exam required for the Certified Surgical Technologist credential. These students will be prepared to pursue a career in this high-demand healthcare field right after graduation, or they may wish to further their education through a BSHS, OLP,	New CTE budget requested for 3.5 FTE, facilities, and equipment. Vocation-specific class fees will be assessed for appropriate expenses. Potential reallocation of		

Institution Name: **Idaho State University**

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
					or similar degree. Graduation from a CAAHEP Accredited institution will pave the way for students to earn additional specialized certifications and credentials in the industry. **MOD: face to face.**	resources from discontinued programs.		
Program offerings commencing 2024-2025								
Advanced Dental Hygiene Education	PhD	Online	Regional	2024-2025	The PhD program in dental hygiene is designed to create a cadre of dental hygiene researchers, scholars and educators, to provide advanced education for those oral health professionals who seek careers in research and academia, and to expand the body of knowledge in the dental hygiene discipline. This doctoral level program will be delivered online and open to the international community of dental hygienists. This program meets the vision of the department to be the premier global dental hygiene center of education, practice, leadership, and scholarship. **MOD: online**	Student Professional Fees		
Audiology Assistant Certificate Program	Undergraduate Certificate	Region V	Regional	2024-2025	Certificate will prepare students to be employed in hearing aid dispensing practices, assisting Audiologists in client care. This will be a hybrid program of online and onsite classes with supervised clinical observations and experiences in local hearing aid practices. **MOD: Hybrid**	Use existing resources.		
Dental Hygiene (expansion)	BS/MS [Option to be added to MS only, per dept.]	Region III	Statewide	2024-2025	An expansion of the baccalaureate program to include an additional option for an advanced dental hygiene practitioner in Dental Therapy. (ADT) The dental therapist who provides direct access to oral healthcare will address the needs of rural and frontier communities with minimal or no access to oral care. Idaho has significant unmet oral health needs, and this program will help meet that demand. ADT is being discussed in the State of Idaho and across the U.S. ISU could be the leader in offering the first ADT option in Idaho. **MOD: DL and classroom**			
Nutrition	MS	Online	Regional	2024-2025	Offering an online MS in Nutrition with preference for dietitians faces the challenge of all students being required to have a graduate degree for eligibility to take the RDN exam effective 1.1.2024. Our MS in Nutrition-Dietetic Internship meets the needs of our profession and is the better avenue to focus our resources toward.	None.		DISCONTINUE

Institution Name: Idaho State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Occupational Therapy	OTD, professional entry level doctorate	Regions III and V	Regional	2024-2025	Proposal will be to upgrade the current Master of Occupational Therapy to a Doctor of Occupational Therapy. There will be a transition period where students enrolled in the Master's program will have the choice to complete the Masters or to apply credits to the Doctoral program. The Master's program would eventually be discontinued, although the timing of that discontinuation is not clear. We will consider current student needs, market demand, and the accreditor's response to the upgrade to the doctoral program before closing the Master's program. The new Doctoral Program will continue the same entry level criteria, with added requirements as specified by the accreditor and as need based on ongoing program evaluation. We anticipate an increase of about 16 to 20 credits and one semester (i.e., small increase in credits for the current 8 semester program plus an additional summer semester.) **MOD: traditional face-to-face and synchronous online.**	Combination of new funds, grants, and student professional fees will support the program updgrade. Students will continute to pay Graduate tuition and fees plue program Professional Fee. Upgrade from Masters to Doctorate will require tuition and professional fees for one extra semester.		3 FTE faculty positions will be requested. Estimated enrollment of 40 students per year, starting in summer 2025. ACOTE is accrediting body for the profession. ACOTE has a stated intention of seeing all programs convert to clinical doctorate as the entry level degree.
Pharmacy Technology	AAS	Region V	Regional	2024-2025	This program currently offers a BTC and an ITC. Working in collaboration with the College of Pharmacy, an AAS will be added to the Pharmacy Technology career ladder that may serve two purposes: 1) allow Pharmacy Technology students to be eligible to obtain a BSHS and thus prepare for management level responsibilities in a pharmacy or work for a pharmaceutical company, or 2) prepare students to be in a stronger position to apply to the Doctor of Pharmacy program or other graduate degrees in the pharmaceutical sciences. **MOD: hybrid**	New budget request for 1 FTE and facilities		
Software Design	MS	Region V,	Regional	2024-2025	This program will enable students from different computing areas to focus upon designing application for business solutions. This is a continuing of a redesign of our department of informatics. **MOD: face-to-face and online/remote.**	two new faculty members, already in beginning stages of planning		

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THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2021-2022								
Digital Design and Innovation	BA	Boise/Region III	Regional	Fall 2021	Will enable students to earn certificates with an emphasis on managing and using new and emerging technologies so that they can adapt and thrive in the evolving digital workplace. With our society moving towards being more automated and more connected, this degree will produce graduates that can manage and lead in the workplace by applying new and emerging technologies in innovative and useful ways for the connected world. **MOD: Will use online fee model.**	Will use online fee model.		
Program offerings commencing 2022-2023								
Accountancy	BBA	Twin Falls/ Region IV	Regional	Fall 2022	The BBA in Accountancy is an online degree completion program that will allow students in Twin Falls to continue to benefit from the ability to obtain an Accountancy degree. The BBA in Accountancy will provide students with the necessary knowledge and skills required for entry-level positions in the accounting profession. **MOD: Online**	Likely will use online fee model		
Applied Technology/Sciences	BAT/BAS	Boise/Region III	Regional	Fall 2022	The BAT/BAS will serve students transferring from Idaho's community colleges who are interested in pursuing a degree in Cyber Operations and Resilience. **MOD: Online**	Likely will use online fee model.		
Bilingual Education	M Ed	Boise/Region III	Regional	Fall 2022	Possible discontinuation			Possible Discontinuation
Environmental Management	MS	Boise/Region III	Regional	Fall 2022	The MS in Environmental Management provides students with a foundation in human and environmental systems. **MOD: Face-to-face or Hybrid.**	No additional cost to offer the program.		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Environmental Humanities	BA	Boise/Region III	Regional	Fall 2022	The BA in Environmental Humanities will provide students with an interdisciplinary approach to environmental challenges both contemporary and historical. Students will have the option to learn about the interplay of culture, communication, politics, philosophy, and other areas in how our society can address the major environmental challenges facing our society. **MOD: Face-to-face.**	Reallocation if resources are necessary.		
Interventional Radiology	BS	Boise/Region III	Regional	Fall 2022	Interventional Radiology is defined as a medical subspecialty that performs various minimally-invasive procedures using imaging. Employers typically require a minimum of an associate's degree, 2+ years of related work experience, and specific professional certifications (e.g., American Registry of Radiologic Technologists - ARRT) or prefer a bachelor's degree along with the professional certification. The program would address a significant shortage and prepare students to work in cardiovascular centers in local and regional hospitals. The proposed program will include Vascular-Interventional and Cardiac-Interventional tracks. Students will complete didactic courses online as well as complete local clinical hours to learn the art and science of image guided procedures. The program may be completed as 2 semester Certificate (21 credits) or 3 semester Bachelor's degree. The BS degree will likely be structured as a degree completion program. While the degree is 120 total credits, it's intended two emphasis areas will be designed to be 61 credits each, including up to 25 credits for PLA. **MOD: Online**	Likely will use online fee model.		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Master of Nursing	MS	Boise/Region III	Regional	Fall 2022	The Master's in Nursing will respond to the national need for master's level nurses to teach in undergraduate associate degrees and in higher education clinical tracks as well as the need to provide advanced training that will allow nurses to move into leadership positions in the healthcare field. Boise State University is part of the Rural Public Academic Nursing Network consortium (9 Universities) who are working to model and combine resources to provide an online MN. **Online Method of Delivery**	Likely will use online fee model.		
Outdoor Recreation and Hospitality	BBA	Boise/Region III	Regional	Fall 2022	At the request of the outdoor recreation industry Boise State University proposes creation of a world-class program designed to provide employers with a key workforce and to prepare Idahoans for careers as leaders and entrepreneurs in this industry. This program will be interdisciplinary, combining expertise and coursework from business (the College of Business and Economics), kinesiology and outdoor recreation (the College of Health Sciences), and environmental studies (the College of Arts and Sciences). To start this program, a fully online curriculum will first be developed followed by a combination of on-campus for lower-division courses, and on-line instruction for upper-division courses. Will likely use an online fee. **Mode: Online and Hybrid**			
Radiological Sciences	MS	Boise/Region III	Regional	Fall 2022	The program will provide students with a deeper understanding of the theory and application of a variety of imaging techniques that are currently in use or under development for use in clinical practice. Graduates will likely pursue positions in the healthcare industry and/or may go on to PhD programs in any variety of fields, including biomolecular research and biomedical engineering such as are offered here at Boise State University. **MOD: Face-to-Face**	Reallocation if resources are necessary.		
Rhetoric and Composition	MA	Boise/Region III	Regional	Fall 2022	The program is exploring the merging with the MA in Technical Communication	Discontinuation		
Social Work	MSW	Twin Falls/ Region IV	Regional	Fall 2022	Possible discontinuation of MSW in Twin Falls	Discontinuation.		Discontinue site.

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
STEM Education	MS	Boise/Region III	Regional	Fall 2022	Possible discontinuation			
TESOL	M Ed	Boise/Region III	Regional	Fall 2022	Possible discontinuation	Discontinuation.		Discontinue site.
Program offerings commencing 2023-2024								
Biochemistry	MS	Boise/Region III	Regional	Fall 2023	The MS in Biochemistry is the application of chemistry to the study of biological processes at the cellular and molecular level. **MOD: Face-to-Face**	Reallocation if resources are necessary.		
Biomolecular Sciences	BS	Boise/Region III	Regional	Fall 2023	The BS in Biomolecular Sciences will prepare students to understand the properties of macromolecules and celluar activities, as well as the relationship between cellular activities and biological responses. **MOD: Face-to-Face**	Reallocation if resources are necessary		
Computational Science and Engineering	MS	Boise/Region III	Regional	Fall 2023	The Computational Science and Engineering program focuses on construction of mathematical models and quantitative analysis techniques and use of computers to analyze and solve scientific and engineering problems. **Traditional Method of Delivery.**	Reallocation if resources are necessary.		
Data Science	MS	Boise/Region III	Regional	Fall 2023	A program that focuses on the application of statistical modeling, data warehousing, data mining, programming, forecasting and operations research techniques to the analysis of problems of business organization and performance. Includes instruction in optimization theory and mathematical techniques, data mining, data warehousing, stochastic and dynamic modeling, operations analysis, and the design and testing of prototype systems and evaluation models. **Traditional Method of Delivery**	Reallocation if resources are necessary		
Education	PhD	Boise/Region III	Regional	Fall 2023	This PhD program would serve students conducting dissertation level research and studies at the level of PhD while also allowing candidates pursuing more practical applications of their research to stay in the EdD program. **MOD: Face-to-face or Hybrid.**	No additional cost to offer the program		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Educational Technology	PhD	Boise/Region III	Regional	Fall 2023	This PhD would serve students conducting dissertation level research and studies at the level of PhD program while also allowing candidates pursuing more practical applications of their research to stay in the EdD program. **MOD: Online**	No additional cost to offer the program		
Environmental Science	BS	Boise/Region III	Regional	Fall 2023	The BS in Environmental Science provides students with a strong foundation of knowledge and understanding of the complex interface between society and the natural environment. Students are engaged in an innovative education that encompasses the fields of biology, anthropology, geosciences, and public policy. **Traditional Method of Delivery.**	Reallocation if resources are necessary		
History	MA	Boise/Region III	Regional	Fall 2023	The online MA in History will serve teachers, especially in rural Idaho. Boise State currently offers an MA in History. **MOD: Online.**	Likely will use online fee model.		
Interdisciplinary Studies/3D	BA/BS	Boise/Region III	Regional	Fall 2023	The 3D/Interdisciplinary Studies lets students design a plan of study with themes that suit a student's individual interests and needs. **MOD: Online**	Likely will use online fee model		
Leadership	Graduate Certificate	Boise/Region III	Regional	Fall 2023	The Graduate Certificate in Leadership will serve working professionals and active community members by providing them an advanced foundation in which to work effectively with others and solve problems. **MOD: Online**	Likely will use online fee		
Musical Theatre	BFA	Boise/Region III	Regional	Fall 2023	This program will focus on the principles and techniques for integrating theatre, music, and dance into a unified production. Includes instruction in acting, dance, voice, technical theater, musical genres, piano, and history of musical theater. **Traditional Method of Delivery**	Reallocation if resources are necessary.		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Planning	Certificate	Boise/Region III	Regional	Fall 2023	The Planning undergraduate certificate is based on community demand for specialized planning coursework. The certificate would be appropriate for majors within the School of Public Service and beyond. **MOD: Online**	Likely will use online fee model.		
Sociology	MA	Boise/Region III	Regional	Fall 2023	The program will provide training in the application of sociological theory and methodology to community research in the public interest. Students will complete the program prepared for careers in research, education and administration for the private, public and nonprofit sectors. This program may move forward named MA in Sociology. **MOD: Traditional or possible Online.**	Reallocation if resources are necessary.		
Social Work	BSW	Nampa/Region III	Regional	Fall 2023	The BSW in Social Work will prepare students to work with individuals, families, households, groups, organizations, and communities to address issues of coping and emotional support and also deal with broader challenges such as violence and social inequality that effect people. **Traditional Method of Delivery.**	Reallocation if resources are necessary.		
Social Work	PhD/DSW	Boise/Regional III	Regional	Fall 2023	The PhD or DSW in Social Work is designed for experienced master's degree candidates who are interested in conducting research and/or may be interested in becoming faculty. Students will be prepared to enter a variety of roles in the field of social work or social work policy. **MOD: Online**	Likely use online fee model.		
Systems	PhD	Boise/Regional III	Regional	Fall 2023	A transdisciplinary program that will support our industrial partners and bridge departmental boundaries across campus. Students will learn how to lead and design complex projects. As technological advancements accelerate a systems approach is necessary to address these increasingly complex challenges. Students will utilize a variety of tools across disciplines and fields. **Traditional Method of Delivery.**	Reallocation if resources are necessary.		

Institution Name: Boise State University

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2024-2025								
Health Sciences	PhD	Boise/Region III	Regional	Fall 2024	The PhD in Health Sciences will operate as a traditional PhD program wherein students will study with a mentor who may be from any discipline represented in the College of Health Sciences. These students will be prepared for careers as researchers and will likely be employed in academia, federal or state health agencies, research institutes or hospitals, or private industries that serve the health professions. The PhD program is also designed to bolster the institution's infrastructure that is necessary to support the research and development needs of the state and region. **MOD: Face-to-face or Hybrid.**	Reallocation of resources		
Public Health	PhD	Boise/Regional III	Regional	Fall 2024	This will be a career-oriented degree that emphasizes leadership in public health and medical organizations; dissertations tend to focus on the practical application of theory in public health practice. **MOD: Hybrid with possible fully online option.**	To be determined	MOU with ISU	

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THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2021-2022								
General Studies: Education, Early Childhood Education	BA/BS New emphasis area only	Region I and II	Regional	Fall 2021				
Hospitality Management: New options in Culinary Arts, Hotel/ Resort Management, and Casino floor management	AAS option areas	Region II	Regional	Fall 2021	There are no culinary arts, hotel/resort management or casino floor management program in the Lewis-Clark Valley. While Lewiston and Clarkston have many fine eateries, there is a shortage of trained chefs and head/ line cooks, and those trained in resort and casino floor management. MOD: Face-to-Face and online.		N/A	N/A
Program offerings commencing 2022-2023								
B.A.S. degrees: Administrative Assistant, Administrative Medical Assistant, Applied Accounting, Applied Technology, Auto Mechanics Technology, Business Management & Marketing, CNC Machining, Collision Repair, Diesel Technology, Early Childhood Development, Engineering Technology, Fire Service Technology, Graphic Communications, HVACR Technology, Hospitality Management, Industrial Electronics Technology, Industrial Maintenance Millwright Technology, Legal Administrative Assistant, Medical Assistant, Paramedic, Web Design and Development	BAS			Fall 2022 or later				Discontinue all

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Business Informatics BA/BS	BA/BS	Region I and II; online	Regional	FA2022	This degree melds software engineering and business and will give our graduates the skills they need to succeed in today's business and computer science environments. Students will take core Business and Computer Science classes and will graduate with up-to-date, cutting-edge skills that employers need and look for in college graduates. **MOD: Face-to-Face and online.**	Business Informatics will use courses that currently exist. No additional courses or capacity will be needed for implementation. Program growth may dictate additional course offerings in the future.	none anticipated	
Cyber Management	BS	Region I and II	Regional	Fall 2022	LCSC's Business & Computer Science Division and the Industrial Technical Division are proposing a buildable degree. This degree would take the AAS Information Technology and expand on it with additional Computer Science and Business courses. This degree program will utilize existing courses from each division including core business, cyber security and computer science courses. **MOD: Face-to-Face and Online.**	This program makes use entirely of existing courses, faculty, campus recourses and local facilities. There would be a small, ongoing increase in funds/vouchers provided to sites that host clinical internships.	Part of statewide cyber initiative	
Early Childhood Education and Early Childhood Special Education	BA/BS	Region I and II	Regional	FA2022	The Blended Early Childhood Education and Early Childhood Special Education program will qualify completers for Idaho teaching certification with an endorsement in Blended Early Childhood Education and Early Childhood Special Education (Birth-Grade 3). **MOD: Face-to-Face and online**	This program makes use of existing facilities and resources.	none anticipated	
Electronics Engineering Technology	BTC	Region II	Regional	Fall 2022	This program is set to launch when the new Lewiston high school and the new LCSC CTE Center open in fall 2020, potentially allow students at the high school to earn a basic technical certificate during the last year of high school. **MOD: Face-to-Face**	No new resources	N/A	N/A

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Fire Service Technology	ITC	Region II	Regional	Fall 2022	This option will allow students in the Fire Service program to receive a certificate at an earlier point in their training than the complete AAS degree, and is supported by local fire chiefs. **MOD: Face-to-Face**	No new resources	None anticipated	
Interpretive Outdoor Recreation	BS	Region II	Regional	Fall 2022	An undergraduate degree in Interpretive Outdoor Recreation will provide graduates with the educational background necessary to pursue interpretive recreational specialist careers with public and private agencies such as the U.S. Forest Service, Idaho Dept. of Lands, municipal Parks and Rec. departments, and the Nature Conservancy that provide natural science education outreach and outdoor recreational opportunities to the public. The curriculum for this degree will combine coursework in natural science and kinesiology. **MOD: Face-to-Face**	Adjunct coverage for 6 credits	N/A	N/A
Medical Assistant	ITC	Region II	Regional	Fall 2022	This program will allow students to obtain a certificate and get them directly to work, sometimes while still working on the AAS degree. This certificate would be useful for employers in the region. **MOD: Face-to-Face.**	No new resources		
Program offerings commencing 2023-2024								
Information Technology, Paralegal, Engineering Technology, Diesel Technology	Advanced AAS	Region II	Regional	Fall 2023	Awaiting clarification of Board Policy			
Medical Diagnostic Imaging: Ultrasound	BA/BS	Region II	Regional	Fall 2023	The Bachelor of Arts/Science in Medical Diagnostic Imaging (MDI): Ultrasound is designed for individuals who have completed an A.S. degree in Radiographic Science and aspire to develop additional skills required to demonstrate an advanced understanding in Ultrasonography. **MOD: Face-to-Face/hybrid**	1.0 FTE Faculty Member; Portable Ultrasound equipment and supplies	N/A	N/A

Institution Name: Lewis-Clark State College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Winery Technology/ Operations	ITC/ ATC/ or AAS	Region II	Regional	Fall 2023	This program would prepare students for work in the wine industry and would include training in the science of wine, diesel engines, welding, and business. The LC Valley wine alliance support this program and is helping design the integrated curriculum. **MOD: Face-to-Face.**	TBD	Links with WWCC and possibly other Idaho schools	
Program offerings commencing 2024-2025								
No proposed programs at this time								

THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2022-2023								
Addiction Studies	AAS	Region VI	Regional	Fall 2022	This program would provide preparatory coursework required to become a licensed additions counselor. It would prepare students to receive the CADC license and open a pathway to further education. **MOD: Face-to-Face**	This program would require line item funding for one FTE position.		Because of the close relationship to other behavioral health degrees and the added upward mobility in the job market, we would like to work with other four-year institutions to create a pathway into bachelor's or master's degrees leading to ACADC licensing.
Bookkeeping	BTC	Region VI	Regional	Fall 2022	The program would build on existing business curriculum with one new class to address a need in the region identified in the CNLA. Classes will be **Face-to-Face and online.**	The curriculum can be handled with existing faculty	N/A	
Certified Nursing Assistant (CNA) Program	BTC	Region VI	Regional	Fall 2022	This program will provide an introduction to the health care field to students interested in working in skilled nursing facilities. It will prepare students to sit for the Idaho Nurse Aide Exam. This program will be offered **face to face and online format**.	No additional funding required.	This program is proposed in response to direct requests from local high school districts.	

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Criminal Justice	AAS, ITC	Region VI	Regional	Fall 2022	This program will prepare students for entry into a field of criminal justice by combining both academic and technical concepts. **MOD: Face-to-Face**	This program would rely heavily on adjunct support with a potential need for line item funding for one FTE position.		
Energy Systems Electrical Engineering Technology year 2	AAS	Region VI	Regional	Fall 2022	Energy Systems Electrical Engineering Technology prepares students to pursue a career in the installation, operation, adjustment, routine maintenance, inspection, test and repair of power generation equipment. This will add year two which will focus on Cyber Security and PLAs. Graduates work in all fields of electrical generation with companies who design, build, operate, and maintain electrical generation systems. **The delivery will be lecture and laboratory**.	This program will require reallocation funds of $78,000.00 or a line-item request.		Closure of existing programs will be assessed on a yearly basis to determine funds available
Entrepreneurship	ITC	Region VI	Regional	Fall 2022	The program would build on existing business curriculum with one new class to address a need in the region identified in the CNLA. Courses will be taught **Face-to-Face and online.**	The curriculum can be handled with existing faculty	N/A	
Health Physics	AAS	Region VI	Regional	Fall 2022	This program would be an expansion of CEI's Radiation Safety ITC. It would seek to prepare students with a more broad skillset for employability across a wider range of facilities. **MOD: Face-to-Face**	This program would initially be supported through the use of adjunct support. Additional line item funding for faculty may be required based upon demand.		
Program offerings commencing 2023-2024								
Agribusiness Technologies	AAS, ITC	Region VI	Regional	Fall 2023	Program will teach entry level skills in a broad range of subjects related to Agribusiness. This will include both plant and animal science, an introduction to GPS, and the art of selling agricultural products. Agricultural management will also be included. **Delivery will be Face-to-Face with online possible in the future.**	This program will be possible by seeking new funding from a line item request.		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Engineering Technology (Mechatronics)	ITC or AAS	Region VI	Regional	Fall 2023	The program would utilize courses from the Energy Systems, Welding and Machine Tool programs to meet growing regional needs in the manufacturing sector. Instruction will be **MOD: Face-to-Face**.	This program would require line item funding for one FTE position.	N/A	
Health Administrative Services	AAS, ITC	Region VI	Regional	Fall 2023	This program would provide students with the skills to provide excellent service to patients during the various levels of patient flow within a medical office. Students would have the option to specialize through earning a specific ITC in claims service, information coding, or reception. **MOD: Face-to-Face**	This program would require line item funding for one FTE position. It would also be support through the use of adjuncts in various fields.		
Human Resources	AAS	Region VI	Regional	Fall 2023	This program would introduce students to core business administration techniques, ethics, and employment law. Human relation aspects related to recruitment, management, and training would also be included. **MOD: Face-to-Face**	This program would require line item funding for one FTE position.		
Medical Laboratory Technician	AAS	Region VI	Regional	Fall 2023	The medical technician program will prepare students to work in the area of medical technician in a lab or doctor's office environment. They will perform diagnostic work on lab samples and help identify growth cultures. The will also be able to identify classifications of microbes and families they belong to. They will also be able to identify medications that can control growth of these organisms. **This will be a lecture/laboratory program with some online instruction.**	Funding for this program will be from new funds from a line item request.		
Pharm Tech	AAS	Region VI	Regional	Fall 2023	The Pharm Tech Program will prepare students to be registered with the Board of Pharmacy and to work with a licensed pharmacist. They will perform all functions required such as preparing, compounding and distributing/dispensing of medications. **The delivery will be a hybrid between face to face lecture/lab and online.**	This program will be possible by seeking new funding from a line item request.		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2024-2025								
Bachelor of Applied Technologies	BAT Degree	Region VI	Regional	Fall 2024	This degree is in direct response to employers located in CEI's service area that are seeking to provide mid-career technicians with greater upward career mobility. It is designed to take credit for prior learning from a variety of technical fields. **Delivery will be face-to-face and online.**	Line item funding will be required		
Computer Software Programing	AAS	Region VI	Regional	Fall 2024	The Computer Software Programing Program will prepare students for entry-level positions in computer software analysis and design. Students will gain an understanding of computer technology, computer programing, program analysis and design. **The delivery method will be lecture and lab.**	This program will be funded by reallocated funds or with a sector grant from the Department of Labor.		
Dental Hygiene	AAS	Region VI	Regional	Fall 2024	Combining academic study with supervised clinical experience designed to prepare graduates to take the appropriate national, regional, and/or state examinations. Accreditation from the Commission on Dental Accreditation would be sought as well as articulation with bachelor level degrees in the discipline. **MOD: Face-to-Face**	One time fund for equipment would be needed. Programmatic funding would be provided through the phase out of low enrolled CTE programs.	N/A	
Informatics	AAS or AS (TBD)	Region VI	Regional	Fall 2024	This degree track is designed to integrate "hard" and "soft skills" through "micro-certifications" in industry-specific areas--and articulate with four-year degrees in a variety of STEM-related fields. These certifications are designed to prepare graduates to manage information systems, and specialize in the interactions between humans and machines, through the collection of data and the development of programs that organize information. When studying informatics, a student may specialize in applications that involve health care, manufacturing, data centers, development of websites, social media networks or online security. **Course delivery will be Face-to-Face initially and then Hyflex or Online**	Line item funding will be required		

Institution Name: College of Eastern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Nuclear Technician	AAS	Region VI	Regional	Fall 2024	Nuclear technicians assist physicists, engineers, and other professionals in nuclear research and nuclear energy production. This program would share some resources with the current radiation safety and proposed radiography programs and fill the needs of the INL as well as the healthcare industry in the area with an AAS degree. **Instruction will be Face-to-Face.**	This program will be possible by seeking new funding from a line item request and a one-time fund for equipment not available through the other programs.	NA	
Physical Therapy Asst.	AAS	Region VI	Regional	Fall 2024	College of Eastern Idaho would seek to join the Idaho Consortium for Physical Therapist Assistant Education. **MOD: Face-to-Face/online**			
RN	AS	Region VI	Regional	Fall 2024	Curriculum prepares students for patient-centered care in a variety of healthcare settings--applying and integrating clinical reasoning, critical thinking, and assessment skills that ensure quality and accountability for the practice of Nursing. **MOD: Face-to-Face**	Line item request (funding for this transition will be from new funds of line item request)	Seeking accreditation status.	This program is transitioning from an AAS to AS
Radiography	AAS	Region VI	Regional	Fall 2024	The radiography program would offer students the knowledge and skills for utilizing radiation in the diagnosis of disease under the direction of a physician. Accreditation would be sought from Joint Review Committee on Education in Radiological Technology. **MOD: Face-to-Face**	One time fund for equipment would be needed. Programmatic funding would be provided through the phase out of low enrolled CTE programs.	NA	

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THREE-YEAR PLAN
Proposed Regional Programs

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Dance	AA	Region IV	Regional	Beginning Fall 2021 teach out	College of Southern Idaho Dance Program provides challenging opportunities for students to grow as artists, performers, teachers, and choreographers. Surrounded by an intimate community of dancers and engaged faculty, students are encouraged to think creatively and take risks in their work all while developing their own personal voice. We offer a rigorous two-year program that prepares students to transition into four year university programs to complete a BA or BFA in dance or other disciplines.		N/A	PLANNING TO DISCONTINUE
Program offerings commencing 2022-2023								
Apprenticeship Programs - various	AS, AAS, BTC	Region IV	Regional	Ongoing	CSI will craft various pathways of apprenticeship to credit to certificate and/or degree programs depending on the specific needs of the region. In particular, building trades apprenticeships will be addressed (HVAC, electrical, plumbing) followed by various federal registered apprenticeship programs and industry sector-specific apprenticeships. **Traditional with some portion available online.**	Reallocation of existing funds and/or request for new funding where appropriate	Potential work-based learning (internship) sites in Region IV	
Chemical Lab Technician	AAS	Region IV	Regional	Fall 2022	Chemical Lab Technicians develop an understanding of chemical theory, and application in the laboratory. Chemical Lab Technicians gain the skills and education to become employable with an AAS degree in various lab environments. **Traditional with some portion available online.**	Possible creation of a new course.	N/A	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Community Emergency Medical Service	AAS	Region IV	Regional	Fall 2022	EMS (EMT and Paramedic) may be trained to provide community health services. Community Health EMS work as part of a health care team to extend care to patient households. Community Health EMS coordinate the patient's primary care to provide transitional care, vaccinations, medication inventories, resource coordination, basic medical therapeutics, etc. **Traditional with some portion available online.**	New Funds		
Engineering Technology	AAS	Region IV	Regional	Fall 2022	Engineering Technicians work in a team environment to design, build, and innovate. Engineering technicians gain the skills and education to become employable with an AAS degree. **Traditional with some portion available online.**	Possible creation of a few new courses.	N/A	
Industrial Technology	BAS	Region IV	Regional	Fall 2022	Provides avenue for graduates of trade and industrial and apprenticeship programs to pursue a baccalaureate degree. **Traditional with some portion available online.**	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	N/A	
Medical Lab Technician	AAS	Region IV	Regional	Fall 2022	CSI will enter into a consortium program with NIC and CEI to expand medical lab technician training in Idaho. Didactic components of the program will be delivered online by NIC. Laboratory, clinical, and supportive classwork (e.g. microbiology, chemistry) will be provided by each individual institution. **Traditional with some portion available online.**	New funds	Consortium members will enter an MOU outlining responsibilities and commitments of each institution. Each institution may enter MOU's with local health care providers for access to clinical experiences.	

Institution Name: College of Southern Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Registered Nursing	BSN	Region IV	Regional	Fall 2022	The B.S.N program will train registered nurses to provide health care in a variety of settings. **Traditional with some portion available online.**	Idaho Statute 33-2107A provides details regarding the funding of the program and separation of operations, while sharing facilities. The program will commence as a self-support operation.	Clinical sites may require MOU	

***Employing NTTEP Non-traditional Teacher Education Program to provide alternative credentialing across the region and in support of Idaho CTE. Also creating agreements with LCSC and others for 3+1 delivery.**

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THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: College of Western Idaho

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2022-2023								
Network and Systems Administration	Specialized Certificate	Region III	Regional	Fall 2022	This is an expansion of the existing program in response to industry needs for advanced administrators. 300 level coursework in discipline. **Hybrid delivery.**	Internal reallocation		Provost approval received on May 7; Approved
Program offerings commencing 2023-2024								
RN to BSN	BSN	Region III	Regional	Fall 2023	Data has shown a need for Bachelors of Science in Nursing to meet industry requirements. It is intended to offer licensed Associate degree Nurse's affordable option to earn BSN. This will be delivered **online**.	State allocation and Institutional resources		Will need a proposal form
Wildland Fire	AS	Region III	Regional	Fall 2023	Degree currently exists as an AAS but was inactive to do research and revision. Working with local agencies to create AS degree that will allow for some PLA opportunities for wildland firefighters with transfer agreement to UofI Natural Resources bachelor's degree. Industry requires 24 upper division credits for employment advancement thus providing an ideal opportunity. This will mostly be delivered **face to face**.	Reallocation of institutional resources	U of I	Will need a proposal form
Program offerings commencing 2024-2025								
Digital Photography	AAS	Region III	Regional	Fall 2024	Digital photography and digital photo editing, Adobe Lightroom and Photoshop software. This will align with local high school CTE programs in digital photography. **face to face**	New CTE funding is being requested		Will need a proposal form
Data Analytics	BTC	Region III	Regional	Fall 2024	The analysis of data through inspecting, cleansing, and modeling data with the goal of discovering useful information conclusions that support business decision-making. **face to face**	New CTE funding will likely be requested (or internal reallocation)		Will need a proposal form

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THREE-YEAR PLAN

Proposed Regional Programs

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2022-2023								
Advanced Manufacturing	Intermediate Technical Certificate Advanced Technical Certificate Associate of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2022	Advanced Manufacturing is a multifaceted field that utilizes many areas of studying including electrical, automation, computers, Computer Aided Design, Materials, basic machining concepts, basic welding, composites, blueprint reading, fabrication, quality assurance, and mechanical systems. The Advanced Manufacturing program is designed to prepare students for employment as entry-level technicians, and emphasizes extensive practical experience in both theory and laboratory setting using mock-up equipment and assemblies similar to those found in industry. **Method of Delivery: Hybrid**	No additional resources		
Data Science	Academic Certificate	Coeur d'Alene/Region I	Regional	Fall 2022	This certificate will develop student's abilities to analyze data in a variety of fields, particularly in interdisciplinary inquiry and problem solving. Drawing on the intersection of mathematics, statistics, business, computer science, social science, health professions, and other fields, students who complete this certificate will be equipped to consume, assess, and use data in ways that advance their pursuit of a wide range of educational programs and in diverse careers. It may be taken as a stand-alone program for those already in a career, or to compliment an existing program of study.	None, the program will draw on existing faculty and resources.		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Digital Media	Academic Certificate	Coeur d'Alene/Region I	Regional	Fall 2022	This certificate will develop student's abilities to employ digital tools in a variety of careers, including the use of photography, modern reporting techniques using media, such as podcasting, and emerging tools for communication to be current with evolving technology and methods used in various fields. It may be taken as a stand-alone program, helpful for those already in a career, or as a certificate to compliment an existing student's educational plan. **Method of Delivery: Hybrid**	None, the program will draw on existing faculty and resources.		NIC will engage in discussion around this certificate as Graphic/Web cert planned as well for a BAT
Medical Laboratory Technology	Associate of Science	Coeur d'Alene/Region 1; LCSC/Region II, CWI/Region III, CSI/Region IV, ISU/Region V, EITC/Region VI	Regional	Fall 2022	Many opportunities await those choosing careers in medicine and science. One of the most rewarding is medical laboratory technology. As members of the medical team, technicians work side by side with medical technologists and pathologists and have relatively less contact with patients. Medical laboratory technicians (MLTs) perform a great variety of scientific laboratory procedures, utilizing automated computerized instrumentation, all of which aid in the detection, diagnosis and treatment of disease. **Method of delivery: hybrid.**	No additional resources	MOUs developed as/if requested by institutions	

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Radiography Technology: CT	Certificate	Coeur d'Alene/Region I	Regional	Fall 2022	The Computed Tomography (CT) technical certificate program provides educational opportunities to the post-graduate registered Radiologic Technologist, registered Radiation Therapist, and registered Nuclear Medicine Technologist in good standing. It provides students with the knowledge needed to perform CT exams and to sit for the Post-Primary Computed Tomography Certification Examination. The academic component is designed to meet competency requirements of the American Registry of Radiologic Technologists (ARRT) exam in Computed Tomography. **Method of Delivery: Face-to-Face**	Use of additional adjuncts		
Surgical First Assist	Certificate	Coeur d'Alene/Region I	Regional	Summer 2022	Advanced training for students who are already Certified Surgical Technologists to achieve a higher level of performance in the operating room. The role of the first assistant is to assist surgeon by performing advanced technical skills during surgical procedures. **Method of Delivery: Hybrid**	Use of additional adjuncts		
Program offerings commencing 2023-2024								
Aviation Maintenance, Powerplant	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region I	Regional	Fall 2023	The Federal Aviation Administration (FAA) rating for "Powerplant" authorizes licensed mechanics to work on the engine and drive systems of aircraft and is a requirement of most aircraft mechanic positions. Adding "Powerplant" to NIC's existing Aviation Maintenance Training School certification FAA 4NIT612K. **Method of Delivery: Face-to-Face**	Seek grant support to initiate		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Construction Management	Intermediate Technical Certificate Associate of Applied Science	Coeur d'Alene/ Region I	Regional	Fall 2023	The Construction Management program is designed to prepare students for entry-level employment in the residential and commercial construction trades as well as offer the opportunity to transfer to a 4 year institution or progress to the proposed 4 year degree that NIC will offer in 2021. The program will emphasize extensive practical experience in both theory and laboratory settings as well as cooperative education opportunities. **Method of delivery: Face-to-Face theory and lab**	None, the program will draw on existing faculty and resources.		ITC and AAS is in place; waiting on articulation agreement from BSU
Digital Media	Bachelor of Applied Technology	Coeur d'Alene/Region I	Regional	Fall 2023	Students will express their creativity and gain the competitive advantage in the multi-faceted graphic, web/social media design, and visual communication industry. Graduates will be ready to add their talents to this rapidly growing field with a Bachelor of Applied Technology Degree in Digital Media from NIC. **Method of Delivery: Hybrid**			
Mobile Food Truck Management	Intermediate Technical Certificate (CC1)	Coeur d'Alene/Region 1	Regional	Fall 2023	The Mobile Food Truck Management certificate provides specific training required to prepare students to assume positions in catering and food trucks. Students will learn the fundamentals of kitchen equipment, tools, basic cooking, menu prep, teamwork, sanitation and safety, to meet the growing demand for trained professionals in the food truck industry. This program will help guide one through the steps of planning, starting and maintaining a food truck or food cart. Graduates should qualify for ownership of a food truck. **Method of Delivery: Hybrid**	May seek state funding for 1 FTE faculty member		

Institution Name: North Idaho College

Program Title	Degree Level/ Certificate	Region	Regional/Statewide Program Responsibility	Anticipated Delivery Date	Program Description	Anticipated Resources	Memorandum of Understanding or Contract	Other
Program offerings commencing 2024-2025								
Diesel Technology	Bachelor of Applied Science	Coeur d'Alene/Region I	Regional	Fall 2024	The BAS degree in Diesel Technology program is designed to prepare students for employment in a variety of diesel and equipment related career fields including road/bridge construction, transportation, mining, manufacturing, railroad, marine, federal/state/local government agencies, dealerships, and power generation. This degree provides students with the opportunity to acquire a deep technical foundation in all aspects of the diesel related fields. Students will learn how to plan, implement, administer, and support appropriate related technologies and systems to help an organization achieve its goals and objectives. **Method of Delivery: Hybrid**	May seek state funding		
Registered Nursing	Bachelor of Science in Nursing	Coeur d'Alene/Region I	Regional	Fall 2024	At the recent Idaho Nursing Workforce Summit in Boise, a call to action was presented to each school of nursing to increase graduate #s by 30 between now and 2025. Even at this, Idaho will have 1000 vacancies in 2025. Moreover, of significance to NIC, the need for bachelor prepared nurses is paramount. With NIC's commitment to excellence in nursing education by developing distinguished graduate nurses who are prepared to meet the health care needs of the community and seek to advance the profession, partners are requesting NIC seek approval for a BSN. **Method of Delivery: Hybrid**	N/A		

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Idaho State Board of Education
Program Inventory

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Edwin T Jaynes Center for Bayesian Methods and Maximum Entropy Foundation	00.0000	N/A					Regional	
BSU	Hazard and Climate Resiliency Institute (new unit)	00.0000	N/A		Arts and Sciences	Geosciences	Boise	Regional	
BSU	Institute for Pervasive Cybersecurity (new administrative unit)	00.0000	A.A.		Engineering		Boise	Regional	
BSU	Institute for Pervasive Cybersecurity (new administrative unit)	00.0000	N/A		Engineering		Boise	Regional	
BSU	Intermediate Basque	00.0000	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Policy Research	00.0000	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Redfish Environmental Data Institute	00.0000	N/A		Arts and Sciences		Boise	Regional	
CSI	Agriculture	00.0000	AAS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	IT Development and Security	00.0000	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Community and Public Health	00.0000	BA		Health Sciences/Health Professions	Community and Public Health	Meridian | Pocatello	Regional	Hybrid | Traditional (face-to-face)
ISU	Community and Public Health	00.0000	BS		Health Sciences/Health Professions	Community and Public Health	Meridian | Pocatello	Regional	Hybrid | Traditional (face-to-face)
ISU	Didactic Program in Dietetics Required Courses	00.0000	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Traditional (face-to-face)
ISU	Earth Sciences	00.0000	BA		Education		Pocatello	Regional	Online
ISU	English as a Second Language (ESL)	00.0000	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Idaho State Dept. of Education Administrator Certificate with Superintendent Endorsement	00.0000	Undergraduate Certificate		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Instructional unit: Dept. of Human Performance and Sport Studies	00.0000	BA		Education	Human Performance and Sports Studies		Regional	
ISU	Pharmaceutical Sciences (PSCI): Pharmaceutics	00.0000	MS		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI): Pharmaceutics	00.0000	Ph.D.		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pre-Audiology	00.0000	Professional Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Traditional (face-to-face)
ISU	Pre-Speech-Language Pathology	00.0000	Professional Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Traditional (face-to-face)
ISU	Requirements for Elementary Education Standard Certification Only	00.0000	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Small Business Technology	00.0000	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Small Business Technology	00.0000	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Accounting	00.0000	BS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bioinformatics	00.0000	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bioinformatics	00.0000	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computed Tomography	00.0000	BA		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Computed Tomography	00.0000	BS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Division of Movement and Sports Science	00.0000	NA		Liberal Arts and Sciences	Movement and Sports Sciences		Regional	
LCSC	Electronics Engineering Technology	00.0000	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Electronics Engineering Technology	00.0000	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fitness	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Human Resource Management	00.0000	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Interdisciplinary Studies	00.0000	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Leadership	00.0000	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Management with Human Resource Emphasis	00.0000	BA		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Management with Human Resource Emphasis	00.0000	BS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Marketing	00.0000	AS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Marketing Management	00.0000	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Movement Psychology	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing Management and Leadership	00.0000	Undergraduate Certificate		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Professional Writing	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Communication Arts	00.0000	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Communication Arts	00.0000	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Marketing	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Media Studies	00.0000	BA		Professional Studies/Liberal Arts	Teacher Education/Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Media Studies	00.0000	BS		Professional Studies/Liberal Arts	Teacher Education/Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Sports Nutrition	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Web Design	00.0000	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Web Design and Social Media	00.0000	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
CSI	Agriculture	01.0000	AA		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Agribusiness	01.0101	AA		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Agribusiness	01.0101	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Agribusiness	01.0101	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Agricultural Economics	01.0103	B.S.	Emphasis: 1) Applied Economics - 01.0103 | 2) Agribusiness - 01.0102	College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Statewide	Traditional (face-to-face)
UI	Agriculture Commodity and Risk Management	01.0103	Certificate-UG		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Applied Economics	01.0103	M.S.	Emphasis: 1) Applied Economics | 2) Agribusiness | 3) Natural Resources	College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Statewide	Traditional (face-to-face)
CSI	Geospatial Technology	01.0106	BTC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Agriculture Business, Leadership and Education	01.0199	AA		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Hybrid | Traditional (face-to-face)
UI	Agricultural Systems Management	01.0201	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online | Traditional (face-to-face)
UI	Agricultural Systems Management	01.0201	Minor		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online | Traditional (face-to-face)
UI	Precision Agriculture	01.0299	Certificate-UG		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Online | Traditional (face-to-face)
CSI	Animal Science Livestock Technician	01.0302	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Aquaculture	01.0303	AAS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Aquaculture	01.0303	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Aquaculture	01.0303	Minor		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Crop Management	01.0304	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Crop Management	01.0304	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Sustainable Food Systems	01.0308	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	AAS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	ATC		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
CWI	Horticulture Technology, Horticulturist	01.0601	ITC		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
UI	Agricultural Extension Education	01.0801	Minor		College of Agriculture and Life Sciences	Agricultural and Extension Education	Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Communications and Leadership	01.0802	Minor		College of Agriculture and Life Sciences	Agricultural and Extension Education	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Agricultural Science, Communication and Leadership	01.0802	B.S.		College of Agriculture and Life Sciences	Agricultural and Extension Education	Boise | Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
CSI	Animal Science	01.0901	AAS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Animal Science	01.0901	AS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Animal and Veterinary Science	01.0901	AS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
UI	Animal and Veterinary Science	01.0901	B.S.	Options: 1) Business | 2) Dairy Science | 3) Production | 4) Science/Pre-veterinary	College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Animal Science	01.0901	M.S.		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Animal Science	01.0901	Minor		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Food Science	01.1001	B.S.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Food Science	01.1001	M.S.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Food Science	01.1001	Minor		College of Agriculture and Life Sciences	Food Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Food Science	01.1001	Ph.D.		College of Agriculture and Life Sciences	Food Sciences	Moscow	Statewide	Traditional (face-to-face)
CSI	Advanced Food Technology	01.1002	BAS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	AAS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	BTC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Food Processing Technology	01.1002	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Fermentation Science	01.1099	Undergraduate Certificate		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Online | Traditional (face-to-face)
UI	Plant Science	01.1101	M.S.		College of Agriculture and Life Sciences	Plant Sciences	Coeur d'Alene | Moscow	Statewide	Online | Traditional (face-to-face)
UI	Plant Science	01.1101	Ph.D.		College of Agriculture and Life Sciences	Plant Sciences	Coeur d'Alene | Moscow	Statewide	Online | Traditional (face-to-face)
UI	Crop Science	01.1102	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Crop Science	01.1102	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Horticulture	01.1103	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Horticulture and Urban Agriculture	01.1103	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Plant Protection	01.1105	Minor		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Rangeland Conservation	01.1106	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Rangeland Ecology and Management	01.1106	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Soil and Land Resources	01.1201	M.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Soil and Land Resources	01.1201	Ph.D.		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Soil Science	01.1201	Minor		College of Agriculture and Life Sciences	Soil and Water Systems	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Environmental Soil Science	01.1299	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Traditional (face-to-face)
BSU	Pre-Veterinary Studies Medicine	01.1302	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
NIC	Pre-Veterinary Medicine	01.1302	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
CSI	Veterinary Technology/Assistant	01.8301	AAS		Agriculture			Regional	Hybrid | Traditional (face-to-face)
CSI	Veterinary Technology/Assistant	01.8301	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Biology, Natural Resource emphasis	03.0101	AS		School of Math and Science	Biological Sciences	Nampa	Regional	Hybrid | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	Forestry/Wildlife/Range Management	03.0101	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Tribal Natural Res Stewardship	03.0101	Certificate-UG		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Environmental Education	03.0103	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Environmental Studies	03.0103	B.A.		School of Public Service	Environmental Studies	Boise	Regional	Traditional (face-to-face)
ISU	Environmental Science and Management	03.0104	MS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Traditional (face-to-face)
NIC	Environmental Sciences	03.0104	AS		Natural Sciences Division	Biology	Post Falls	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Environmental Science	03.0104	B.S.	Options: 1) Biological Science | 2) Physical Science | 3) Physical Science 2 | 4) Social Science | 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Environmental Science	03.0104	M.S.	Options: 1) Biological Science | 2) Physical Science | 3) Physical Science 2 | 4) Social Science | 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Environmental Science	03.0104	Ph.D.	Options: 1) Biological Science | 2) Physical Science | 3) Physical Science 2 | 4) Social Science | 5) Biophysical Science	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Natural Resources and Environmental Science	03.0104	P.S.M.	Options: 1) Water Resources Management | 2) Environmental Contamination | 3) Sustainability Science | 4) Climate Change Science | 5) Management of Regulated River Systems | 6) Ecohydrology Science and Management	College of Natural Resources	Environmental Science	Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Remote Sensing of Environment	03.0104	Certificate-UG		College of Natural Resources	Natural Resources and Society	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Remote Sensing of the Environment	03.0104	Certificate-GR		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Hybrid
UI	Natural Resource Management	03.0199	Certificate-UG		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Environmental Communication	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources	03.0201	M.N.R.	Options: 1) Integrated Natural Resources - 03.0201 | 2) Fire Ecology and Management - 03.0201 | 3) Environmental Education and Science Communication - 13.1338	College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Online
UI	Natural Resources	03.0201	M.S.		College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Traditional (face-to-face)
UI	Natural Resources	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources	03.0201	Ph.D.		College of Natural Resources	Natural Resources and Society	Moscow	Statewide	Traditional (face-to-face)
UI	Natural Resources and Conservation	03.0201	Minor		College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Natural Resources and Environmental Law	03.0201	Certificate-GR		College of Law		Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Natural Resource Economics	03.0204	Minor		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
UI	Fishery Resources	03.0301	B.S.		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Fishery Resources	03.0301	Minor		College of Natural Resources	Fish and Wildlife Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forestry	03.0501	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Forestry Resources	03.0502	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Fire Ecology and Management	03.0506	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Statewide	Traditional (face-to-face)
UI	Fire Ecology, Management and Technology	03.0506	Certificate-GR		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Fire, Ecology & Management	03.0506	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Forest and Sustainable Products	03.0509	B.S.		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene | Moscow	Statewide	Traditional (face-to-face)
UI	Renewable Materials	03.0509	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Forest Operations	03.0510	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Parks, Protected Areas and Wilderness Conservation	03.0601	Minor		College of Natural Resources	Natural Resources and Society	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Wildlife Resources	03.0601	B.S.		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene | Moscow	Statewide	Traditional (face-to-face)
UI	Wildlife Resources	03.0601	Minor		College of Natural Resources	Fish and Wildlife Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Architecture	04.0201	M.		College of Art and Architecture	Architecture	Boise | Moscow	Statewide	Hybrid | Online | Traditional (face-to-face)
UI	Architecture	04.0201	Minor		College of Art and Architecture	Architecture	Boise | Moscow	Regional	Online | Traditional (face-to-face) | Web/video
UI	Architecture (Region III-First 2 years)	04.0201	B.S.		College of Art and Architecture	Architecture	Boise | Moscow	Statewide	Hybrid | Online | Traditional (face-to-face)
UI	Integrated Architecture and Design	04.0201	M.S.		College of Art and Architecture	Architecture	Moscow	Regional	Traditional (face-to-face)
UI	Bioregional Planning & Community Design (discontinued)	04.0301	Certificate-GR		College of Art and Architecture	Bioregional Planning and Community Design	Boise | Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Urban Design (discontinued)	04.0401	Certificate-GR		College of Art and Architecture	Landscape Architecture	Boise	Regional	Traditional (face-to-face)
UI	Interior Architecture and Design	04.0501	B.I.A.D.		College of Art and Architecture	Interior Design	Boise | Moscow	Statewide	Traditional (face-to-face)
UI	Landscape Architecture	04.0601	B.S.		College of Art and Architecture	Landscape Architecture	Boise | Moscow	Statewide	Traditional (face-to-face)
UI	Landscape Architecture	04.0601	M.L.A.		College of Art and Architecture	Landscape Architecture	Boise | Moscow	Statewide	Traditional (face-to-face)
UI	Landscape Architecture	04.0601	Minor		College of Art and Architecture	Landscape Architecture	Moscow	Regional	Traditional (face-to-face)
UI	American Studies	05.0102	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Asian Studies	05.0103	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Basque Cultural Studies	05.0106	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
UI	Latin-American Studies	05.0107	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Africana Studies	05.0201	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	American Indian Studies	05.0202	AA		Social and Behavioral Sciences Division	American Indian Studies	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	American Indian Studies	05.0202	Undergraduate Certificate		Social and Behavioral Sciences Division	American Indian Studies	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	American Indian Studies	05.0202	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Hybrid
BSU	Latinx Community Engagement	05.0203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Online
UI	Women's and Gender Studies	05.0207	Minor		College of Letters, Arts and Social Sciences		Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
ISU	Gender and Sexuality Studies (online)	05.0299	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online | Web/video
BSU	Communication Management	09.0100	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Online
ISU	Communication	09.0100	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Hybrid
ISU	Communication	09.0100	MA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
ISU	Communication (online)	09.0100	MA		Arts and Letters	Communication, Media and Persuasion		Regional	Online | Web/video
BSU	Communication	09.0101	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Communication	09.0101	M.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
CSI	Communication	09.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Communication	09.0101	AA		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid | Traditional (face-to-face)
LCSC	Communication Arts	09.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Communication Arts	09.0101	BS		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online | Traditional (face-to-face)
NIC	Communication	09.0101	AA		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Communication	09.0101	Undergraduate Certificate		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Communication	09.0101	B.A.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Online
UI	Communication	09.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Online
UI	Communication	09.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid
BSU	Media Arts	09.0199	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Media Content Management	09.0199	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
BSU	Sport Innovation and Culture	09.0199	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
CWI	Media Arts	09.0199	AA		School of Business, Communication and Technology	Computer Science and Information Technology	Nampa	Regional	Traditional (face-to-face)
NIC	Journalism	09.0401	AA		Communication, Fine Arts Division	Communications	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Journalism	09.0401	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Journalism	09.0401	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Journalism	09.0401	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
LCSC	Writing for the Web & Social Media	09.0702	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Hybrid
UI	Broadcasting and Digital Media	09.0702	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Broadcasting and Digital Media	09.0702	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Broadcasting and Digital Media	09.0702	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Organizational Dynamics	09.0901	Certificate-UG		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid
UI	Organizational Dynamics (discontinued)	09.0901	Certificate-GR		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene | Moscow	Regional	Hybrid
UI	Organizational Sciences	09.0901	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
BSU	Public Relations	09.0902	B.A.		Arts and Sciences	Communication and Media	Boise	Regional	Online
BSU	Public Relations	09.0902	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Public Relations	09.0902	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Advertising	09.0903	Minor		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
BSU	Conflict Management	09.9999	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	Conflict Management	09.9999	Undergraduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
LCSC	Graphic Communications	10.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Graphic Communications	10.0301	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Virtual Technologies	10.0304	Certificate-UG		College of Art and Architecture	Virtual Technology and Design	Boise | Coeur d'Alene | Moscow	Regional	Online
UI	Virtual Technology and Design	10.0304	B.S.		College of Art and Architecture	Virtual Technology and Design	Boise | Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
CSI	Computer Science	11.0101	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Computer Science	11.0101	AS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise | Nampa	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Computer Science	11.0101	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Computer Science	11.0101	Minor		Liberal Arts and Sciences	Natural Sciences and Mathematics		Regional	Online | Traditional (face-to-face)
BSU	Information Technology Mgmt	11.0103	B.B.A.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Information Technology Mgmt	11.0103	Minor		Business and Economics	Information Technology and Supply Chain Management		Regional	Traditional (face-to-face)
ISU	Data Analytics Emphasis (BBA) for all BBA majors	11.0104	Emphasis		Business	Informatics	Idaho Falls | Pocatello	Regional	Some portion online | Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	AAS		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	ATC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Computer Information Tech	11.0202	ITC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CWI	Swift Programming	11.0203	Undergraduate Certificate		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
BSU	Computational Science	11.0701	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	B.S.		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	M.S.		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Computer Science	11.0701	Minor		Engineering	Computer Science		Regional	Traditional (face-to-face)
BSU	Computer Science Teaching Endorsement	11.0701	Endorsement		Engineering	Computer Science		Regional	
BSU	Computing	11.0701	Ph.D		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Cybersecurity	11.0701	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Cybersecurity	11.0701	Minor		Engineering	Computer Science		Regional	Traditional (face-to-face)
BSU	Data Science	11.0701	Undergraduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Machine Learning	11.0701	Graduate Certificate		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
BSU	Machine Learning emphasis	11.0701	Emphasis		Engineering	Computer Science	Boise	Regional	Traditional (face-to-face)
ISU	Computer Science	11.0701	BS		Science and Engineering	Computer Science	Idaho Falls | Pocatello	Regional	Hybrid
ISU	Computer Science	11.0701	MS		Science and Engineering	Computer Science	Idaho Falls | Pocatello	Regional	Online
ISU	Earth and Environmental Systems	11.0701	BA		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Earth and Environmental Systems	11.0701	BS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
NIC	Computer Science	11.0701	AS		Math, Computer Science and Engineering Division	Computer Science	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Computer Science	11.0701	B.S.		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Computer Science	11.0701	M.S.		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Online
UI	Computer Science	11.0701	Minor		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Computer Science	11.0701	Ph.D.		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Secure & Depend Computing Syst	11.0701	Certificate-GR		College of Engineering	Computer Science	Coeur d'Alene | Moscow	Regional	Online
CEI	Web and Application Development	11.0801	AAS		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web and Application Development	11.0801	ITC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	AAS		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	ATC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Web Development Specialist	11.0801	ITC		Business, Office, and Technology	Web Development Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Digital Media	11.0801	AAS		Visual and Performing Arts		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Digital Media	11.0801	ITC		Visual and Performing Arts		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Software Development	11.0801	AAS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	ATC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	BTC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Software Development	11.0801	ITC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
LCSC	Web Design and Development	11.0801	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Web Design and Development	11.0801	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online | Traditional (face-to-face)
CEI	Information Technology Services	11.0901	AAS		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Technology Services	11.0901	ITC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	MS Computer Networking Technologies	11.0901	AAS			Computer Networking Technologies		Regional	Traditional (face-to-face)
CEI	MS Computer Networking Technologies	11.0901	ITC			Computer Networking Technologies		Regional	Traditional (face-to-face)
CSI	Computer Support Technician	11.0901	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Cybersecurity and Programming	11.0901	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Introduction to Cybersecurity	11.0901	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Network Systems Technician	11.0901	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	AAS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	ATC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cisco Networking and Security Technology	11.0901	BTC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Computer Network Technician	11.0901	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Network Technician	11.0901	BTC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Information Technology Systems	11.0901	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
CWI	Network and System Administration/Cloud Computing	11.0902	Specialized Certificate		School of Business, Communication and Technology	Computer Science and Information Technology		Regional	Online
CWI	Network and Systems Administration	11.1001	AAS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	ATC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Network and Systems Administration	11.1001	ITC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
LCSC	Information Technology	11.1002	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Information Technology	11.1002	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Information Technology	11.1002	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
BSU	Cryptology Security Analyst	11.1003	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Online
BSU	Cybersecurity	11.1003	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Some portion online
CEI	Information Assurance and Cybersecurity	11.1003	AAS		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	BTC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Information Assurance and Cybersecurity	11.1003	ITC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Cybersecurity	11.1003	AAS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Cybersecurity	11.1003	ATC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
NIC	Cybersecurity and Networking	11.1003	BTC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	AAS		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	ATC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Network Security Administration	11.1003	ITC		Business and Professional Programs	Computer Information Tech.	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	B.S.		College of Engineering	Computer Science	Moscow	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	Certificate-UG		College of Engineering	Computer Science	Moscow	Regional	Traditional (face-to-face)
UI	Cybersecurity	11.1003	M.S		College of Engineering	Computer Science	Coeur d'Alene | Idaho Falls | Moscow	Regional	Traditional (face-to-face)
CEI	MS Certified Solutions Associate	11.1006	BTC		Business, Office, and Technology	Computer Networking Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	AAS		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
CWI	Computer Support Specialist	11.1006	ATC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Computer Support Specialist	11.1006	ITC		School of Business, Communication and Technology	Computer Science and Information Technology	Boise	Regional	Traditional (face-to-face)
ISU	Cosmetology	12.0401	ATC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Barbering	12.0402	Specialized Certificate		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Cosmetology - Nail Technology	12.0410	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Baking and Pastry Arts	12.0501	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Culinary Arts	12.0503	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Culinary Arts	12.0503	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Culinary Arts	12.0503	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
NIC	Culinary Arts	12.0503	AAS		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Culinary Arts	12.0503	ATC		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Culinary Arts	12.0503	ITC		Business and Professional Programs	Culinary Arts	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Educational Studies	13.0101	B.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
ISU	Education, General (K-12 Education)	13.0101	M Ed Emp.			Education		Regional	Hybrid
ISU	Teaching (K-12)	13.0101	MA		Education	Teaching and Educational Studies	Pocatello	Regional	Online
NIC	Education	13.0101	AA		Trades and Industry	Education		Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
UI	Education	13.0101	Ed.D		College of Education, Health and Human Sciences	Curriculum and Instruction	Rexburg	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Education	13.0101	Ph.D.		College of Education, Health and Human Sciences	Curriculum and Instruction	Rexburg	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Bilingual Education	13.0201	M.Ed.		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Bilingual Education, K12	13.0201	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Online
BSU	Bilingual Spanish Education (K-12) Teaching Endorsement	13.0201	Minor		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	Elementary Education - TESOL	13.0201	B.A.		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	English Language Development Pre-K12	13.0201	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Teaching English to Speakers of Other Languages, K12	13.0201	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Online
CSI	Education, Bilingual Elementary	13.0201	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Culturally Responsive Pedagogy and Universal Design for Learning	13.0202	Certificate-UG		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
BSU	Curriculum & Instruction	13.0301	Ed.D.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Curriculum & Instruction	13.0301	M.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Education, Curriculum and Instruction	13.0301	M.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	English as a New Language (ENL)	13.0301	M.Ed.		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	English as a Second Language (K-12) Teaching Endorsement	13.0301	Endorsement		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	K-12 Physical Education	13.0301	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Teaching English to Speakers of Other Languages (TESOL)	13.0301	M.Ed.		Education	Literacy, Language and Culture	Boise	Regional	Online | Traditional (face-to-face)
CSI	Education Leadership	13.0301	Ed. D.		Education			Regional	
UI	Curriculum and Instruction	13.0301	Ed.S.	Emphasis: 1) Career & Technical Education - 13.1319 | 2) Teacher certification - 13.0301	College of Education, Health and Human Sciences	Curriculum and Instruction	Boise	Regional	Traditional (face-to-face)
UI	Curriculum and Instruction	13.0301	M.Ed.	Emphasis: 1) Career & Technical Education - 13.1319 | 2) Teacher certification - 13.0301	College of Education, Health and Human Sciences	Curriculum and Instruction	Boise | Coeur d'Alene | Moscow	Regional	Online
BSU	Educational Leadership	13.0401	M.Ed.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Educational Leadership, Executive	13.0401	Ed.S		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
ISU	Educational Leadership	13.0401	Ed D		Education	Education	Pocatello	Regional	Hybrid
ISU	Educational Leadership	13.0401	M Ed		Education	Education	Pocatello	Regional	Hybrid
ISU	Educational Leadership (Higher Ed. Admin.)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Educational Leadership (Higher Education Administration emphasis) (online)	13.0401	AA		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
ISU	Educational Leadership (Higher Education Administration emphasis) (online)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
ISU	Educational Leadership (P-12 Ed. School Admin.)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Educational Leadership (P-12 Education Administration) (online)	13.0401	Ed D Emp.		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
UI	Educational Leadership	13.0401	Ed.S.		College of Education, Health and Human Sciences	Leadership and Counseling	Moscow	Regional	Online
UI	Educational Leadership	13.0401	M.Ed.		College of Education, Health and Human Sciences	Leadership and Counseling	Boise | Coeur d'Alene | Moscow	Regional	Online
ISU	Special Education Director Endorsement	13.0402	Graduate Certificate		Education	School of Psychology and Educational Leadership	Idaho Falls | Meridian | Pocatello | Twin Falls	Regional	Online
ISU	Idaho K-12 Principal Endorsement Certificate	13.0408	Graduate Certificate		Education	School of Psychology and Educational Leadership	Idaho Falls | Meridian | Pocatello | Twin Falls	Regional	Online

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Education Administration	13.0499	Ed S		Education	Education	Pocatello	Regional	Hybrid
ISU	Education Administration (online)	13.0499	Ed S		Education	Education		Regional	Online | Some portion online | Web/video
BSU	Designing Accessible and Inclusive Online Education	13.0501	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Games and Simulation	13.0501	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.D.		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	Ed.S		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.E.T.		Education	Educational Technology	Boise	Regional	Online
BSU	Educational Technology	13.0501	M.S.		Education	Educational Technology	Boise	Regional	Online
BSU	Instructional Interventions and Supports	13.0501	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Instructional Technology Coaching	13.0501	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Organizational Performance and Workplace Learning	13.0501	M.S.		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
ISU	Instructional Design	13.0501	Ph.D.		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Instructional Design and Technology	13.0501	Ed D		Education	Organizational Learning and Performance		Regional	Hybrid
ISU	Instructional Design and Technology	13.0501	M Ed		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Instructional Design and Technology	13.0501	M Ed		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Instructional Design and Technology (online)	13.0501	Ed D Emp.		Education	Organizational Learning and Performance		Regional	Online | Some portion online | Web/video
ISU	Instructional Design and Technology (online)	13.0501	M Ed		Education	Organizational Learning and Performance		Regional	Online | Some portion online | Web/video
UI	Technology Integration Specialist	13.0501	Certificate-GR		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
BSU	Program Evaluation, Measurement and Statistics	13.0601	M.S.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Assistive Technology	13.1001	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Online
BSU	Behavioral Interventions and Supports	13.1001	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Discontinue Special Education Services and Supports	13.1001	Graduate Certificate		Education	Early and Special Education		Regional	Traditional (face-to-face)
BSU	Habilitative Services	13.1001	Undergraduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Special Education	13.1001	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Special Education	13.1001	M.I.T.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Special Education Services	13.1001	Undergraduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Special Education Services and Supports (Discontinued)	13.1001	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
ISU	Special Education	13.1001	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Special Education	13.1001	BS		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Special Education	13.1001	Ed S		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Special Education	13.1001	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
LCSC	Special Education	13.1001	Undergraduate Certificate		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
UI	Special Education	13.1001	M.Ed.		College of Education, Health and Human Sciences	Curriculum and Instruction	Boise | Coeur d'Alene | Moscow	Regional	Online
ISU	Deaf Education	13.1003	MS		Education	Teaching and Educational Studies	Pocatello	Statewide	Online
BSU	Counseling	13.1101	M.A.		Education	Counselor Education	Boise	Regional	Traditional (face-to-face)
BSU	Counselor Education and Supervision	13.1101	Ph.D		Education	Counselor Education	Boise	Regional	Traditional (face-to-face)
ISU	School Counseling	13.1101	M Coun		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Hybrid
ISU	Student Affairs Counseling	13.1101	M Coun		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Hybrid
UI	Adult/Organizational Learning and Leadership	13.1201	M.S.		College of Education, Health and Human Sciences	Leadership and Counseling	Moscow	Regional	Online
BSU	Elementary Education	13.1202	B.A.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Education	13.1202	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	
BSU	Elementary Education (Masters)	13.1202	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
CSI	Education	13.1202	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Education, Elementary	13.1202	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Education-Elementary	13.1202	AA		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Elementary Ed.	13.1202	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
ISU	Elementary Education	13.1202	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Elementary Education	13.1202	BS		Education	Teaching and Educational Studies	Idaho Falls | Pocatello	Regional	Hybrid
ISU	Elementary Education (online)	13.1202	M Ed		Education	Teaching and Educational Studies		Regional	Online | Some portion online | Web/video
LCSC	Elementary Education	13.1202	BA		Professional Studies	Teacher Education	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Elementary Education	13.1202	BS		Professional Studies	Teacher Education	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Elementary Education	13.1202	Undergraduate Certificate		Professional Studies	Teacher Education	Lewiston	Regional	Online | Traditional (face-to-face)
UI	Elementary Education	13.1202	B.S.		College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene | Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Second Education	13.1205	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Secondary Education	13.1205	M.I.T.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
CSI	Education, Secondary	13.1205	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Education, Special	13.1205	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Education-Secondary	13.1205	AA		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Secondary Education STEM	13.1205	AS		School of Social Sciences and Public Affairs	Mathematics	Nampa	Regional	Traditional (face-to-face)
ISU	Education, General (Secondary Education)	13.1205	M Ed Emp.			Education		Regional	Hybrid
ISU	Secondary Education	13.1205	BA		Education	Teaching and Educational Studies	Idaho Falls | Pocatello | Twin Falls	Regional	Hybrid
ISU	Secondary Education	13.1205	BS		Education	Teaching and Educational Studies	Idaho Falls | Pocatello | Twin Falls	Regional	Hybrid
ISU	Secondary Education	13.1205	CERT		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Secondary Education	13.1205	M Ed		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Secondary Education (online)	13.1205	M Ed		Education	Teaching and Educational Studies		Regional	Online | Some portion online | Web/video
UI	Secondary Education	13.1205	B.S.	Endorsement: Special Education 13.1001	College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene | Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Teaching: Secondary Education	13.1205	B.A.		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
UI	Teaching: Secondary Education	13.1205	M.A.T.		College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Online
ISU	Teacher Education - Post-baccalaureate Certificate (TE-PbC)	13.1206	PB Cert		Education	Teaching and Educational Studies	Idaho Falls | Pocatello | Twin Falls	Regional	Hybrid | Traditional (face-to-face)
BSU	Early and Special Education	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early and Special Education	13.1210	M.Ed.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood Intervention	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood Intervention	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood Intervention Services	13.1210	Undergraduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Early Childhood Intervention Services and Supports	13.1210	Graduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
BSU	Inclusive Early Childhood Education	13.1210	B.A.		Education	Early and Special Education	Boise	Regional	Some portion online
BSU	Inquiry-Based Early Childhood Education	13.1210	Undergraduate Certificate		Education	Early and Special Education	Boise	Regional	Traditional (face-to-face)
ISU	Blended Early Childhood Education	13.1210	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	Early Childhood Education	13.1210	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
LCSC	Early Childhood Development	13.1210	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	BTC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Early Childhood Development	13.1210	Undergraduate Certificate		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	College Teaching	13.1299	Graduate Certificate		Graduate College		Boise	Regional	Traditional (face-to-face)
UI	Agricultural Education	13.1301	B.S.		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Agricultural Education	13.1301	M.S.		College of Agriculture and Life Sciences	Agricultural Economics and Rural Sociology	Moscow	Regional	Traditional (face-to-face)
BSU	Art Education	13.1302	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Art Education	13.1302	M.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Art Teaching Endorsement	13.1302	Endorsement		Arts and Sciences	Art, Design and Visual Studies		Regional	
BSU	Narrative Arts	13.1302	Undergraduate Certificate		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
NIC	Business Teacher Education	13.1303	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Consulting Literacy Teacher	13.1305	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	English Teaching Endorsement	13.1305	Endorsement		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	Literacy Instruction	13.1305	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Literacy Partnership	13.1305	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: English	13.1305	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: English	13.1305	Undergraduate Certificate		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
BSU	Foreign Language Teaching Endorsement	13.1306	Endorsement		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Kinesiology	13.1307	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Kinesiology	13.1307	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
ISU	Family and Consumer Sciences	13.1308	BS		Education	Organizational Learning and Performance	Pocatello	Regional	Traditional (face-to-face)
BSU	Online Teaching	13.1309	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	School Technology Coordination	13.1309	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
BSU	Technology Integration Specialist	13.1309	Graduate Certificate		Education	Educational Technology	Boise	Regional	Online
UI	Technical Workforce Training	13.1309	Certificate-UG		College of Education, Health and Human Sciences	Curriculum and Instruction	Boise | Coeur d'Alene | Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Mathematical Thinking for Instruction	13.1311	Graduate Certificate		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics Education	13.1311	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics Teaching Endorsement	13.1311	Minor		Arts and Sciences	Mathematics		Regional	Traditional (face-to-face)
ISU	Mathematics for Secondary Teachers	13.1311	MA		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Mathematics	13.1311	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Music Education	13.1312	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music Education	13.1312	M.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
ISU	Music Education	13.1312	BME		Education	Teaching and Educational Studies		Regional	Hybrid

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Music Education	13.1312	B.Mus.	Emphasis: 1) Instrumental | 2) Vocal	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Vocal-Instrumental Music Education	13.1312	Minor		College of Letters, Arts and Social Sciences	School of Music	Boise | Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	13.1314	AA		General and Liberal Studies		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	13.1314	BTC		General and Liberal Studies		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Outdoor Recreation Leadership	13.1314	ITC		General and Liberal Studies		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Physical Education - Athletic Training	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Physical Education - Exercise Science	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Physical Education K-12	13.1314	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Business Admin. (Athletic Administration Emph.)	13.1314	MBA Emph.		Business	Business Administration	Idaho Falls | Meridian | Pocatello | Twin Falls	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Physical Education	13.1314	BA		Education	Human Performance and Sport Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Physical Education	13.1314	BS		Education	Human Performance and Sport Studies	Pocatello	Regional	Traditional (face-to-face)
ISU	Physical Education/Athletic Administration	13.1314	MPE		Education	Human Performance and Sport Studies	Pocatello | Twin Falls	Regional	Hybrid
NIC	Physical Education	13.1314	AS		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Physical Education	13.1314	M.Ed.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Online | Traditional (face-to-face)
BSU	Digital Literacies Instruction	13.1315	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Some portion online
BSU	Literacy	13.1315	M.A.		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Literacy (K-12) Teaching Endorsement	13.1315	Minor		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	Literacy (Weekends Only)	13.1315	M.A.		Education	Literacy, Language and Culture	Boise	Regional	Traditional (face-to-face)
BSU	Literacy Endorsement: K-12	13.1315	Endorsement		Education	Literacy, Language and Culture		Regional	Traditional (face-to-face)
BSU	Literacy Instruction for Students with Exceptional Needs	13.1315	Graduate Certificate		Education	Literacy, Language and Culture	Boise	Regional	Some portion online
BSU	Middle Level (5-9) Science Teaching Endorsement	13.1316	Endorsement		Education	STEM Education	Boise	Regional	Traditional (face-to-face)
BSU	Natural Science Teaching Endorsement	13.1316	Endorsement		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
BSU	STEM Education	13.1316	M.S.		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Earth Science	13.1316	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Natural Science	13.1316	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Economics, Social Science, Secondary Ed	13.1317	B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Political Science, Social Science, Sec.Ed.	13.1317	B.S.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Sociology, Social Science, Sec Ed	13.1317	B.A.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
BSU	Sociology/Anthropology Teaching Endorsement	13.1317	Endorsement		Arts and Sciences	Sociology		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Social Science	13.1317	Undergraduate Certificate		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Middle Level (5-9) Social Studies Teaching Endorsement	13.1318	Endorsement		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
ISU	Career and Technical Education	13.1319	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Online
NIC	Engineering & Technology Teacher Education	13.1319	AS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Career and Technical Education	13.1319	B.S.	Options: 1) Business & Marketing Education - 13.1319 | 2) Workforce Training & Development - 13.1319 | 3) Engineering & Technology Education - 13.1319 | 4) Family and Consumer Science Teacher Certification - 13.1308	College of Education, Health and Human Sciences	Curriculum and Instruction	Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Biological Science Teaching Endorsement	13.1322	Minor		Arts and Sciences	Biological Sciences		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Biology	13.1322	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Chemistry Teaching Endorsement	13.1323	Minor		Arts and Sciences	Chemistry and Biochemistry		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Chemistry	13.1323	Undergraduate Certificate		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
BSU	Drama Teaching Endorsement	13.1324	Endorsement		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Theatre Arts, Sec. Ed.	13.1324	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	French, Secondary Education	13.1325	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German, Secondary Education	13.1326	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	History Teaching Endorsement	13.1328	Endorsement		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	History, Multidisciplinary, Secondary Education	13.1328	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History, Secondary Education	13.1328	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History, Social Studies, Secondary Education	13.1328	B.A.		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	Physical Science Teaching Endorsement	13.1329	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
BSU	Physics Teaching Endorsement	13.1329	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Spanish, Secondary Education	13.1330	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Psychology Teaching Endorsement	13.1335	Endorsement		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)
LCSC	Secondary Education: Psychology	13.1335	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	Secondary Education: Psychology	13.1335	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
BSU	Earth Science Teaching Endorsement	13.1337	Minor		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
UI	Environmental Education and Science Communication	13.1338	Certificate-GR		College of Natural Resources	Natural Resources and Society	McCall	Regional	Online
BSU	Economics Teaching Endorsement	13.1399	Endorsement		Business and Economics	Economics		Regional	Traditional (face-to-face)
BSU	Engineering Teacher	13.1399	Endorsement		Engineering			Regional	Traditional (face-to-face)
ISU	Teaching English to Speakers of Other Languages (TESOL)	13.1401	Graduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
UI	Teaching English as a Second Language	13.1401	Minor		College of Letters, Arts and Social Sciences	English	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Teaching English to Speakers of Other Languages	13.1401	M.A.		College of Education, Health and Human Sciences	Curriculum and Instruction	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
LCSC	Paraprofessional Education	13.1501	AA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
ISU	Literacy	13.1502	M Ed		Education	Teaching and Educational Studies		Regional	Hybrid
CSI	Ed Assistant, Generalist	13.1599	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Ed Assistant, Generalist	13.1599	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
BSU	Engineering	14.0101	B.S.		Engineering		Boise	Regional	Traditional (face-to-face)
BSU	Engineering Design	14.0101	Undergraduate Certificate		Engineering		Boise	Regional	Traditional (face-to-face)
BSU	General Engineering	14.0101	B.S.		Engineering			Regional	Traditional (face-to-face)
CSI	Engineering	14.0101	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Some portion online
CWI	Engineering	14.0101	AS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
NIC	Engineering	14.0102	AS		Math, Computer Science and Engineering Division	Engineering	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Engineering, Agriculture (Discontinued)	14.0301	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Minor		Engineering	Mechanical and Biomedical Engineering		Regional	Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Ph.D		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Biomedical Engineering	14.0501	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Biomedical Instrumentation	14.0501	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
CSI	Engineering (Discontinued)	14.0701	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Engineering, Chemical (Discontinued)	14.0701	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Chemical Engineering	14.0701	B.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Chemical Engineering	14.0701	M.Engr.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Chemical Engineering	14.0701	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Chemical Engineering	14.0701	Ph.D.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
BSU	Civil Engineering	14.0801	B.S.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.Engr.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Civil Engineering	14.0801	M.S.		Engineering	Civil Engineering	Boise	Regional	Traditional (face-to-face)
CSI	Engineering, Civil (Discontinued)	14.0801	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Civil Engineering	14.0801	BS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Hybrid
ISU	Civil Engineering	14.0801	MS		Science and Engineering	Civil and Environmental Engineering	Pocatello	Regional	Hybrid
UI	Civil Engineering	14.0801	B.S.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Civil Engineering	14.0801	M.Engr.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene | Moscow	Regional	Online
UI	Civil Engineering	14.0801	M.S.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Civil Engineering	14.0801	Ph.D.		College of Engineering	Civil and Environmental Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Water Resources	14.0805	M.S.		College of Agriculture and Life Sciences		Boise | Coeur d'Alene | Idaho Falls | Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Water Resources	14.0805	Ph.D.		College of Agriculture and Life Sciences		Boise | Coeur d'Alene | Idaho Falls | Moscow	Regional	Hybrid | Traditional (face-to-face)
BSU	Computer Systems Engineering	14.0901	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Cyber Operations	14.0901	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
BSU	Cyber-Physical Systems Security for All	14.0901	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	B.S.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.Engr.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Engineering	14.0901	M.S.		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
CSI	Engineering, Computer (Discontinued)	14.0901	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Computer Engineering	14.0901	BS		Science and Engineering	Electrical Engineering	Idaho Falls | Pocatello	Regional	Traditional (face-to-face) | Web/video
UI	Computer Engineering	14.0901	B.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Computer Engineering	14.0901	M.Engr.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
UI	Computer Engineering	14.0901	M.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
BSU	Security in Cyber-Physical Systems: Hardware and Firmware Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Security in Cyber-Physical Systems: Industrial Control Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Power Systems Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Security in Cyber-Physical Systems: Software Focus	14.0999	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical & Computer Engineering	14.1001	Ph.D		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.1001	M.Engr.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical and Computer Engineering	14.1001	M.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	Minor		Engineering	Electrical and Computer Engineering		Regional	Traditional (face-to-face)
BSU	Electrical Engineering	14.1001	Undergraduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Electrical Engineering	14.1001	BS		Science and Engineering	Electrical Engineering	Pocatello	Regional	Hybrid
NIC	Apprenticeship - Electrical	14.1001	AAS		Workforce Training Center	NIC General Education	Post Falls	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Electrical Engineering	14.1001	B.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	M.Engr.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Online
UI	Electrical Engineering	14.1001	M.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	Ph.D.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Electrical Engineering	14.1001	M.S.		College of Engineering	Electrical and Computer Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Power Syst Protection & Relay	14.1001	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Coeur d'Alene | Moscow	Regional	Online
ISU	Engineering and Applied Science	14.1301	Ph.D.		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Environmental Engineering	14.1401	MS		Science and Engineering	Civil and Environmental Engineering	Idaho Falls | Pocatello	Regional	Hybrid
BSU	Computational Materials Science and Engineering	14.1801	Graduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Foundations in Materials Science and Engineering	14.1801	Graduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	B.S.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.Engr.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	M.S.		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Minor		Engineering	Micron School of Materials Science and Engineering		Regional	Traditional (face-to-face)
BSU	Materials Science and Engineering	14.1801	Ph.D		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Nanomaterials Science and Engineering	14.1801	Graduate Certificate		Engineering	Micron School of Materials Science and Engineering	Boise	Regional	Traditional (face-to-face)
UI	Adv Materials Technology	14.1801	Certificate-GR		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Materials Science and Engineering (discontinued)	14.1801	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Materials Science and Engineering (discontinued)	14.1801	Minor		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Materials Science and Engineering (discontinued)	14.1801	Ph.D.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Energy/Environment certificate	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	HVAC/Building Systems	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Industrial Processes	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Materials certificate	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechanical Design	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Mechatronics	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Solid Mechanics	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
BSU	Thermal-Fluids certificate	14.1901	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
CSI	Engineering, Electrical (Discontinued)	14.1901	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Engineering, Mechanical (Discontinued)	14.1901	AE		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Mechanical Engineering	14.1901	BS		Science and Engineering	Mechanical Engineering		Regional	Hybrid
ISU	Mechanical Engineering	14.1901	MS		Science and Engineering	Mechanical Engineering		Regional	Hybrid
UI	Mechanical Engineering	14.1901	B.S.		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Mechanical Engineering	14.1901	M.Engr.		College of Engineering	Mechanical Engineering	Moscow	Regional	Online
UI	Mechanical Engineering	14.1901	Ph.D.		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Mechanical Engineering (discontinued)	14.1901	M.S.		College of Engineering	Mechanical Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Mechanical Engineering (discontinued)	14.1901	Minor		College of Engineering	Mechanical Engineering	Moscow	Regional	Traditional (face-to-face)
UI	Metallurgical Engineering	14.2001	M.S.		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Metallurgical Engineering	14.2001	Minor		College of Engineering	Chemical and Materials Engineering	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
ISU	Nuclear Engineering	14.2301	BS		Science and Engineering	Nuclear Engineering	Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	MS		Science and Engineering	Nuclear Engineering	Idaho Falls | Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering	14.2301	Ph.D.		Science and Engineering	Nuclear Engineering	Idaho Falls | Pocatello	Regional	Hybrid
ISU	Nuclear Science and Engineering / Applied Nuclear Energy	14.2301	PB Cert		Science and Engineering	Nuclear Engineering	Idaho Falls	Regional	Hybrid
UI	Nuclear Criticality Safety	14.2301	Certificate-GR		College of Engineering	Mechanical Engineering	Idaho Falls	Regional	Online | Traditional (face-to-face)
UI	Nuclear Decommissioning and Used Fuel Management	14.2301	Certificate-GR		College of Engineering	Mechanical Engineering	Idaho Falls	Regional	Online

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Nuclear Engineering	14.2301	M.Engr.		College of Engineering	Mechanical Engineering	Idaho Falls | Moscow	Regional	Online | Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	M.S.		College of Engineering	Mechanical Engineering	Coeur d'Alene | Idaho Falls | Moscow	Regional	Online | Traditional (face-to-face)
UI	Nuclear Engineering	14.2301	Ph.D.		College of Engineering	Mechanical Engineering	Coeur d'Alene | Idaho Falls | Moscow	Regional	Online | Traditional (face-to-face)
UI	Nuclear Technology Management	14.2301	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online
ISU	Measurement and Control Engineering	14.2701	MS		Science and Engineering	Mechanical Engineering		Regional	Traditional (face-to-face)
BSU	Industrial Engineering	14.3501	Minor		Business and Economics			Regional	Traditional (face-to-face)
UI	Geological and Mining Engineering	14.3901	Minor		College of Engineering	Civil and Environmental Engineering	Moscow	Regional	
UI	Geological Engineering	14.3901	M.S.		College of Engineering	Civil and Environmental Engineering	Moscow	Regional	Online
UI	Biological Engineering	14.4501	B.S.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online | Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.Engr.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online | Traditional (face-to-face)
UI	Biological Engineering	14.4501	M.S.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online | Traditional (face-to-face)
UI	Biological Engineering	14.4501	Ph.D.		College of Engineering	Chemical and Biological Engineering	Moscow	Regional	Online | Traditional (face-to-face)
UI	Engineering Management	14.9999	M.Engr.		College of Engineering		Moscow	Regional	Online
ISU	Civil Engineering Technician	15.0201	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Civil Engineering Technology	15.0201	AAS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Civil Engineering Technology	15.0201	BAS			Business and Support Services		Regional	Hybrid
ISU	Civil Engineering Technology-Materials Testing and Specification	15.0201	BTC		Technology	Technical	Pocatello	Regional	Hybrid
CWI	Advanced Mechatronics Engineering Technology	15.0303	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Advanced Mechatronics Engineering Technology	15.0303	BTC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	AAS			Engineering		Regional	Traditional (face-to-face)
CWI	Electronics Technology (renamed fall 2016 Advanced Mechatronics Engineering Technology)	15.0303	BTC			Engineering		Regional	Traditional (face-to-face)
ISU	Basic Electronics (RCET Robotics)	15.0303	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Electrical Engineering Technology	15.0303	BS		Science and Engineering	Electrical Engineering	Pocatello	Regional	Hybrid
ISU	Energy Systems Technology	15.0303	ITC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	AAS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering	15.0303	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics and Communications Systems Engineering: Laser/Electro-Optics	15.0303	ATC		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Robotics Engineering Technology	15.0303	BAS		Technology	Technical	Idaho Falls | Pocatello | Twin Falls	Regional	Traditional (face-to-face)
ISU	Laser/Electro-Optics Technology	15.0304	ATC		Technology	Business and Support Services	Pocatello	Regional	Hybrid

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Analog Integrated Circuit Design (discontinued)	15.0306	Certificate-GR		College of Engineering	Electrical and Computer Engineering	Coeur d'Alene | Moscow	Regional	Online
ISU	Energy Systems Instrumentation Engineering Technology	15.0404	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Industrial Controls (Under Energy Systems)	15.0404	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Instrumentation and System Automation Asst.	15.0404	BTC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
CSI	Automation Engineering Technology	15.0406	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Automation Engineering Technology	15.0406	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - HVAC Emphasis	15.0501	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	AAS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	BTC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Water Resource Mgmt	15.0506	ITC		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
NIC	Wastewater Treatment Plant Technician	15.0506	AAS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
CSI	Environmental Technology	15.0507	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Environmental Technology	15.0507	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Industrial Technology	15.0612	B.S.Tech.		College of Engineering		Idaho Falls	Regional	Traditional (face-to-face)
UI	Technology Management	15.0612	M.S.		College of Engineering		Boise | Coeur d'Alene | Idaho Falls | Moscow	Regional	Online
CSI	Machining and Manufacturing Technology	15.0613	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	15.0613	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Machining and Manufacturing Technology	15.0613	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Manufacturing Technology	15.0613	AAS		Trade and Industry			Regional	Some portion online | Traditional (face-to-face)
CSI	Manufacturing Technology	15.0613	ITC		Trade and Industry			Regional	Some portion online | Traditional (face-to-face)
ISU	Advanced Automation and Manufacturing Technology	15.0613	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
ISU	Advanced Automation and Manufacturing Technology	15.0613	ITC		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	CNC Machining Technology	15.0613	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
UI	Human Safety Performance	15.0703	Certificate-UG		College of Engineering		Idaho Falls	Regional	Online | Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	AAS		Technology	Technical	Pocatello	Regional	Online | Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	BAS		Technology	Technical	Pocatello	Regional	Online | Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	BTC		Technology	Technical	Pocatello	Regional	Online | Traditional (face-to-face)
ISU	Unmanned Aerial Systems	15.0801	ITC		Technology	Technical	Pocatello	Regional	Online | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	Aerospace Technology	15.0801	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	BTC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
NIC	Aerospace Technology	15.0801	ITC		Aerospace	Aerospace	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
ISU	Energy Systems Mechanical Engineering Technology	15.0805	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Land Surveying	15.1102	Academic Certificate		Technology	Technical	Boise | Caldwell | Coeur d'Alene | Idaho Falls | Lewiston | Meridian | Moscow | Nampa | Pocatello | Post Falls | Twin Falls	Regional	Online
ISU	Surveying and Geomatics Engineering Technology	15.1102	BS		Technology	Technical	Pocatello	Regional	Hybrid
ISU	Surveying Technician	15.1102	BTC		Technology	Technical	Pocatello	Regional	Online
ISU	Surveying: Land Surveying	15.1102	Undergraduate Certificate		Technology	Technical	Pocatello	Regional	Online
CSI	Drafting Technology	15.1302	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Drafting Technology	15.1302	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Drafting Technology	15.1302	AAS		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ATC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
CWI	Drafting Technology	15.1302	ITC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting	15.1302	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computer Aided Design Drafting Technology	15.1302	BAS		Technology	Business and Support Services		Regional	Traditional (face-to-face)
NIC	Computer Aided Design Tech-Architectural Design	15.1303	ITC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Engineering Technology	15.1304	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
ISU	Drafting, Mechanical Drafting	15.1306	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Mechanical Drafting	15.1306	ITC		Technology	Business and Support Services		Regional	Traditional (face-to-face)
NIC	Computer Aided Design Tech - Mechanical	15.1306	AAS		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Computer Aided Design Tech - Mechanical	15.1306	ITC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Mechanical Design Engineering Technology	15.1306	ATC		Trades and Industry	Computer Aided Design	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Energy Systems Nuclear Operations Technology	15.1401	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
CEI	Energy Systems Technology	15.1701	ITC		Trades and Industry	Energy Systems Technology	Idaho Falls	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Renewable Energy Systems Technology	15.1701	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Wind Energy Technology	15.1701	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Wind Energy Technology	15.1701	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Drafting, Architectural Drafting	15.1701	ITC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Energy Systems Electrical Engineering Technology	15.1701	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
BSU	Computer Assisted Language Learning	16.0101	Graduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Online
CSI	Language, Spanish	16.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Spanish	16.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
NIC	Modern Languages	16.0101	AA		English and Humanities Division	Modern Languages	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Modern Language Business	16.0101	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Spanish Interpretation	16.0103	Minor		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Chinese Studies	16.0301	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary Mandarin Chinese	16.0301	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermedite Mandarin Chinese	16.0301	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Japanese	16.0302	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Japanese	16.0302	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Japanese Studies	16.0302	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
ISU	Advanced Japanese Language Proficiency	16.0302	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Advanced Japanese Language Proficiency (online)	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Basic Japanese Language Proficiency	16.0302	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Basic Japanese Language Proficiency (online)	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Japanese (online)	16.0302	Minor		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Japanese Advanced Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Japanese Basic Language Proficiency	16.0302	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
BSU	Elementary Korean	16.0303	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Korean	16.0303	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary German	16.0501	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	German	16.0501	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	German	16.0501	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	German for Business	16.0501	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Intermediate German	16.0501	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
ISU	Advanced German Language Proficiency	16.0501	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Basic German Language Proficiency	16.0501	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	German Advanced Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	
ISU	German Basic Language Proficiency	16.0501	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
UI	German	16.0501	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Romance Languages	16.0900	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Elementary French	16.0901	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	French	16.0901	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	French	16.0901	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	French for Business	16.0901	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	Intermediate French	16.0901	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
ISU	Advanced French Language Proficiency	16.0901	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Basic French Language Proficiency	16.0901	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	French Advanced Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	French Basic Language Proficiency	16.0901	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
UI	French	16.0901	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
UI	French	16.0901	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Moscow	Regional	Traditional (face-to-face)
BSU	Elementary Poruguese	16.0904	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	
BSU	Intermediate Portuguese	16.0904	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Spanish	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Spanish	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Spanish	16.0905	B.A.		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Spanish	16.0905	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Spanish Certificate	16.0905	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Spanish for Business	16.0905	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
CWI	Spanish	16.0905	AA		School of Arts and Humanities	Modern Languages	Nampa	Regional	Traditional (face-to-face)
ISU	Advanced Spanish Language Proficiency	16.0905	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Advanced Spanish Language Proficiency (online)	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Basic Spanish Language Proficiency	16.0905	Undergraduate Certificate			Anthropology		Regional	Traditional (face-to-face)
ISU	Spanish	16.0905	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Hybrid
ISU	Spanish	16.0905	MA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Online
ISU	Spanish (online)	16.0905	BA		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Spanish Advanced Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish Basic Language Proficiency	16.0905	Undergraduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions	16.0905	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions	16.0905	Graduate Certificate		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Spanish for Health Professions (online)	16.0905	BA		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Spanish for Health Professions (online)	16.0905	Graduate Certificate		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
UI	Spanish	16.0905	B.A.		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Spanish	16.0905	Minor		College of Letters, Arts and Social Sciences	Modern Languages and Cultures	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
ISU	Shoshoni	16.1001	AA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
BSU	Arabic Studies	16.1101	Minor		Arts and Sciences	World Languages		Regional	
BSU	Elementary Arabic Studies	16.1101	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Arabic	16.1101	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Elementary Latin	16.1203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate Latin	16.1203	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Latin	16.1203	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
BSU	American Sign Language	16.1601	Minor		Arts and Sciences	World Languages		Regional	
BSU	Elementary American Sign Language	16.1601	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
BSU	Intermediate American Sign Language	16.1601	Undergraduate Certificate		Arts and Sciences	World Languages	Boise	Regional	Traditional (face-to-face)
CWI	Sign Language Studies	16.1601	AA		School of Arts and Humanities	Modern Languages	Nampa	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	American Sign Language	16.1601	AA		English and Humanities Division	Modern Languages	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Sign Language Interpreting	16.1603	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian | Pocatello	Statewide	Hybrid
ISU	Sign Language Studies	16.1603	AS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Sign Language Studies	16.1603	Minor		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders		Regional	Hybrid
BSU	Basque Studies	16.9999	Minor		Arts and Sciences	World Languages		Regional	Traditional (face-to-face)
CSI	American Sign Language	16.9999	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Language, American Sign Language	16.9999	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Family and Consumer Sciences	19.0101	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Pre-Nutrition	19.0501	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
UI	Food and Nutrition	19.0501	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Early Childhood Development and Education	19.0701	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Family and Consumer Sciences	19.0701	B.S.	Emphasis 1) Child Development and Family Relations | 2) Family Development Across the Lifespan | 3) Personal and Family Finance	College of Agriculture and Life Sciences	Family and Consumer Sciences	Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
ISU	Healthy Aging	19.0702	Minor		Health Sciences/Health Professions	Community and Public Health	Idaho Falls | Meridian | Pocatello	Regional	Hybrid | Some portion online | Traditional (face-to-face) | Web/video
UI	Aging Studies	19.0702	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
BSU	Family Studies	19.0704	Minor		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)
NIC	Child Development	19.0706	AS		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Child Development	19.0706	Associate Cert.		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	AA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	AAS		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	BTC		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Early Childhood Education Child Development Associate	19.0708	ITC		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Early Childhood/Blended	19.0708	BA		Education		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	AA		Education			Regional	Online | Some portion online | Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	AAS		Education			Regional	Online | Some portion online | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Education, Early Childhood Education	19.0708	BTC		Education			Regional	Online | Some portion online | Traditional (face-to-face)
CSI	Education, Early Childhood Education	19.0708	ITC		Education			Regional	Online | Some portion online | Traditional (face-to-face)
CSI	Education, Early Childhood Education - Child Development Associate	19.0708	BTC CDA		Education			Regional	Online | Some portion online | Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	AAS		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	ATC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	BTC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
CWI	Early Childhood Education	19.0708	ITC		School of Social Sciences and Public Affairs	Education	Nampa	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	BTC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
ISU	Early Childhood Care and Education	19.0708	ITC		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Child Development	19.0709	Undergraduate Certificate		Social and Behavioral Sciences Division	Child Development	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Apparel, Textiles and Design	19.0901	B.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Law	22.0101	J.D.		College of Law		Boise | Coeur d'Alene | Moscow	Statewide	Hybrid | Traditional (face-to-face)
UI	Law (discontinued)	22.0101	LL.M.		College of Law		Boise | Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Administrative Assistant	22.0301	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Office Technology	22.0301	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Legal Practice Assistant	22.0301	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
CEI	Legal Studies and Paralegal Training	22.0302	AAS		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Legal Studies and Paralegal Training	22.0302	ITC		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
ISU	Paralegal Studies	22.0302	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
ISU	Paralegal Studies	22.0302	BAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Paralegal	22.0302	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paralegal	22.0302	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paralegal	22.0302	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Paralegal	22.0302	AAS		Business and Professional Programs	Paralegal	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	English	23.0101	B.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	English	23.0101	M.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	English	23.0101	Minor		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	English, Literature: Thesis/Project Option	23.0101	M.A.		Arts and Sciences	English		Regional	Traditional (face-to-face)
BSU	Linguistics	23.0101	Minor		Arts and Sciences	English		Regional	Traditional (face-to-face)
CSI	English	23.0101	AA		English, Languages and Philosophy		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	English	23.0101	AA		School of Arts and Humanities	English	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	English	23.0101	BA		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	English	23.0101	CERT		Arts and Letters	Anthropology		Regional	Traditional (face-to-face)
ISU	English	23.0101	MA		Arts and Letters	English and Philosophy	Pocatello	Regional	Traditional (face-to-face)
ISU	English and the Teaching of English	23.0101	Ph.D.		Arts and Letters	English and Philosophy	Pocatello	Regional	Traditional (face-to-face)
LCSC	English	23.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
LCSC	English: Publishing Arts	23.0101	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)
NIC	English	23.0101	AA		English and Humanities Division	English	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	English	23.0101	B.A.	Emphasis: 1) Literature - 23.0101 | 2) Creative Writing - 23.1302 | 3) Professional Writing - 23.1303 | 4) Teaching - 13.1305 | 5) Linguistics and Literacy -16.0105	College of Letters, Arts and Social Sciences	English	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	English	23.0101	M.A.	Emphasis: 1) Literature - 23.0101 | 2) Creative Writing - 23.1302 | 3) Professional Writing - 23.1303 | 4) Teaching - 13.1305 | 5) Linguistics and Literacy -16.0105	College of Letters, Arts and Social Sciences	English	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	English	23.0101	Minor		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
BSU	English, Technical Communication	23.1301	Undergraduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	Graduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	M.A.		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Technical Communication	23.1301	Undergraduate Certificate		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Writing for Change	23.1301	Minor		Arts and Sciences	English	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Creative Writing	23.1302	M.F.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Narrative Arts	23.1302	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
LCSC	Creative Writing	23.1302	BFA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Creative Writing	23.1302	M.F.A.		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
UI	Creative Writing	23.1302	Minor		College of Letters, Arts and Social Sciences	English	Moscow	Regional	Traditional (face-to-face)
BSU	Principles of Grant Development and Grant Writing	23.1303	Undergraduate Certificate		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
UI	Professional Writing	23.1303	Minor		College of Letters, Arts and Social Sciences	English	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
ISU	Communication - Emphasis in Rhetoric, Media, and Social Change	23.1399	BA		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
BSU	Associate of Arts, General	24.0101	A.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Associate of Science, General	24.0101	A.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
CEI	Associate of Science, General	24.0101	AS		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CEI	General Education Academic Certificate	24.0101	Undergraduate Certificate		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CSI	Liberal Arts	24.0101	AA		General and Liberal Studies		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Liberal Arts	24.0101	AA		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Bachelor of Applied Science	24.0101	BAS		Technology		Idaho Falls	Regional	Traditional (face-to-face)
LCSC	Liberal Arts	24.0101	AA		Professional Studies/Liberal Arts	Humanities/Natural Sciences/Social Sciences	Lewiston	Regional	Online | Traditional (face-to-face)
BSU	Multidisciplinary Studies	24.0102	B.A.		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Online | Traditional (face-to-face)
CWI	General Education	24.0102	Undergraduate Certificate		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	University Studies	24.0102	AA		Arts and Letters		Idaho Falls	Regional	Hybrid
ISU	University Studies	24.0102	BA		Arts and Letters		Pocatello	Regional	Hybrid
ISU	University Studies (online)	24.0102	AA		Arts and Letters			Regional	Online | Web/video
ISU	University Studies (online)	24.0102	BA		Arts and Letters			Regional	Online | Web/video
LCSC	Applied Technology	24.0102	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Business	24.0102	BA		Professional Studies	Business	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	General Studies: Business	24.0102	BS		Professional Studies	Business	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	General Studies: Education	24.0102	BA		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Education	24.0102	BS		Professional Studies	Teacher Education	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Humanities	24.0102	BA		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	General Studies: Humanities	24.0102	BS		Liberal Arts and Sciences	Humanities	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	General Studies: Natural Science & Math	24.0102	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Natural Science & Math	24.0102	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Social Sciences	24.0102	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	General Studies: Social Sciences	24.0102	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	General Studies	24.0102	AA		English and Humanities Division		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	General Studies	24.0102	Undergraduate Certificate		English and Humanities Division		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	General Studies	24.0102	B.G.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Online | Traditional (face-to-face)
NIC	Humanities	24.0103	AA		English and Humanities Division	Humanities	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
CEI	Liberal Arts	24.0199	AA		General Education		Idaho Falls	Regional	Traditional (face-to-face)
CSI	Library and Information Science	25.0101	AA		Library and Information Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
BSU	Biology	26.0101	B.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	M.A.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	M.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
BSU	Biology	26.0101	Minor		Arts and Sciences	Biological Sciences		Regional	Traditional (face-to-face)
CSI	Biology	26.0101	AS		Biology		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Biology - Health Care	26.0101	AS		Biology		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Biology-Natural Resources	26.0101	AS		Biology		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Natural Resources Management	26.0101	AS		Agriculture		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Biology - General	26.0101	AS		School of Math and Science	Biological Sciences	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Biology	26.0101	BA		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	BS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	DA		Science and Engineering	Biological Sciences	Pocatello	Regional	Traditional (face-to-face)
ISU	Biology	26.0101	MS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
ISU	Biology	26.0101	Ph.D.		Science and Engineering	Biological Sciences	Pocatello	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Biology	26.0101	Minor		Liberal Arts and Sciences	Natural Sciences and Mathematics		Regional	Traditional (face-to-face)
NIC	Biology	26.0101	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Biology	26.0101	B.A.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biology	26.0101	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biochemistry	26.0202	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biochemistry	26.0202	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Microbiology, Molecular Biology and Biochemistry	26.0204	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Molecular Biology and Biochemistry	26.0204	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Biomolecular Sciences	26.0210	M.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Biomolecular Sciences	26.0210	Ph.D		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
ISU	Biochemistry	26.0210	BS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
NIC	Botany	26.0301	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Plant Pathology	26.0305	M.S		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
CWI	Biology - Microbiological, Molecular, and Biomedical Sciences emphasis	26.0406	AS		School of Math and Science	Biological Sciences	Nampa	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Microbiology	26.0502	BS		Science and Engineering	Biological Sciences		Regional	Hybrid
ISU	Microbiology	26.0502	MS		Science and Engineering	Biological Sciences		Regional	Hybrid
ISU	Microbiology	26.0502	Ph.D.		Science and Engineering	Biological Sciences		Regional	Traditional (face-to-face)
NIC	Pre-Microbiology/Medical Tech	26.0502	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Microbiology	26.0502	B.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Microbiology	26.0502	Minor		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
NIC	Zoology	26.0701	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Entomology	26.0702	B.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online | Traditional (face-to-face)
UI	Entomology	26.0702	M.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online | Traditional (face-to-face)
UI	Entomology	26.0702	Minor		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Entomology	26.0702	Ph.D.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Online | Traditional (face-to-face)
UI	Animal Physiology	26.0707	Ph.D.		College of Agriculture and Life Sciences	Animal, Veterinary Science, and Food Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Raptor Biology	26.0799	M.S.		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	Certificate-GR		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Bioinformatics and Computational Biology	26.1103	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biotechnology and Plant Genomics	26.1201	B.S.		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Biotechnology and Plant Genomics	26.1201	Minor		College of Agriculture and Life Sciences	Plant Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Ecology, Evolution, and Behavior	26.1307	Ph.D		Arts and Sciences	Biological Sciences	Boise	Regional	Traditional (face-to-face)
UI	Ecology	26.1307	Minor		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Ecology and Conservation Biology	26.1307	B.S.	Options: 1) Natural Resources Ecology | 2) Conservation Biology	College of Natural Resources	Natural Resources and Society	Moscow	Regional	Traditional (face-to-face)
UI	Restoration Ecology	26.1307	Certificate-UG		College of Natural Resources	Forest, Rangeland and Fire Sciences	Moscow	Regional	Online
UI	B.S. in Global Disease Ecology	26.1310	B.S.		College of Agriculture and Life Sciences	Entomology, Plant Pathology and Nemotology	Moscow	Regional	Traditional (face-to-face)
UI	Neuroscience	26.1501	M.S.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Neuroscience	26.1501	Ph.D.		College of Science	Biological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	B.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	M.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Mathematics	27.0101	Minor		Arts and Sciences	Mathematics		Regional	Traditional (face-to-face)
CSI	Mathematics	27.0101	AS		Mathematics		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Mathematics	27.0101	AS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	BS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
ISU	Mathematics	27.0101	DA		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Mathematics	27.0101	MS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
LCSC	Mathematics	27.0101	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Mathematics	27.0101	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
NIC	Mathematics	27.0101	AS		Math, Computer Science and Engineering Division	Mathematics	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Mathematics	27.0101	B.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	M.A.T.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Online
UI	Mathematics	27.0101	M.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	Minor		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Mathematics	27.0101	Ph.D.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Applied Mathematics	27.0301	B.S.		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Applied Mathematics	27.0301	Minor		Arts and Sciences	Mathematics		Regional	
BSU	Cryptography and Cryptanalysis	27.0301	Undergraduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Online
ISU	Applied Mathematics	27.0301	BS		Science and Engineering	Mathematics and Statistics	Idaho Falls | Pocatello | Twin Falls	Regional	Traditional (face-to-face)
ISU	Mathematics, Applied	27.0301	BS		Science and Engineering	Mathematics and Statistics		Regional	Traditional (face-to-face)
BSU	Computational	27.0304	Undergraduate Certificate		Engineering	Mechanical and Biomedical Engineering	Boise	Regional	Traditional (face-to-face)
ISU	Statistics	27.0501	BS		Science and Engineering	Mathematics and Statistics	Pocatello	Regional	Traditional (face-to-face)
UI	Statistical Science	27.0501	M.S.		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Statistics	27.0501	B.S.	Emphasis: 1) General Statistics | 2) Actuarial Science	College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Statistics	27.0501	Certificate-GR		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
UI	Statistics	27.0501	Minor		College of Science	Mathematical and Statistical Sciences	Coeur d'Alene | Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Aerospace Studies	28.0101	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
UI	Naval Science	28.0401	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
UI	Military Science	28.0503	Minor		College of Letters, Arts and Social Sciences	Military Science	Moscow	Regional	Traditional (face-to-face)
BSU	Military Science	29.0101	Minor		School of Public Service	Military Science (ROTC)		Regional	Traditional (face-to-face)
CWI	Unmanned Aerial Systems	29.0402	ITC		School of Industry, Engineering, and Trades	Engineering	Nampa	Regional	Traditional (face-to-face)
BSU	Community Impact	30.0000	Undergraduate Certificate		Arts and Sciences	Multidisciplinary Studies	Boise	Regional	Some portion online
CSI	STEM	30.0000	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Interdisciplinary Studies	30.0000	M Ed		Technology		Pocatello	Regional	Hybrid
ISU	Interdisciplinary Studies	30.0000	MA		Arts and Letters		Pocatello	Regional	Hybrid
ISU	Interdisciplinary Studies	30.0000	MS		Science and Engineering		Idaho Falls	Regional	Hybrid
BSU	Computational Science and Engineering	30.1001	Minor		Arts and Sciences			Regional	
BSU	Gerontology	30.1101	Minor		Health Sciences	Community and Environmental Health		Regional	Traditional (face-to-face)
ISU	Interprofessional Geriatric	30.1101	PB Cert		Health Sciences/Health Professions		Pocatello	Regional	Traditional (face-to-face)
LCSC	Behavioral Science	30.1701	AA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Behavioral Science	30.1701	Minor		Liberal Arts and Sciences	Social Sciences		Regional	Traditional (face-to-face)
BSU	Global Studies	30.2001	B.A.		School of Public Service	Global Studies	Boise	Regional	Traditional (face-to-face)
ISU	Global Studies	30.2001	BA		Arts and Letters	Global Studies and Languages	Pocatello	Regional	Traditional (face-to-face)
ISU	Global Studies (online)	30.2001	BA		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	Global Studies (online)	30.2001	Minor		Arts and Letters	Global Studies and Languages		Regional	Online | Web/video
ISU	International Studies	30.2001	BA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
NIC	Diversity	30.2301	Undergraduate Certificate		English and Humanities Division		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Diversity & Stratification	30.2301	Certificate-UG		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
BSU	Rhetoric and Advocacy	30.2601	Minor		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Conflict Management (online)	30.2801	Graduate Certificate		School of Public Service		Boise	Regional	Online
BSU	Conflict Management undergraduate certificate (online)	30.2801	Undergraduate Certificate		School of Public Service		Boise	Regional	Online
BSU	Content Production	30.5202	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Creative Influence	30.5202	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Applied Data Science	30.7001	Minor		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Data Science	30.7001	Graduate Certificate		Arts and Sciences	Mathematics	Boise	Regional	Traditional (face-to-face)
BSU	Data Science for the Sciences	30.7001	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Bachelor of Applied Science	30.9999	B.A.S.		Arts and Sciences		Boise	Regional	Online | Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	B.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	B.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	M.A.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Studies	30.9999	M.S.		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
LCSC	Interdisciplinary Studies	30.9999	BA		Professional Studies/Liberal Arts	Business/Humanities/Social Sciences/Natural Sciences	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Interdisciplinary Studies	30.9999	BS		Professional Studies/Liberal Arts	Business/Humanities/Social Sciences/Natural Sciences	Lewiston	Regional	Online | Traditional (face-to-face)
NIC	Interdisciplinary Studies	30.9999	AA		English and Humanities Division	Interdisciplinary Studies	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Interdisciplinary Studies	30.9999	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	B.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	M.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	M.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Interdisciplinary Studies	30.9999	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Movement and Leisure Sciences	31.0301	M.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Outdoor Recreation Leadership	31.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Recreation, Sport, and Tourism Management	31.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Sustainable Tourism and Leisure Enterprises	31.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Health Coaching	31.0501	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Sport Coaching	31.0501	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
UI	Athletic Leadership	31.0501	Certificate-UG		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Athletic Leadership, Master of	31.0504	M.A.L.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
LCSC	Sport Administration	31.0504	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Sport Administration	31.0504	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Online | Traditional (face-to-face)
BSU	Kinesiology	31.0505	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Kinesiology	31.0505	M.K.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Kinesiology	31.0505	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Physical Activity and Health	31.0505	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CWI	Exercise Science	31.0505	AA		School of Health	Health Science	Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Exercise Science	31.0505	AS		School of Health	Health Science	Nampa	Regional	Hybrid | Traditional (face-to-face)
LCSC	Exercise Science	31.0505	BA		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Exercise Science	31.0505	BS		Liberal Arts and Sciences	Movement and Sports Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Kinesiology	31.0505	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Kinesiology	31.0505	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
UI	Exercise, Sport, and Health Sciences	31.0505	B.S.	Program Tracks: 1) Pre-Physical Therapy 26.0908 | 2) Fitness, Health, and Human Performance 26.0908 | 3) Pre-Athletic Training 31.0505 | 4) Physical Education Teacher 13.1314 | 5) Community	College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
				Health Education and Promotion 51.0001					
CSI	Physical Education - Sport Management	31.0601	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
NIC	Outdoor Recreation Leadership	31.0601	AAS		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Outdoor Recreation Leadership	31.0601	ATC		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Outdoor Recreation Leadership	31.0601	ITC		Physical Education, Dance, and Resort Recreation	Physical Education	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Outdoor Recreation Management	31.0601	AAS		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Outdoor Recreation Management	31.0601	ATC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management		Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
NIC	Resort/Recreation Management	31.0601	AAS			Resort/Recreation Management		Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
NIC	Non-Degree Seeking Students	32.0101	N/A					Regional	
BSU	Community and Career Readiness Studies	32.0107	Undergraduate Certificate		Education	Curriculum, Instruction, and Foundational Studies	Boise	Regional	Traditional (face-to-face)
CSI	Fire Science	33.0106	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
BSU	Ethics and Argument emphasis	38.0101	Emphasis		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Ethics and Argument minor	38.0101	Minor		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Philosophy	38.0101	B.A.		Arts and Sciences	Philosophy	Boise	Regional	Traditional (face-to-face)
BSU	Philosophy	38.0101	Minor		Arts and Sciences	Philosophy		Regional	Traditional (face-to-face)
CWI	Philosophy	38.0101	AA		School of Arts and Humanities	Integrated Studies	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Philosophy	38.0101	BA		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Philosophy and Religion	38.0101	Minor		Arts and Letters	English and Philosophy		Regional	Hybrid
NIC	Philosophy	38.0101	AA		English and Humanities Division	Philosophy	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Bioethics	38.0101	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
UI	Philosophy	38.0101	B.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Philosophy	38.0101	B.S.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Philosophy	38.0101	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Hybrid
UI	Religious Studies	38.0201	Minor		College of Letters, Arts and Social Sciences		Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Astronomy	40.0201	Minor		Arts and Sciences	Physics	Boise	Regional	Traditional (face-to-face)
BSU	Chemistry	40.0401	Minor		Arts and Sciences	Chemistry and Biochemistry		Regional	Traditional (face-to-face)
BSU	Chemistry	40.0501	B.S.		Arts and Sciences	Chemistry and Biochemistry	Boise	Regional	Traditional (face-to-face)
BSU	Chemistry	40.0501	M.S.		Arts and Sciences	Chemistry and Biochemistry	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Chemistry	40.0501	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Chemistry	40.0501	AS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Chemistry	40.0501	BA		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
ISU	Chemistry	40.0501	BS		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
ISU	Chemistry	40.0501	MS		Science and Engineering	Chemistry	Pocatello	Regional	Hybrid
LCSC	Chemistry	40.0501	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Chemistry	40.0501	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Chemistry	40.0501	Minor		Liberal Arts and Sciences	Natural Sciences and Mathematics		Regional	Traditional (face-to-face)
LCSC	Chemistry: Secondary Education- Teacher Education	40.0501	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)
LCSC	Chemistry: Secondary Education: NS and M	40.0501	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)
NIC	Chemistry	40.0501	AS		Natural Sciences Division	Chemistry	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Chemistry	40.0501	B.S.	Options: 1) General | 2) Professional | 3) Premedical | 4) Forensics	College of Science	Chemistry	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	M.S.	Options: 1) General | 2) Professional | 3) Premedical | 4) Forensics	College of Science	Chemistry	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	Minor		College of Science	Chemistry	Moscow	Regional	Traditional (face-to-face)
UI	Chemistry	40.0501	Ph.D.	Options: 1) General | 2) Professional | 3) Premedical | 4) Forensics	College of Science	Chemistry	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	Earth Sciences	40.0601	M.ESci.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	B.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geosciences	40.0601	Ph.D		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
CSI	Geology	40.0601	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Geology	40.0601	AS		School of Math and Science	Physical and Agricultural Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Geology	40.0601	BA		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geology	40.0601	BS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geology	40.0601	MS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geosciences	40.0601	Ph.D.		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
LCSC	Earth Science	40.0601	BA		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Earth Science	40.0601	BS		Liberal Arts and Sciences	Natural Sciences and Mathematics	Lewiston	Regional	Traditional (face-to-face)
LCSC	Earth Science: Secondary Education-NSandM	40.0601	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)
LCSC	Earth Science: Secondary Education-Teacher	40.0601	BA/BS		Professional Studies	Teacher Education		Regional	Traditional (face-to-face)
NIC	Geology	40.0601	AS		Natural Sciences Division	Geology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Geological Sciences	40.0601	B.S.	Options: 1) Physical Geology - 40.0601 | 2) Environmental Hydrogeology - 40.0605	College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	M.S		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	Minor		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geology	40.0601	Ph.D.		College of Science	Geological Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Geophysics	40.0603	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geophysics	40.0603	Ph.D		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
ISU	Hydrology	40.0603	MS		Science and Engineering	Biological Sciences	Pocatello	Regional	Hybrid
BSU	Hydrologic Sciences	40.0605	M.S.		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
UI	Water Science and Management	40.0605	B.S.		College of Agriculture and Life Sciences	Soil and Water Systems	Moscow	Regional	Traditional (face-to-face)
BSU	Geographic Information Analysis	40.0699	Graduate Certificate		Arts and Sciences	Geosciences	Boise	Regional	Traditional (face-to-face)
BSU	Geospatial Information Analysis	40.0699	Minor		Arts and Sciences	Geosciences		Regional	Traditional (face-to-face)
BSU	Physics	40.0801	B.S.		Arts and Sciences	Physics	Boise	Regional	Traditional (face-to-face)
BSU	Physics	40.0801	Minor		Arts and Sciences	Physics		Regional	Traditional (face-to-face)
CSI	Physics	40.0801	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Physics	40.0801	AS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	BA		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	BS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics	40.0801	Minor		Science and Engineering	Physics		Regional	Traditional (face-to-face)
ISU	Physics	40.0801	MS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Physics, Applied	40.0801	Ph.D.		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
NIC	Physics/Astronomy	40.0801	AS		Natural Sciences Division	Physics	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Physics	40.0801	B.A.		College of Science	Plant Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Physics	40.0801	B.S.		College of Science	Plant Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Physics	40.0801	M.S.		College of Science	Plant Sciences	Moscow	Regional	Online | Traditional (face-to-face)
UI	Physics	40.0801	Minor		College of Science	Plant Sciences	Moscow	Regional	Traditional (face-to-face) | Web/video
UI	Physics	40.0801	Ph.D.		College of Science	Plant Sciences	Moscow	Regional	Online | Traditional (face-to-face)
ISU	Health Physics	40.0899	AS		Science and Engineering	Physics	Idaho Falls | Pocatello	Regional	Traditional (face-to-face)
ISU	Health Physics	40.0899	BS		Science and Engineering	Physics	Pocatello	Regional	Traditional (face-to-face)
ISU	Health Physics	40.0899	MS		Science and Engineering	Physics	Idaho Falls | Pocatello	Regional	Hybrid | Traditional (face-to-face)
CWI	Science, Technology, Engineering, and Math (STEM)	41.0000	AS		School of Math and Science	Multiple	Boise | Nampa	Regional	Traditional (face-to-face)
CWI	Biotechnology Laboratory Assistant	41.0101	Undergraduate Certificate		School of Math and Science	Physical and Agricultural Sciences	Boise | Nampa	Regional	Traditional (face-to-face)
BSU	Psychology	42.0101	B.S.		Arts and Sciences	Psychological Science	Boise	Regional	Traditional (face-to-face)
BSU	Psychology	42.0101	Minor		Arts and Sciences	Psychological Science		Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Psychology	42.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Psychology	42.0101	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Psychology	42.0101	BA		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology	42.0101	BS		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology	42.0101	Minor		Arts and Letters	Psychology		Regional	Hybrid
ISU	Psychology	42.0101	MS		Arts and Letters	Psychology	Pocatello	Regional	Traditional (face-to-face)
ISU	Psychology (online)	42.0101	BA		Arts and Letters	Psychology		Regional	Online | Web/video
ISU	Psychology (online)	42.0101	BS		Arts and Letters	Psychology		Regional	Online | Web/video
ISU	Psychology (online)	42.0101	Minor		Arts and Letters	Psychology		Regional	Online | Web/video
ISU	Psychology- Clinical Psychology	42.0101	Ph.D.		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
ISU	Psychology- Experimental Psychology	42.0101	Ph.D.		Arts and Letters	Psychology	Pocatello	Regional	Hybrid
LCSC	Psychology	42.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Psychology	42.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Psychology	42.0101	AS		Social and Behavioral Sciences Division	Psychology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Addictions	42.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid
UI	Psychology	42.0101	B.A.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene | Moscow	Regional	Hybrid | Online
UI	Psychology	42.0101	B.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene | Moscow	Regional	Hybrid | Online
UI	Psychology	42.0101	M.S.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene | Moscow	Regional	Hybrid | Online
UI	Psychology	42.0101	Minor		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Coeur d'Alene | Moscow	Regional	Hybrid | Online
ISU	Experimental Psychology	42.2704	Ph.D.			Anthropology		Regional	Traditional (face-to-face)
UI	Experimental Psychology	42.2704	Ph.D.		College of Letters, Arts and Social Sciences	Psychology and Communications Studies	Moscow	Regional	Hybrid | Traditional (face-to-face)
ISU	Clinical Psychology	42.2801	Ph.D.			Anthropology		Regional	Traditional (face-to-face)
ISU	Clinical Psychopharmacology	42.2801	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Regional	Traditional (face-to-face)
ISU	Ed Admin with Athletic Admin Emphasis	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Ed Admin with Athletic Admin Emphasis (online)	42.2805	M.Ed.		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
ISU	Ed Admin: P-12 Ed Admin Emphasis	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Hybrid
ISU	Education Administration with P-12 Education Administration emphasis (online)	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
ISU	School Psychological Examiner	42.2805	M Ed		Education	School of Psychology and Educational Leadership	Pocatello	Regional	Hybrid
ISU	School Psychological Examiner (online)	42.2805	M Ed		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	School Psychology	42.2805	Ed S		Education	School of Psychology and Educational Leadership	Pocatello	Regional	Hybrid
ISU	School Psychology (online)	42.2805	Ed S		Education	School of Psychology and Educational Leadership		Regional	Online | Some portion online | Web/video
ISU	School Psychology- Education Administration	42.2805	Ed S		Education	Education	Pocatello	Regional	Hybrid
ISU	School Psychology- Educational Leadership	42.2805	Ed D		Education	Education	Pocatello	Regional	Hybrid
ISU	School Psychology- Educational Leadership	42.2805	M Ed		Education	Education	Pocatello	Regional	Hybrid
ISU	Psychology: Applied Behavior Analysis	42.2814	Minor		Arts and Letters	Psychology	Pocatello	Regional	Hybrid | Traditional (face-to-face)
ISU	Psychology: Applied Behavior Analysis (online)	42.2814	Minor		Arts and Letters	Psychology		Regional	Online | Web/video
ISU	Sociology: Criminology (online)	43.0100	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online | Web/video
BSU	Criminal Justice	43.0103	A.S.		School of Public Service	Criminal Justice		Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0103	B.S.		School of Public Service	Criminal Justice	Boise | Twin Falls	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0103	M.A.		School of Public Service	Criminal Justice	Boise	Regional	Traditional (face-to-face)
BSU	Criminal Justice	43.0103	Minor		School of Public Service			Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Law Enforcement	43.0103	ITC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CSI	Criminal Justice Administration	43.0104	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Criminal Justice	43.0104	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Criminology	43.0104	AA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Criminology (online)	43.0104	AA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online | Web/video
LCSC	Justice Studies	43.0104	AA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Justice Studies	43.0104	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Justice Studies	43.0104	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Criminal Justice	43.0104	AA		Social and Behavioral Sciences Division	Criminal Justice	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Justice Studies	43.0104	Minor		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
CSI	Law Enforcement	43.0107	AAS		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Law Enforcement	43.0107	BTC		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Law Enforcement	43.0107	ITC		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Law Enforcement	43.0107	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Law Enforcement	43.0107	BTC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Law Enforcement	43.0107	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
NIC	Administration of Justice	43.0107	AAS		Social and Behavioral Sciences Division	Criminal Justice	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Law Enforcement	43.0107	AAS		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Law Enforcement	43.0107	BTC		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Law Enforcement	43.0107	ITC		Business and Professional Programs	Law Enforcement	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Fire Service Technology	43.0201	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Fire Service Technology 1	43.0201	BTC		School of Social Sciences and Public Affairs	Public Safety		Regional	
UI	Fire Safety	43.0201	Certificate-UG		College of Engineering		Idaho Falls	Regional	Online | Traditional (face-to-face)
CEI	Fire Service Technology	43.0203	AAS		Workforce Training	Fire Service Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Wildland Fire Management	43.0203	AAS		Workforce Training	Fire Service Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Fire Science	43.0203	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Fire Service Management	43.0203	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Management	43.0203	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	AA		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	BTC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Fire Service Technology	43.0203	ITC		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
CWI	Wildland Fire Management	43.0203	AAS		School of Social Sciences and Public Affairs	Public Safety	Nampa	Regional	Traditional (face-to-face)
ISU	Fire Services Administration	43.0203	AS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
ISU	Fire Services Administration	43.0203	BS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
LCSC	Fire Service Technology	43.0203	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fire Service Technology	43.0203	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Fire Service Technology ATC	43.0203	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Fire Fighter 1	43.0203	BTC		Business and Professional Programs	Fire Service	Coeur d'Alene | Coeur d'Alene | Post Falls	Regional	
NIC	Fire Service Technology	43.0203	AAS		Business and Professional Programs	Fire Service	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Homeland Security and Emergency Management	43.0302	AS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Homeland Security and Emergency Management	43.0302	BS		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
UI	Emergency Planning & Mgmt	43.0302	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online | Traditional (face-to-face)
ISU	Computer Science Cybersecurity	43.0303	Certificate		Science and Engineering	Computer Science	Idaho Falls | Pocatello	Regional	Hybrid | Online | Some portion online | Traditional (face-to-face) | Web/video
ISU	Cyber-Physical Systems Engineering Technology	43.0303	BAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid | Hybrid
ISU	Industrial Cyber-physical Security	43.0303	AAS		Technology	Energy Systems Technology and Education Center	Pocatello	Regional	Hybrid
ISU	Industrial Cyber-physical Security	43.0303	ITC		Technology	Energy Systems Technology and Education Center	Idaho Falls	Regional	Hybrid
ISU	Secure Cyber Operations	43.0303	Graduate Certificate		Science and Engineering	Computer Science	Idaho Falls | Pocatello	Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
UI	Critical Infrastructure Resilience	43.0303	Certificate-GR		College of Engineering		Idaho Falls	Regional	Online | Traditional (face-to-face)
LCSC	Cyber Security	43.0403	Undergraduate Certificate		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Hybrid
BSU	Analyst and Threat Intelligence	43.0404	Graduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
BSU	Bachelor of Science in Cyber Operations and Resilience	43.0404	B.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
BSU	Governance Policy Administration	43.0404	Graduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
BSU	Master of Science in Cyber Operations and Resilience	43.0404	M.S.		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
BSU	Resilience Engineering	43.0404	Graduate Certificate		Engineering	Electrical and Computer Engineering	Boise	Regional	Online
ISU	Advocacy	44.0201	Minor		Arts and Letters	Communication, Media and Persuasion	Pocatello	Regional	Traditional (face-to-face)
ISU	Advocacy (online)	44.0201	Minor		Arts and Letters	Communication, Media and Persuasion		Regional	Online | Web/video
BSU	Environmental Governance	44.0401	Graduate Certificate		School of Public Service	Environmental Studies	Boise	Regional	Traditional (face-to-face)
BSU	Public Administration with emphasis in Environmental, Natural Resource, and Energy Policy and Administration	44.0401	M.P.A.		School of Public Service		Boise	Statewide	Traditional (face-to-face)
BSU	Public Administration with emphasis in State and Local Government Policy and Administration	44.0401	M.P.A.		School of Public Service		Boise	Statewide	Traditional (face-to-face)
BSU	Public Policy and Administration	44.0401	Ph.D		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	State, Local and Regional Governance	44.0401	A.A.		School of Public Service		Boise	Regional	Traditional (face-to-face)
BSU	State, Local and Regional Governance	44.0401	Graduate Certificate		School of Public Service		Boise	Regional	Traditional (face-to-face)
UI	Public Administration	44.0401	M.P.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Online | Traditional (face-to-face)
BSU	Social Work	44.0701	B.A.		Health Sciences	School of Social Work	Twin Falls	Regional	Traditional (face-to-face)
BSU	Social Work	44.0701	M.S.W.		Health Sciences	School of Social Work	Boise | Coeur d'Alene | Twin Falls	Statewide	Online | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Social Work	44.0701	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Social Work	44.0701	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Traditional (face-to-face)
ISU	Social Work	44.0701	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Social Work	44.0701	MSW		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid | Traditional (face-to-face)
LCSC	Social Work	44.0701	BSW		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Social Work	44.0701	AA		Social and Behavioral Sciences Division	Sociology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Refugee Services	44.0799	Graduate Certificate		Health Sciences	School of Social Work	Boise	Regional	Traditional (face-to-face)
BSU	Refugee Services	44.0799	Undergraduate Certificate		Health Sciences	School of Social Work	Boise	Regional	Traditional (face-to-face)
BSU	Refugee Studies	44.0799	Minor		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	Human Rights	44.9999	Undergraduate Certificate		School of Public Service	Human Rights	Boise	Regional	Traditional (face-to-face)
BSU	Social Science	45.0101	A.A.		Arts and Sciences	Sociology	Caldwell	Regional	Traditional (face-to-face)
BSU	Social Science	45.0101	B.S.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
LCSC	Social Sciences	45.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Social Sciences	45.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
BSU	Data Sciece for the Liberal Arts	45.0102	Undergraduate Certificate		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
UI	Data Analytics	45.0102	Certificate-GR		College of Science	Mathematical and Statistical Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	B.S.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	M.A.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
BSU	Anthropology	45.0201	Minor		Arts and Sciences	Anthropology		Regional	
BSU	Anthropology, Applied	45.0201	M.A.A.		Arts and Sciences	Anthropology	Boise	Regional	Traditional (face-to-face)
CSI	Anthropology	45.0201	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Anthropology	45.0201	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Anthropology	45.0201	BA		Arts and Letters	Anthropology	Pocatello	Regional	Hybrid
ISU	Anthropology	45.0201	MA		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
ISU	Anthropology	45.0201	MS		Arts and Letters	Anthropology	Pocatello	Regional	Traditional (face-to-face)
ISU	Anthropology (online)	45.0201	BA		Arts and Letters	Anthropology		Regional	Online | Web/video
ISU	Anthropology (online)	45.0201	MA		Arts and Letters	Anthropology		Regional	Online | Web/video
ISU	Anthropology (online)	45.0201	Minor		Arts and Letters	Anthropology		Regional	Online | Web/video
ISU	Anthropology (online)	45.0201	MS		Arts and Letters	Anthropology		Regional	Online | Web/video
NIC	Anthropology	45.0201	AA		Social and Behavioral Sciences Division	Anthropology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Anthropology	45.0201	B.A.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	B.S.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Anthropology	45.0201	M.A.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
UI	Anthropology	45.0201	Minor		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
ISU	Medical Anthropology	45.0203	Graduate Certificate		Arts and Letters	Anthropology		Regional	Online
ISU	Medical Anthropology	45.0203	Undergraduate Certificate		Arts and Letters	Anthropology		Regional	Online
BSU	Design Ethnography	45.0299	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Online
BSU	User Experience Research: Ethnography + Design	45.0299	Undergraduate Certificate		Innovation and Design		Boise	Regional	Traditional (face-to-face)
BSU	User Experience Research: UX Professional Certificate	45.0299	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	User Research	45.0299	Graduate Certificate		Innovation and Design		Boise	Regional	Traditional (face-to-face)
BSU	UX Design	45.0299	Undergraduate Certificate		Innovation and Design		Boise	Regional	Some portion online
UI	Archaeological Technician	45.0301	Certificate-UG		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Traditional (face-to-face)
UI	Criminology	45.0401	B.S.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Moscow	Regional	Online | Traditional (face-to-face)
BSU	Econometrics	45.0601	Graduate Certificate		Business and Economics	Economics	Boise	Regional	Hybrid
BSU	Economics	45.0601	B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	M.Ec		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	M.S.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
BSU	Economics	45.0601	Minor		Business and Economics	Economics		Regional	Traditional (face-to-face)
CSI	Economics	45.0601	AA		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Economics	45.0601	BBA		Business	Finance and Economics	Pocatello	Regional	Hybrid
ISU	Economics	45.0601	BS		Business	Finance and Economics	Pocatello	Regional	Hybrid
UI	Economics	45.0601	B.A.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics	45.0601	B.S.		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
UI	Economics	45.0601	Minor		College of Letters, Arts and Social Sciences		Moscow	Regional	Traditional (face-to-face)
CSI	Geography	45.0701	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Geography	45.0701	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Climate Change	45.0701	Certificate-GR		College of Science	Geography and Geological Sciences	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Geography	45.0701	B.S.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Geography	45.0701	M.S.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Geography	45.0701	Ph.D.		College of Science	Geography and Geological Sciences	Moscow	Regional	Traditional (face-to-face)
CWI	Geographic Information Systems	45.0702	Undergraduate Certificate		School of Social Sciences and Public Affairs	Social Sciences	Boise | Nampa	Regional	Traditional (face-to-face)
ISU	Geographic Information Science (GIS)	45.0702	MS		Science and Engineering	Geosciences	Pocatello	Regional	Hybrid
ISU	Geotechnology	45.0702	Minor		Science and Engineering	Geosciences		Regional	Hybrid
ISU	Geotechnology	45.0702	PB Cert		Science and Engineering	Geosciences	Idaho Falls	Regional	Hybrid
UI	Geographic Information Systems	45.0702	Certificate-UG		College of Science	Geography and Geological Sciences	Moscow	Regional	Hybrid | Traditional (face-to-face)
UI	Comparitive/International Politics	45.0901	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
UI	International Studies	45.0901	B.A.		College of Letters, Arts and Social Sciences	International Studies	Moscow	Regional	Hybrid
UI	International Studies	45.0901	Minor		College of Letters, Arts and Social Sciences	International Studies	Moscow	Regional	Hybrid
BSU	Political Communication	45.1001	Minor		School of Public Service	Political Science		Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	B.S.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	M.A.		School of Public Service	Political Science	Boise	Regional	Traditional (face-to-face)
BSU	Political Science	45.1001	Minor		School of Public Service	Political Science		Regional	Traditional (face-to-face)
CSI	Political Science	45.1001	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Political Science	45.1001	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Political Science	45.1001	BA		Arts and Letters	Political Science	Pocatello	Regional	Hybrid
ISU	Political Science	45.1001	BS		Arts and Letters	Political Science	Pocatello	Regional	Hybrid
ISU	Political Science	45.1001	DA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
ISU	Political Science	45.1001	MA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
ISU	Political Science- Public Administration	45.1001	MPA		Arts and Letters	Political Science	Pocatello	Regional	Traditional (face-to-face)
NIC	Political Science and Pre-Law	45.1001	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Political Science	45.1001	B.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	B.S.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	M.A.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Political Science	45.1001	Ph.D.		College of Letters, Arts and Social Sciences	Politics and Philosophy	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Philosophy, Politics and Economics	45.1004	Minor		College of Letters, Arts and Social Sciences	Politics and Philosophy	Moscow	Regional	Traditional (face-to-face)
BSU	Sociology	45.1101	B.S.		Arts and Sciences	Sociology	Boise	Regional	Traditional (face-to-face)
BSU	Sociology	45.1101	Minor		Arts and Sciences	Sociology		Regional	Traditional (face-to-face)
CSI	Sociology	45.1101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Sociology	45.1101	AA		School of Social Sciences and Public Affairs	Social Sciences	Nampa	Regional	Hybrid | Traditional (face-to-face)
ISU	Sociology	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Sociology	45.1101	MA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Sociology	45.1101	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Hybrid
ISU	Sociology (online)	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online | Web/video
ISU	Sociology (online)	45.1101	MA		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online | Web/video
ISU	Sociology (online)	45.1101	Minor		Arts and Letters	Sociology, Social Work, and Criminology		Regional	Online | Web/video
ISU	Sociology: Criminology	45.1101	BA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
ISU	Sociology: Criminology	45.1101	MA		Arts and Letters	Sociology, Social Work, and Criminology	Pocatello	Regional	Hybrid
NIC	Sociology	45.1101	AA		Social and Behavioral Sciences Division	Sociology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Sociology	45.1101	B.A.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene | Moscow	Regional	Hybrid
UI	Sociology	45.1101	B.S.		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene | Moscow	Regional	Hybrid
UI	Sociology	45.1101	Minor		College of Letters, Arts and Social Sciences	Sociology and Anthropology	Coeur d'Alene | Moscow	Regional	Hybrid
BSU	Urban Studies and Community Development	45.1201	B.A.		School of Public Service	Urban Studies and Community Development	Boise	Regional	Traditional (face-to-face)
BSU	Urban Studies and Community Development	45.1201	Minor		School of Public Service	Urban Studies and Community Development		Regional	Traditional (face-to-face)
NIC	Carpentry	46.0201	ITC			Carpentry		Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
NIC	Carpentry and Construction Technology	46.0201	ITC		Trades and Industry	Carpentry	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CEI	Electrical Apprentice	46.0302	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - Electrical Emphasis	46.0302	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Electrical Apprenticeship	46.0302	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Electrical Apprenticeship	46.0302	AAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
LCSC	Electrical Apprenticeship	46.0302	BAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
CSI	Applied Technology and Apprenticeship - Electric Lineworker	46.0303	AAS		Trade and Industry		Twin Falls	Regional	Traditional (face-to-face)
CSI	Residential Construction	46.0415	BTC		Trade and Industry		Twin Falls	Regional	Traditional (face-to-face)
CSI	Woodworking Technology	46.0415	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
NIC	Carpentry Management Tech	46.0415	AAS		Trades and Industry	Carpentry	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CEI	Plumbing Apprentice	46.0503	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Applied Technology and Apprenticeship - Plumbing Emphasis	46.0503	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Plumbing Apprenticeship	46.0503	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Plumbing Apprenticeship	46.0503	AAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
LCSC	Plumbing Apprenticeship	46.0503	BAS		Career and Technical Education	Technical and Industrial/Workforce Training	Lewiston	Regional	Traditional (face-to-face)
NIC	Apprenticeship - Plumbing	46.0503	AAS		Workforce Training Center	NIC General Education	Post Falls	Regional	Hybrid | Online | Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Electronics Technology	47.0105	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Instrument Mechanics Technology	47.0105	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
CEI	Heating & Air Conditioning Apprentice	47.0201	AAS		Workforce Training	Apprenticeship Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Air Cond, Refrig, & Heat	47.0201	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Heating, Venting, Air Conditioning, and Refrigeration	47.0201	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Apprenticeship - HVAC	47.0201	AAS		Workforce Training Center	NIC General Education	Post Falls	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Heating, Ventilation, Air Conditioning, and Refrigeration	47.0201	ITC		Trades and Industry	Heating, Ventilation, Air Cond., and Refrigeration	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Industrial Systems Maintenance Technology	47.0303	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
LCSC	Industrial Maintenance/Millwright	47.0303	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Maintenance/Millwright	47.0303	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Industrial Maintenance/Millwright	47.0303	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	AAS		Trades and Industry	Trades and Industry		Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	ATC		Trades and Industry	Trades and Industry		Regional	Traditional (face-to-face)
NIC	Industrial Mechanic/Millwright	47.0303	ITC		Trades and Industry	Maintenance Mech./Millwright	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Mechatronics	47.0303	AAS		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Mechatronics	47.0303	ATC		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Mechatronics	47.0303	ITC		Trades and Industry		Coeur d'Alene	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	AAS		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	ATC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Heavy Equipment Technician	47.0399	BTC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Technician	47.0399	ITC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CSI	Auto Body Technology	47.0603	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Auto Body Technology	47.0603	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Auto Body Technology, Auto Collision Repair	47.0603	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Auto Body Technology, Auto Refinishing	47.0603	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Collision Repair Technology	47.0603	ITC		Trade and Industry		Twin Falls	Regional	
CWI	Auto Body Technology	47.0603	AAS		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Auto Body Technology	47.0603	ATC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Auto Body Technology	47.0603	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Auto Body Technology	47.0603	ITC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair	47.0603	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	ATC			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	BAS			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Collision Repair and Refinishing	47.0603	ITC			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Auto Refinishing	47.0603	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Auto Repair and Refinishing	47.0603	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Collision Repair Technology	47.0603	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Collision Repair Tech	47.0603	ITC		Trades and Industry	Auto Collision Repair	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CEI	Automotive Technology	47.0604	AAS		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	ATC		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	BTC		Trades and Industry	Automotive Technologies		Regional	Traditional (face-to-face)
CEI	Automotive Technology	47.0604	ITC		Trades and Industry	Automotive Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Automotive Service Educational Program	47.0604	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Auto Body Technology 2	47.0604	BTC		School of Industry, Engineering, and Trades	Transportation Technology		Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	AAS		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	ATC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology	47.0604	ITC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Automotive Technology (Inactive Fall 2020)	47.0604	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Automotive Technology 2 (Inactive Fall 2020)	47.0604	BTC		School of Industry, Engineering, and Trades	Transportation Technology		Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	BAS			Business and Support Services		Regional	Traditional (face-to-face)
ISU	Automotive Technology	47.0604	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Auto Mechanics Technology	47.0604	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Automotive Technology	47.0604	AAS		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Automotive Technology	47.0604	ATC		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Automotive Technology	47.0604	ITC		Trades and Industry	Automotive Tech.	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CEI	Diesel Technology	47.0605	AAS		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Diesel Technology	47.0605	ATC		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Diesel Technology	47.0605	ITC		Trades and Industry	Diesel Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Light Duty Diesel	47.0605	AAS		Trades and Industry		Idaho Falls	Regional	Traditional (face-to-face)
CEI	Light Duty Diesel	47.0605	ATC		Trades and Industry		Idaho Falls	Regional	Traditional (face-to-face)
CSI	Diesel Technology	47.0605	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Diesel Technology	47.0605	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Heavy Equipment/Ag Technology	47.0605	AAS		Trade and Industry	Trade and Industry	Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	AAS		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	ATC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	BTC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Duty Truck Technician	47.0605	ITC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Diesel Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel/On-Site Power Generation Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Diesel/On-Site Power Generation Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-Site Power Generation Technology	47.0605	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	On-Site Power Generation Technology	47.0605	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Diesel Technology	47.0605	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Diesel Technology	47.0605	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Diesel Technology	47.0605	AAS		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Diesel Technology	47.0605	ATC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Diesel Technology	47.0605	BTC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Diesel Technology	47.0605	ITC		Trades and Industry	Diesel Technology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	AAS		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	ATC		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology	47.0606	ITC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
CWI	Powersports and Small Engine Repair Technology 2	47.0606	BTC		School of Industry, Engineering, and Trades	Transportation Technology	Nampa	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Airframe	47.0607	ITC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Maintenance Technology	47.0607	BTC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Airframe and Powerplant	47.0608	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Aircraft Maintenance Technology - Powerplant	47.0608	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
CSI	Applied Technology and Apprenticeship	47.9999	AAS		Trade and Industry		Twin Falls	Regional	Hybrid
CEI	Machine Tool Technology	48.0501	AAS		Trades and Industry	Mechanical Trades	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Machine Tool Technology	48.0501	ITC		Trades and Industry	Mechanical Trades	Idaho Falls	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology	48.0501	ITC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology 1	48.0501	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Machine Tool Technology 2	48.0501	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	AAS		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	Machine & CNC Technology	48.0501	ATC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Machine & CNC Technology	48.0501	ITC		Trades and Industry	Machining	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CEI	Welding Technology	48.0508	AAS		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ATC		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Welding Technology	48.0508	ITC		Trades and Industry	Welding Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Welding Technology	48.0508	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Welding Technology	48.0508	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Welding Technology	48.0508	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Heavy Equipment Welding and Fabrication	48.0508	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Heavy Equipment Welding and Fabrication	48.0508	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	AAS		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	ATC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding & Metals Fabrication	48.0508	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
CWI	Welding and Metals Fabrication 2	48.0508	BTC		School of Industry, Engineering, and Trades	Manufacturing and Welding	Nampa	Regional	Traditional (face-to-face)
ISU	Nuclear Welding	48.0508	Specialized Certificate		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	AAS		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welder-Fitter	48.0508	ATC		Technology	Trade and Industrial	Pocatello	Regional	Traditional (face-to-face)
ISU	Welding	48.0508	ITC		Technology	Trade and Industrial		Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	AAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ATC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	BAS		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
LCSC	Welding Technology	48.0508	ITC		Career and Technical Education	Technical and Industrial	Lewiston	Regional	Traditional (face-to-face)
NIC	Welding Technology	48.0508	AAS		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Welding Technology	48.0508	ATC		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Welding Technology	48.0508	ITC		Trades and Industry	Welding	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Computerized Machining Technology: CNC Operator	48.0510	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology	48.0510	AAS		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology: CNC Programmer	48.0510	BTC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Computerized Machining Technology: Machining Technology	48.0510	ATC		Technology	Technical	Pocatello	Regional	Traditional (face-to-face)
ISU	Machining Technology	48.0510	ATC			Business and Support Services		Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Cabinetmaking/Woodworking	48.0703	AAS		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	BTC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Cabinetmaking/Woodworking	48.0703	ITC		Trade and Industry		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
NIC	Aviation Flight Training - Helicopter	49.0102	AAS		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Aviation Flight Training - Helicopter	49.0102	ATC		Aerospace	Aerospace	Coeur d'Alene	Regional	Traditional (face-to-face)
ISU	Digital Media	50.0102	BFA		Arts and Letters	Art	Pocatello	Regional	Some portion online | Traditional (face-to-face)
UI	Dance	50.0301	B.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Dance	50.0301	Minor		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
BSU	Graphic Design	50.0402	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Illustration	50.0402	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
NIC	Art	50.0402	AA		Communication, Fine Arts Division	Art	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Interior Architecture and Design	50.0408	Minor		College of Art and Architecture	Interior Design	Boise | Coeur d'Alene	Regional	Traditional (face-to-face)
LCSC	Packaging Design	50.0409	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Packaging Design	50.0409	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	Games, Interactive Media and Mobile	50.0411	B.S.		Innovation and Design		Boise	Regional	Traditional (face-to-face)
LCSC	Game Development	50.0411	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Game Development AAS	50.0411	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
BSU	Dance	50.0501	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Theatre Arts	50.0501	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
BSU	Theatre Arts	50.0501	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
CSI	Theatre	50.0501	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Theatre	50.0501	BA		Arts and Letters	Theatre and Dance	Pocatello	Regional	Hybrid
ISU	Theatre	50.0501	MA		Arts and Letters	Theatre and Dance	Pocatello	Regional	Traditional (face-to-face)
NIC	Theatre	50.0501	AA		Communication, Fine Arts Division	Theatre	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.F.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	B.S.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Theatre Arts	50.0501	M.F.A.		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Online
UI	Theatre Design and Technology	50.0501	Minor		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Theatre Performance	50.0501	Minor		College of Letters, Arts and Social Sciences	Theatre Arts	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Musical Theater	50.0509	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Film and Television Arts	50.0601	B.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Film and Television Arts	50.0601	BFA		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
UI	Film and Television Studies	50.0601	B.A.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
UI	Film and Television Studies	50.0601	B.S.		College of Letters, Arts and Social Sciences	School of Journalism and Mass Media	Moscow	Regional	Traditional (face-to-face)
BSU	Cinema and Digital Media Studies	50.0602	Undergraduate Certificate		Arts and Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Digital Media Studies	50.0602	Undergraduate Certificate		Arts and Sciences	Communication and Media	Boise	Regional	Traditional (face-to-face)
NIC	Photography	50.0605	AA		Communication, Fine Arts Division	Photography	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Arts Metals Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
BSU	Ceramics Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Drawing and Painting Emphasis	50.0701	Emphasis		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Interdisciplinary Art Studio Emphasis	50.0701	Emphasis		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Photography Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Printmaking Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Sculpture Emphasis	50.0701	Undergraduate Certificate		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	B.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	BFA		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	Visual Art	50.0701	Minor		Arts and Sciences	Theatre, Film and Creative Writing		Regional	Traditional (face-to-face)
BSU	Visual Arts	50.0701	M.F.A.		Arts and Sciences	Theatre, Film and Creative Writing	Boise	Regional	Traditional (face-to-face)
CSI	Art, Visual	50.0701	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Art	50.0701	BA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
ISU	Art	50.0701	BFA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
ISU	Art	50.0701	MFA		Arts and Letters	Art	Pocatello	Regional	Traditional (face-to-face)
UI	Art	50.0701	B.A.		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Art	50.0701	M.F.A.		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
UI	Art	50.0701	Minor		College of Art and Architecture	Art and Design	Moscow	Regional	Traditional (face-to-face)
CWI	Studio Art	50.0702	AA		School of Arts and Humanities	Visual and Performing Arts	Nampa	Regional	Traditional (face-to-face)
UI	Studio Art and Design	50.0702	B.F.A.		College of Art and Architecture	Art and Design	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
BSU	History of Art & Visual Culture	50.0703	B.A.		Arts and Sciences	Art, Design and Visual Studies	Boise	Regional	Traditional (face-to-face)
BSU	History of Art & Visual Culture	50.0703	Minor		Arts and Sciences	Art, Design and Visual Studies		Regional	Traditional (face-to-face)
ISU	Art History (online)	50.0703	Minor		Arts and Letters	Art		Regional	Online | Web/video
BSU	Music	50.0901	B.A.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music	50.0901	Minor		Arts and Sciences	Music		Regional	Traditional (face-to-face)
CSI	Music	50.0901	AA		Visual and Performing Arts		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Music Education K-12	50.0901	MME		Arts and Letters	Music		Regional	Hybrid
ISU	Music General	50.0901	Minor		Arts and Letters	Music		Regional	Hybrid
ISU	Music, General	50.0901	BA		Arts and Letters	Music		Regional	Hybrid
ISU	Music, General	50.0901	BS		Arts and Letters	Music		Regional	Hybrid
NIC	Music	50.0901	AA		Communication, Fine Arts Division	Music	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Music	50.0901	B.A.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	B.S.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	M.A.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	M.Mus.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music	50.0901	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Music, Performance	50.0903	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
BSU	Music, Performance	50.0903	M.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
ISU	Music, Performance	50.0903	BM		Arts and Letters	Music		Regional	Traditional (face-to-face)
ISU	Music, Performance (BM): Commercial Music option	50.0903	BM		Arts and Letters	Music	Pocatello	Regional	Traditional (face-to-face)
UI	Music: Performance	50.0903	B.Mus.	Options: 1) Keyboard - 50.0903 | 2) Instrumental - 50.0903 | 3) Vocal - 50.0908	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Music, Composition	50.0904	B.M.		Arts and Sciences	Music	Boise	Regional	Traditional (face-to-face)
UI	Music: Composition	50.0904	B.Mus.		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Jazz Studies	50.0910	Minor		College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
UI	Music: Business	50.1003	B.Mus.	Emphases: 1) Arts Administration | 2) Entrepreneurship | 3) General Business	College of Letters, Arts and Social Sciences	School of Music	Moscow	Regional	Traditional (face-to-face)
BSU	Healthcare Simulation	51.0000	Graduate Certificate		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
CSI	Heath Science	51.0000	AS		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Heath Science	51.0000	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Health Science	51.0000	AS		School of Health	Health Science	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Health Science	51.0000	BS		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Hybrid
ISU	Audiology (first 2 years)	51.0202	AuD		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Statewide	Hybrid

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Audiology (second 2 years)	51.0202	AuD		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian	Statewide	Hybrid
ISU	Speech-Language Pathology (Fully Online w/clinicals on-site)	51.0203	MS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian | Pocatello	Statewide	Hybrid
ISU	Communication Sciences & Disorders	51.0204	Undergraduate Certificate		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Online
ISU	Communication Sciences and Disorders: Pre-Audiology	51.0204	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Communication Sciences and Disorders: Pre-Speech Language Pathology	51.0204	BS		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Meridian	Regional	Hybrid
CEI	Dental Assisting	51.0601	ITC		Health Professions	Dental Assisting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Dental Assistant	51.0601	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Dental Assisting	51.0601	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CWI	Dental Assisting	51.0601	ITC		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CSI	Dental Hygiene	51.0602	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Dental Hygiene	51.0602	BS		Health Sciences/Health Professions	Dental Sciences	Idaho Falls | Pocatello	Statewide	Hybrid
ISU	Dental Hygiene	51.0602	MS		Health Sciences/Health Professions	Dental Sciences	Pocatello	Statewide	Online
ISU	Dental Hygiene, Accelerated BS to MS Track	51.0602	BS		Health Sciences/Health Professions	Dental Hygiene	Pocatello	Statewide	Online
ISU	Dental Hygiene, Accelerated BS to MS Track	51.0602	MS		Health Sciences/Health Professions	Dental Hygiene	Pocatello	Statewide	Online
NIC	Dental Hygiene	51.0602	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
BSU	Health Data Management	51.0701	Minor		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Data Management	51.0701	Undergraduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
ISU	Healthcare Administration	51.0701	BS		Business	Marketing and Management	Idaho Falls | Meridian | Pocatello	Regional	Online
ISU	Healthcare Administration	51.0701	MHA		Business	Marketing and Management	Idaho Falls | Meridian | Pocatello | Twin Falls	Regional	Online
ISU	Health Science	51.0705	AS		Health Sciences/Health Professions	Community and Public Health	Meridian | Pocatello	Regional	Hybrid | Traditional (face-to-face) | Web/video
ISU	Health Information Technology	51.0707	AAS		Technology	Health Occupations	Pocatello	Regional	Hybrid
ISU	Health Information Technology: Medical Coding	51.0707	ITC		Technology	Health Occupations	Pocatello	Regional	Hybrid
NIC	Health Information Fundamentals	51.0707	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
LCSC	Medical Transcription	51.0708	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
CWI	Medical Administrative Support	51.0710	BTC		School of Health	Health Professions	Nampa	Regional	Online | Traditional (face-to-face)
CWI	Medical Administrative Support (Inactive Fall 2020)	51.0710	AAS		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Medical Administrative Support (Inactive Fall 2020)	51.0710	ITC		School of Health	Health Science	Boise	Regional	Traditional (face-to-face)
LCSC	Administrative Medical Assistant	51.0710	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Administrative Medical Assistant	51.0710	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Administrative Medical Assistant	51.0710	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Receptionist	51.0712	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Receptionist	51.0712	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Medical Coding	51.0713	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
LCSC	Medical Biller/Coder	51.0713	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Billing Specialist	51.0714	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Computer Applications & Office Technology/Healthcare Document Management	51.0716	BTC		Business and Professional Programs	Computer Applications & Office Technology		Regional	
NIC	Medical Administrative Assistant	51.0716	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Population and Health Systems Management	51.0722	Master		Health Sciences	School of Allied Health	Boise	Regional	Online
CEI	Medical Assisting	51.0801	AAS		Health Professions	Medical Assistant Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Medical Assistant	51.0801	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Medical Assistant	51.0801	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
CWI	Medical Assistant	51.0801	ITC		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face)
ISU	Medical Assisting	51.0801	AAS		Technology	Health Occupations		Regional	Traditional (face-to-face)
LCSC	Medical Assistant	51.0801	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Medical Assistant	51.0801	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Medical Assistant	51.0801	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
NIC	Medical Assistant	51.0801	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Occupational Therapy Assistant	51.0803	AAS		Technology	Health Occupations	Pocatello	Regional	Hybrid | Online
ISU	Pharmacy Technology	51.0805	ATC		Technology	Health Occupations	Pocatello	Regional	Hybrid | Online
LCSC	Pharmacy Technology	51.0805	ITC		Career and Technical Education		Lewiston	Regional	Traditional (face-to-face)
NIC	Pharmacy Technology	51.0805	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Physical Therapist Assistant	51.0806	AAS		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)
NIC	Physical Therapist Assistant	51.0806	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
CWI	Physical Therapist Assistant	51.0809	AAS		School of Health	Health Professions	Nampa	Regional	Traditional (face-to-face) | Web/video
CSI	Emergency Medical Services	51.0904	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	ATC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Emergency Medical Services	51.0904	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Emergency Medical Services	51.0904	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Paramedics	51.0904	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Paramedics	51.0904	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Community Paramedic	51.0904	Undergraduate Certificate		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Online
ISU	Paramedic Science	51.0904	AS		Health Sciences/Health Professions	Emergency Services	Idaho Falls | Meridian | Pocatello	Regional	Traditional (face-to-face)
ISU	Paramedic Science	51.0904	Undergraduate Certificate		Health Sciences/Health Professions	Emergency Services	Pocatello	Regional	Traditional (face-to-face)
LCSC	Paramedic	51.0904	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Paramedic	51.0904	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Emergency Medical Services	51.0904	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Emergency Medical Services	51.0904	ITC		Health Professions	Health Professions	Coeur d'Alene	Regional	Traditional (face-to-face)
BSU	Computed Tomography	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Diagnostic Medical Sonography	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Magnetic Resonance Imaging	51.0907	Undergraduate Certificate		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Radiologic Science	51.0907	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
CSI	Radiologic Technology	51.0907	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Radiographic Science	51.0907	BS		Health Sciences/Health Professions	Radiographic Science	Pocatello	Regional	Hybrid
LCSC	Radiographic Science	51.0907	BS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Hybrid
BSU	Respiratory Care	51.0908	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
BSU	Respiratory Care	51.0908	B.S. degree completion		Health Sciences	School of Allied Health	Boise	Regional	Online
BSU	Respiratory Therapy	51.0908	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
ISU	Respiratory Therapy	51.0908	AS		Technology	Health Occupations	Idaho Falls | Pocatello | Twin Falls	Regional	Hybrid
CEI	Surgical Technology	51.0909	AAS		Health Professions	Surgical Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Surgical Services - Central Sterile Processing Technology	51.0909	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Surgical Services - Surgical Technology	51.0909	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Surgical Services - Surgical Technology	51.0909	BTC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Surgical Technology	51.0909	AAS		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)
CWI	Surgical Technology	51.0909	ITC		School of Health	Health Professions	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	Surgical Technology	51.0909	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Diagnostic Medical Sonography	51.0910	Undergraduate Certificate		Health Sciences/Health Professions	Radiographic Science	Pocatello	Regional	Traditional (face-to-face)
LCSC	Medical Diagnostic Imaging	51.0910	Undergraduate Certificate		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Online
BSU	Imaging Sciences	51.0911	B.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
LCSC	Radiographic Science	51.0911	AS		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
NIC	Radiography Technology	51.0911	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
ISU	Physician Assistant Studies	51.0912	MPAS		Health Sciences/Health Professions	Physician Assistant Studies	Caldwell | Meridian | Pocatello	Statewide	Traditional (face-to-face)
ISU	Physician Assistant Studies: Pre-Physician Assistant	51.0912	Minor		Health Sciences/Health Professions	Physician Assistant Studies	Meridian | Pocatello | Twin Falls	Regional	Hybrid | Some portion online
BSU	Athletic Training	51.0913	Master		Health Sciences	School of Allied Health	Boise	Regional	Traditional (face-to-face)
ISU	Athletic Training	51.0913	MS			Education		Regional	Traditional (face-to-face)
ISU	Athletic Training	51.0913	MSAT		Education	Human Performance and Sport Studies	Pocatello	Regional	Traditional (face-to-face)
UI	Athletic Training	51.0913	D.A.T		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
UI	Athletic Training	51.0913	M.S.		College of Education, Health and Human Sciences	Movement Sciences	Moscow	Regional	Traditional (face-to-face)
CEI	Radiation Safety Technologies	51.0916	ITC		Health Professions	Radiation Safety Technologies	Idaho Falls	Regional	Traditional (face-to-face)
NIC	Medical Laboratory Technology	51.1004	AAS		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
ISU	Medical Laboratory Science	51.1005	BS		Health Sciences/Health Professions	Medical Laboratory Science		Statewide	Hybrid
ISU	Medical Laboratory Science	51.1005	MS		Health Sciences/Health Professions	Medical Laboratory Science		Statewide	Hybrid
CEI	Central Processing Technology	51.1012	BTC		Health Professions		Idaho Falls	Regional	Traditional (face-to-face)
UI	Medical Sciences	51.1099	B.S.		College of Science		Moscow	Regional	Traditional (face-to-face)
BSU	Pre-Dental Studies	51.1101	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
BSU	Pre-Medical Studies	51.1102	B.S.		Health Sciences		Boise	Regional	Traditional (face-to-face)
NIC	Pre-Medical Related Fields	51.1102	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CSI	Pharmacy (pre)	51.1103	AS		Engineering, Physical, and Computer Sciences		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
UI	Pre-Health Professionals	51.1199	Minor		College of Science		Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Medical Education (WWAMI)	51.1201	Professional		WWAMI		Moscow	Regional	Traditional (face-to-face)
BSU	Addiction Studies	51.1501	Minor		Health Sciences	School of Social Work		Regional	
ISU	Marital, Couple and Family Counseling	51.1505	M Coun		Health Sciences/Health Professions	Counseling		Regional	Hybrid
ISU	Clinical Mental Health Counseling	51.1508	M Coun		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Hybrid
ISU	Counseling	51.1508	Ed S		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Hybrid
ISU	Mental Health Counseling	51.1508	M Coun		Health Sciences/Health Professions			Regional	Hybrid

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Genetic Counseling	51.1509	M.S.		Health Sciences	School of Allied Health	Boise	Regional	Online
ISU	Counselor Education and Counseling	51.1599	Ph.D.		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Hybrid
ISU	MBA/PharmD	51.2001	MBA		Business			Statewide	Hybrid
ISU	MBA/PharmD	51.2001	Pharm D		Health Sciences/Pharmacy			Statewide	Hybrid
ISU	Pharmacy (1-4 years)	51.2001	Pharm D		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmacy (3rd-4th years)	51.2001	Pharm D		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Meridian	Statewide	Hybrid
ISU	Philosophy	51.2001	Minor		Arts and Letters	English and Philosophy		Regional	Hybrid
NIC	Pharmaceutical Manufacturing - for discussion	51.2006	AS			Natural Science		Regional	Online | Traditional (face-to-face) | Web/video
ISU	Pharmaceutical Sciences	51.2010	Minor		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	MS		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PPRA)	51.2010	Ph.D.		Health Sciences/Pharmacy	Pharmacy Practice and Administrative Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	MS		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmaceutical Sciences (PSCI)	51.2010	Ph.D.		Health Sciences/Pharmacy	Biomedical and Pharmaceutical Sciences	Pocatello	Statewide	Hybrid
ISU	Pharmacy Technology	51.2010	BTC		Technology	Health Occupations	Pocatello	Regional	Hybrid
BSU	Public Health	51.2201	B.A.		Health Sciences	Community and Environmental Health	Boise	Regional	Online
BSU	Public Health	51.2201	B.S.		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public Health	51.2201	Master		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Public Health	51.2201	Undergraduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Online
CWI	Public Health	51.2201	AA		School of Health	Health Science	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Public Health	51.2201	Graduate Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Traditional (face-to-face)
ISU	Public Health	51.2201	MPH		Health Sciences/Health Professions	Community and Public Health	Meridian | Pocatello	Statewide	Hybrid
ISU	Community and Public Health: Addiction Studies	51.2207	Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Traditional (face-to-face)
ISU	Community Health Worker	51.2207	Undergraduate Certificate		Health Sciences/Health Professions	Community and Public Health	Pocatello	Regional	Online
ISU	Health Education	51.2207	BA			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Health Education	51.2207	BS			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Health Education	51.2207	MHE		Health Sciences/Health Professions	Community and Public Health	Pocatello	Statewide	Hybrid
ISU	Rural Health	51.2207	Graduate Certificate		Health Sciences/Health Professions	Community and Public Health	Meridian | Pocatello	Regional	Hybrid | Online | Web/video
BSU	Health Services Leadership (Discontinued)	51.2299	Graduate Certificate		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Data-Driven Decision Making	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Health Services Leadership, Environmental Health and Social Justice	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Health Management and Leadership	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
BSU	Health Services Leadership, Health Promotion Through the Life Course	51.2299	Graduate Certificate		School of Allied Health	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
ISU	Occupational Therapy	51.2306	DPT			Biomedical and Pharmaceutical Sciences		Statewide	Hybrid
ISU	Occupational Therapy	51.2306	MOT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Pocatello	Statewide	Hybrid
ISU	Occupational Therapy Expansion	51.2306	MOT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Boise | Caldwell | Meridian	Statewide	Traditional (face-to-face) | Web/video
CSI	Physical Therapist Assistant	51.2308	AAS		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
ISU	Physical Therapy	51.2308	DPT		Health Sciences/Rehabilitation and Communication Sciences	Physical and Occupational Therapy	Meridian | Pocatello	Statewide	Hybrid
NIC	Pre-Physical Therapy	51.2308	AS		Natural Sciences Division	Biology	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
ISU	Clinical Rehabilitation Counseling	51.2310	M Coun		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Traditional (face-to-face) | Web/video
ISU	M Clinical Rehabilitation Counseling	51.2310	M Coun		Health Sciences/Health Professions	Counseling	Meridian | Pocatello	Regional	Traditional (face-to-face) | Web/video
UI	Rehabilitation Counseling and Human Services (discontinued)	51.2310	M.Ed.		College of Education, Health and Human Sciences	Leadership and Counseling	Boise | Coeur d'Alene | Moscow	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Animal Assisted Therapy	51.2313	Graduate Certificate		Health Sciences/Health Professions	Counseling	Pocatello	Regional	Traditional (face-to-face)
ISU	Rehabilitation and Communication Sciences	51.2314	Ph.D.		Health Sciences/Rehabilitation and Communication Sciences	Communication Sciences and Disorders	Pocatello	Regional	Hybrid
ISU	Health Informatics	51.2706	MS		Business	Informatics	Pocatello	Regional	Hybrid | Online
ISU	Health Informatics (online)	51.2706	MS		Health Sciences/Health Professions	Community and Public Health	Boise | Caldwell | Coeur d'Alene | Idaho Falls | Lewiston | Meridian | Moscow | Nampa | Pocatello | Post Falls | Twin Falls	Regional	Online
ISU	Dietetics	51.3101	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Hybrid
ISU	Dietetics Internship	51.3101	PB Cert		Health Sciences/Health Professions	Nutrition and Dietetics	Meridian | Pocatello	Regional	Hybrid
ISU	Instructional unit: Department of Nutrition and Dietetics	51.3101	BS		Health Sciences/Health Professions	Nutrition and Dietetics	Meridian | Pocatello | Twin Falls	Regional	
ISU	Nutrition	51.3101	MS		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Traditional (face-to-face)
ISU	Nutrition/Dietetic Internship	51.3101	MS in Nutrition		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Online
ISU	Nutrition/Dietetic Internship	51.3101	MS/DI		Health Sciences/Health Professions	Nutrition and Dietetics	Pocatello	Regional	Online
UI	Dietetics	51.3101	M.S.		College of Agriculture and Life Sciences	Family and Consumer Sciences	Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Biomedical Ethics	51.3201	Graduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Biomedical Ethics	51.3201	Undergraduate Certificate		Arts and Letters	English and Philosophy	Pocatello	Regional	Hybrid
ISU	Biomedical Ethics (online)	51.3201	Graduate Certificate		Arts and Letters	English and Philosophy		Regional	Online | Web/video
ISU	Biomedical Ethics (online)	51.3201	Undergraduate Certificate		Arts and Letters	English and Philosophy		Regional	Online | Web/video
BSU	Nursing	51.3801	B.S.		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Nursing	51.3801	B.S. degree completion		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Nursing	51.3801	M.N.		Health Sciences	School of Nursing	Boise	Regional	Online
BSU	Nursing	51.3801	M.S.N.		Health Sciences	School of Nursing	Boise	Regional	Online
CEI	Practical Nurse to Registered Nurse Bridge	51.3801	AAS		Health Professions	Registered Nursing Technology	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Registered Nursing	51.3801	AAS		Health Professions	Registered Nursing Technology	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Nursing, Registered	51.3801	AS		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Nursing (Professional)	51.3801	AS		School of Health	Nursing		Regional	Traditional (face-to-face)
CWI	Nursing - Registered	51.3801	AS		School of Health	Nursing		Regional	Traditional (face-to-face)
CWI	Professional Nursing	51.3801	AS		School of Health	Nursing	Nampa	Regional	Traditional (face-to-face)
ISU	Nursing	51.3801	DNP (Post Master's)		Health Sciences/Nursing	Nursing	Meridian | Pocatello	Statewide	Online
ISU	Nursing	51.3801	MS		Health Sciences/Nursing	Nursing	Meridian | Pocatello	Statewide	Online
ISU	Nursing	51.3801	Ph.D.		Health Sciences/Nursing	Nursing	Pocatello	Statewide	Online
ISU	Nursing (Accelerated)	51.3801	BS		Health Sciences/Nursing	Nursing	Meridian	Regional	Hybrid
ISU	Nursing (Accelerated) Expansion to Pocatello	51.3801	BS		Health Sciences/Nursing	Nursing	Pocatello	Regional	Some portion online | Traditional (face-to-face) | Web/video
ISU	Nursing (BSRN Completion)	51.3801	BS		Health Sciences/Nursing	Nursing	Pocatello | Twin Falls	Regional	Hybrid
ISU	Nursing (Fast-track)	51.3801	BS			Biomedical and Pharmaceutical Sciences		Regional	Hybrid
ISU	Nursing (Traditional)	51.3801	BS		Health Sciences/Nursing	Nursing	Idaho Falls | Pocatello	Regional	Hybrid
ISU	Nursing: Education Option	51.3801	MS Option		Health Sciences/Nursing	Nursing		Regional	Online
ISU	Nursing: Family Nurse Practioner Option	51.3801	MS Option		Health Sciences/Nursing	Nursing		Regional	Online
ISU	Registered Nursing	51.3801	AS		Technology	Health Occupations	Pocatello	Regional	Hybrid
LCSC	Nursing, Basic BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing, LPN to BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	Nursing, RN to BSN	51.3801	BSN		Professional Studies	Nursing and Health Sciences	Lewiston	Regional	Online
NIC	Nursing (RN)	51.3801	AS		Nursing	Nursing	Coeur d'Alene	Regional	Traditional (face-to-face) | Web/video
LCSC	Nursing Leadership and Management	51.3802	Graduate Certificate		Professional Studies	Nursing and Health Sciences		Regional	Online
ISU	Psychiatric Mental Health Nurse Practitioner from FNP	51.3810	Graduate Certificate		Health Sciences/Nursing	Nursing		Regional	Online
BSU	Adult Gerontology	51.3818	Graduate Certificate		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
BSU	Adult-Gerontology Nurse Practitioner: Acute Care	51.3818	M.N.		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
BSU	Doctor of Nursing Practice	51.3818	DNP		Health Sciences	School of Nursing	Boise	Regional	Traditional (face-to-face)
ISU	Nursing Practice	51.3818	DNP		Health Sciences/Nursing	Nursing	Pocatello	Statewide	Online
CEI	Practical Nursing	51.3901	ITC		Health Professions	Practical Nursing Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Nursing, Practical	51.3901	ITC		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Practical Nursing	51.3901	ITC		School of Health	Nursing	Nampa	Regional	Traditional (face-to-face)
ISU	Practical Nurse- Veteran to Nurse Option	51.3901	ITC		Technology	Health Occupations		Regional	Hybrid
ISU	Practical Nursing - Traditional Option	51.3901	ITC		Technology	Health Occupations	Pocatello	Regional	Hybrid
LCSC	Practical Nursing	51.3901	AAS		Multiple		Lewiston	Regional	Traditional (face-to-face)
NIC	Nursing (PN)	51.3901	ITC		Nursing	Nursing	Coeur d'Alene	Regional	Hybrid | Traditional (face-to-face)
NIC	Nursing Assistant	51.3902	BTC		Health Professions	Health Professions	Coeur d'Alene	Regional	Hybrid
BSU	Health Studies	51.9999	B.S.		Health Sciences	Community and Environmental Health	Boise	Regional	Traditional (face-to-face)
CSI	Health Promotion	51.9999	AA		Health Science and Human Services		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
BSU	Business Administration	52.0101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	General Business	52.0101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
ISU	Business	52.0101	AS		Business	General Business	Pocatello	Regional	Online | Traditional (face-to-face)
ISU	General Business	52.0101	BBA		Business	General Business	Idaho Falls | Pocatello	Regional	Traditional (face-to-face)
ISU	General Business (online)	52.0101	BBA		Business	General Business		Regional	Online | Web/video
ISU	General Business: Online Degree Completion	52.0101	BS		Business	Marketing and Management		Regional	Online
NIC	Business Leadership	52.0101	BTC		Business and Professional Programs	Business Leadership		Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
NIC	Business Management	52.0101	AAS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Business Management	52.0101	BTC		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Business Management	52.0101	ITC		Business and Professional Programs			Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
BSU	Business Administration	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Online | Traditional (face-to-face)
BSU	Business Administration (Executive)	52.0201	M.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Entrepreneurship Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Entrepreneurship Management	52.0201	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Human Resource Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	Human Resource Management	52.0201	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Management	52.0201	B.B.A.		Business and Economics	Management	Boise	Regional	Online
CEI	Business Management	52.0201	AAS		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Business Management	52.0201	ITC		Business, Office, and Technology	Business Technologies	Idaho Falls	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CSI	Business, General	52.0201	AA		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Business	52.0201	AA		School of Business, Communication and Technology	Business	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	Business Admin. (Accounting Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Economics Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Finance Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (HCA Emphasis)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Informatics Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Management Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Marketing Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Native American Bus. Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Admin. (Project Mgmt. Emph.)	52.0201	MBA Emph.		Business	Business Administration		Regional	Hybrid
ISU	Business Administration	52.0201	PB Cert		Business	Business Administration		Regional	Hybrid
ISU	Business Administration (for Non-Business Majors only)	52.0201	Minor		Business	Business Administration	Idaho Falls | Pocatello | Twin Falls	Regional	Traditional (face-to-face)
ISU	Business Administration: Online	52.0201	MBA		Business	Business Administration		Regional	Online
ISU	Business Administration: Traditional	52.0201	MBA		Business	Business Administration	Idaho Falls | Pocatello	Regional	Hybrid
ISU	Business Informatics (online)	52.0201	BBA		Business	Informatics		Regional	Online | Web/video
ISU	Management	52.0201	BBA		Business	Marketing and Management		Regional	Traditional (face-to-face)
ISU	Management (online)	52.0201	BBA		Business	Marketing and Management		Regional	Online | Web/video
ISU	Nutrition (MS): Management Emphasis	52.0201	MS Option		Health Sciences/Health Professions	Nutrition and Dietetics	Boise | Caldwell | Idaho Falls | Meridian | Nampa | Pocatello | Twin Falls	Regional	Hybrid
LCSC	Business Administration	52.0201	AS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Administration	52.0201	BA		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
NIC	Business Administration	52.0201	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Business	52.0201	Minor		College of Business and Economics	Business	Moscow	Regional	Online
UI	Entrepreneurship	52.0201	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	General Management	52.0201	M.B.A.		College of Business and Economics	Business	Coeur d'Alene | Moscow	Regional	Traditional (face-to-face)
UI	Small Business Management	52.0201	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	
CEI	Legal Studies and Paralegal Training	52.0202	BTC		Business, Office, and Technology	Legal Technologies	Idaho Falls	Regional	Traditional (face-to-face)
BSU	Supply Chain Management	52.0203	B.B.A.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)
BSU	Supply Chain Management	52.0203	Minor		Business and Economics	Information Technology and Supply Chain Management		Regional	

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Supervision	52.0205	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Operations Management	52.0205	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Non-Profit Management	52.0206	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
BSU	Non-Profit Management	52.0206	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
CWI	Transportation Management	52.0209	AS		School of Industry, Engineering, and Trades	Diesel Technology	Nampa	Regional	Traditional (face-to-face)
CSI	Retail Managment	52.0212	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid
BSU	Applied Leadership: Growing into a High Impact Leader	52.0213	Undergraduate Certificate		Innovation and Design		Boise	Regional	Online
BSU	Business Bridge to Career	52.0213	Undergraduate Certificate		Business and Economics		Boise	Regional	Traditional (face-to-face)
BSU	Leadership and Human Relations	52.0213	Undergraduate Certificate		Innovation and Design		Boise	Regional	Traditional (face-to-face)
BSU	Business Operational Excellence	52.0299	M.B.O.E.		Business and Economics		Boise	Regional	Traditional (face-to-face)
NIC	Business	52.0299	AS		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Accountancy	52.0301	B.B.A.		Business and Economics	Accountancy	Boise | Twin Falls	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Traditional (face-to-face)
BSU	Accountancy	52.0301	Minor		Business and Economics	Accountancy		Regional	Traditional (face-to-face)
BSU	Accountancy (Online Program)	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online
BSU	Accountancy Foundations	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online | Traditional (face-to-face)
BSU	Accountancy Taxation	52.0301	M.S.		Business and Economics	Accountancy	Boise	Regional	Online
BSU	Accounting Foundations	52.0301	Graduate Certificate		Business and Economics	Accountancy	Boise	Regional	Online | Traditional (face-to-face)
CEI	Accounting Paraprofessional	52.0301	AAS		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Applied Accounting Clerk	52.0301	ITC		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Applied Accounting Clerk Technical Certificate	52.0301	ITC		Business, Office, and Technology	Accounting Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Accountancy	52.0301	BBA		Business and Information Systems		Boise	Regional	Hybrid | Traditional (face-to-face)
ISU	Accountancy	52.0301	MACC		Business	Accounting	Idaho Falls | Pocatello	Regional	Traditional (face-to-face)
ISU	Accountancy: Taxation Emphasis	52.0301	MACC		Business	Accounting	Idaho Falls | Pocatello	Regional	Traditional (face-to-face)
ISU	Accounting	52.0301	BBA		Business	Accounting	Idaho Falls | Pocatello	Regional	Traditional (face-to-face)
UI	Accountancy	52.0301	M.Acct.	Emphasis: 1) Taxation | 2) Audit and Fraud Examination	College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
UI	Accounting	52.0301	B.S.		College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
UI	Accounting	52.0301	Minor		College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
UI	Business Analytics	52.0301	Certificate-UG		College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
CSI	Accounting/Bookkeeping	52.0302	AAS		Business and Information Systems		Twin Falls	Regional	Some portion online | Traditional (face-to-face)
CWI	Applied Accounting	52.0302	AAS		School of Business, Communication and Technology	Business		Regional	Hybrid | Traditional (face-to-face)
CWI	Applied Accounting	52.0302	ATC		School of Business, Communication and Technology	Business		Regional	Hybrid | Traditional (face-to-face)
CWI	Bookkeeping and Accounting	52.0302	AAS		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Bookkeeping and Accounting	52.0302	ATC		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Professional Bookkeeping	52.0302	BTC		School of Business, Communication and Technology	Business	Boise	Regional	Online | Traditional (face-to-face)
ISU	Accounting Technology	52.0302	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid
ISU	Accounting Technology	52.0302	ITC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Applied Accounting	52.0302	AAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Applied Accounting	52.0302	ATC		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Applied Accounting	52.0302	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	AAS		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	ATC		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Accounting Assistant	52.0302	ITC		Business and Professional Programs	Accounting	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CEI	Office Professional	52.0401	AAS		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Office Specialist	52.0401	ITC		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CEI	Professional Development/Business Application	52.0401	BTC		Business, Office, and Technology	Office Technologies	Idaho Falls	Regional	Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	BTC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Administrative Assistant Program	52.0401	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Specialist	52.0401	AAS		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	ATC		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	BTC		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Specialist (Inactive Fall 2020)	52.0401	ITC		School of Business, Communication and Technology	Business	Boise	Regional	Hybrid | Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
CWI	Administrative Support Technology	52.0401	AAS		School of Business, Communication and Technology	Business		Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	ATC		School of Business, Communication and Technology	Business		Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	BTC		School of Business, Communication and Technology	Business		Regional	Hybrid | Traditional (face-to-face)
CWI	Administrative Support Technology	52.0401	ITC		School of Business, Communication and Technology	Business		Regional	Hybrid | Traditional (face-to-face)
ISU	Business Technology - Administrative Management	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Management Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Administrative Technology	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	AAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BAS		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	BTC		Technology	Business and Support Services		Regional	Hybrid
ISU	Business Technology - Small Business Technology	52.0401	ITC		Technology	Business and Support Services		Regional	Hybrid
LCSC	Administrative Management	52.0401	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Administrative Management	52.0401	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Administrative Assistant	52.0401	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Administrative Office Management Technology	52.0401	AAS		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Administrative Office Management Technology	52.0401	BTC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
CWI	Business Technology	52.0407	BTC		School of Business, Communication and Technology	Business	Boise	Regional	Online
CWI	Business Writing	52.0407	BTC		School of Business, Communication and Technology	Business	Boise	Regional	Online
CWI	Office Management	52.0407	BTC		School of Business, Communication and Technology	Business	Boise	Regional	Online
ISU	Business Informatics	52.0407	BBA		Technology	Business and Support Services	Pocatello	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
ISU	Business Technology	52.0407	BTC		Technology	Business and Support Services	Pocatello	Regional	Hybrid
LCSC	Office Technology	52.0408	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
NIC	Computer Applications and Office Technology	52.0408	BTC			Computer Applications & Office Technology		Regional	Hybrid | Online | Traditional (face-to-face) | Web/video
NIC	Office Specialist/Receptionist	52.0408	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Office Technology	52.0408	ITC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Computer Applications	52.0499	BTC		Business and Professional Programs	Computer App/Office Tech	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
NIC	Virtual Administrative Assistant	52.0499	ITC		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
LCSC	Business and Communication	52.0501	BA		Professional Studies/Liberal Arts	Business/Humanities	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Business and Communication	52.0501	BS		Professional Studies/Liberal Arts	Business/Humanities	Lewiston	Regional	Online | Traditional (face-to-face)
BSU	Business Economics	52.0601	B.B.A.		Business and Economics	Economics	Boise	Regional	Traditional (face-to-face)
UI	Business Economics	52.0601	B.S.	Options: 1) General | 2) Financial Economics | 3) PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Entrpreneurship	52.0701	Undergraduate Certificate		Business and Economics	Management	Boise	Regional	Online
CSI	Business Management/Entrepren	52.0701	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Business Management/Entrepren	52.0701	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	Entrepreneurship and Small Business Management	52.0701	Undergraduate Certificate		School of Business, Communication and Technology	Business	Nampa	Regional	Hybrid | Traditional (face-to-face)
LCSC	Entrepreneurship	52.0701	Undergraduate Certificate		Professional Studies	Business	Lewiston	Regional	Hybrid
NIC	Entrepreneurship	52.0701	Undergraduate Certificate		Business and Professional Programs		Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
BSU	Finance	52.0801	B.B.A.		Business and Economics	Finance	Boise	Regional	Traditional (face-to-face)
BSU	Finance	52.0801	Minor		Business and Economics	Finance		Regional	Traditional (face-to-face)
ISU	Finance	52.0801	BBA		Business	Finance and Economics	Pocatello | Twin Falls	Regional	Traditional (face-to-face)
ISU	Finance (online)	52.0801	BBA		Business	Finance and Economics		Regional	Online | Web/video
ISU	Financial Literacy	52.0801	Certificate		Business	Finance and Economics	Pocatello	Regional	Hybrid | Online | Some portion online
UI	Finance	52.0801	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Trading and Capital Management	52.0810	Certificate-UG		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
ISU	Hospitality Management	52.0901	AAS		Technology	Business and Support Services	Pocatello	Regional	Hybrid | Online
ISU	Hospitality Management	52.0901	ITC		Technology	Business and Support Services	Pocatello	Regional	Hybrid | Online
LCSC	Hospitality Management	52.0901	AAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	ATC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	BA			Accounting		Regional	Online | Traditional (face-to-face)
LCSC	Hospitality Management	52.0901	BAS		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Hospitality Management	52.0901	BS			Accounting		Regional	Online | Traditional (face-to-face)
NIC	Hospitality Management	52.0901	AAS		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Hospitality Management	52.0901	ATC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
NIC	Hospitality Management	52.0901	ITC		Physical Education, Dance, and Resort Recreation	Resort/Recreation Management	Coeur d'Alene	Regional	Traditional (face-to-face)
CSI	Hospitality Management	52.0904	AAS		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CSI	Hospitality Management	52.0904	ITC		Business and Information Systems		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
LCSC	Front Office Management	52.0904	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Rooms Division Management	52.0904	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
LCSC	Food & Beverage Management	52.0905	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Human Resource Development	52.1001	Certificate-GR		College of Education, Health and Human Sciences	Leadership and Counseling	Coeur d'Alene	Regional	Traditional (face-to-face)
UI	Management and Human Resources	52.1001	B.S.	Emphasis: 1) Management - 52.1001 | 2) Human Resources Management - 52.1001 | 3) Entrepreneurship and Small Business Management; 52.0201 | 3) PGA Golf Management - 52.1001	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Workplace E-Learning and Performance Support	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
BSU	Workplace Instructional Design	52.1005	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
ISU	Human Resource Development	52.1005	MS		Education	Organizational Learning and Performance	Idaho Falls | Pocatello | Twin Falls	Regional	Hybrid
ISU	Human Resource Development (online)	52.1005	MS		Education	Organizational Learning and Performance		Regional	Online | Some portion online | Web/video
ISU	Organizational Leadership	52.1005	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Hybrid
ISU	Training and Development	52.1005	Undergraduate Certificate		Education	Organizational Learning and Performance	Pocatello	Regional	Online
ISU	Workplace Training and Leadership	52.1005	BS		Education	Organizational Learning and Performance	Idaho Falls | Pocatello | Twin Falls	Regional	Online
BSU	Workplace Performance Improvement	52.1099	Graduate Certificate		Engineering	Organizational Performance and Workplace Learning	Boise	Regional	Online
BSU	International Business	52.1101	B.B.A.		Business and Economics	Management	Boise	Regional	Traditional (face-to-face)
BSU	International Business	52.1101	Minor		Business and Economics	Management		Regional	Traditional (face-to-face)
UI	International Business	52.1101	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Mangement Information Systems	52.1201	B.S.	Emphasis: PGA Golf Management	College of Business and Economics	Accounting	Moscow	Regional	Traditional (face-to-face)
BSU	Business and Economic Analytics	52.1301	B.S.		Business and Economics	Information Technology and Supply Chain Management	Boise	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
LCSC	Business Management	52.1301	BA		Professional Studies	Business	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Business Management	52.1301	BS		Professional Studies	Business	Lewiston	Regional	Online | Traditional (face-to-face)
LCSC	Name change sent via letter General Business	52.1301	BA			Accounting		Regional	Online | Traditional (face-to-face)
LCSC	Name change sent via letter General Business	52.1301	BS			Accounting		Regional	Online | Traditional (face-to-face)
CWI	Business Analytics	52.1302	Undergraduate Certificate		School of Business, Communication and Technology	Business	Nampa	Regional	Online | Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Brand and Product Marketing emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Marketing	52.1401	B.B.A.		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
BSU	Marketing	52.1401	Minor		Business and Economics	Marketing		Regional	Traditional (face-to-face)
BSU	Marketing Communications emphasis	52.1401	Emphasis		Business and Economics	Marketing	Boise	Regional	Traditional (face-to-face)
CEI	Marketing and Management (Discontinued)	52.1401	ATC			Business Technologies		Regional	Traditional (face-to-face)
CWI	Digital Marketing	52.1401	BTC		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Boise | Nampa	Regional	Online
CWI	Marketing Communications	52.1401	AAS		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Marketing Communications	52.1401	ATC		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Marketing Communications	52.1401	ITC		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	AAS		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Nampa	Regional	Hybrid | Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	ATC		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Boise	Regional	Hybrid | Traditional (face-to-face)
CWI	Marketing Management Technology	52.1401	ITC		School of Business, Communication and Technology	Communication, Marketing, and Media Arts	Boise	Regional	Hybrid | Traditional (face-to-face)
ISU	Marketing	52.1401	BBA		Business	Marketing and Management		Regional	Hybrid
ISU	Marketing (online)	52.1401	BBA		Business	Marketing and Management		Regional	Online | Web/video
ISU	Nutrition (MS): Marketing Emphasis	52.1401	MS Option		Health Sciences/Health Professions	Nutrition and Dietetics	Boise | Caldwell | Idaho Falls | Meridian | Nampa | Pocatello | Twin Falls	Regional	Hybrid
ISU	Professional Sales	52.1401	Certificate		Business	Marketing and Management	Idaho Falls | Pocatello	Regional	Hybrid | Online | Traditional (face-to-face)
UI	Marketing	52.1401	B.S.	Emphasis: 1) General Marketing | 2) Entrepreneurship | 3) PGA	College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
				Golf Management | 4) Marketing Analytics | 5) Sales Management					
UI	Marketing	52.1401	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
UI	Business Analytics	52.1402	Minor		College of Business and Economics	Business	Moscow	Regional	Traditional (face-to-face)
BSU	Innovation and Design: Emerging Applications	52.1499	Undergraduate Certificate		Innovation and Design		Boise	Regional	Traditional (face-to-face)
ISU	Taxation	52.1601	MTax		Business	Accounting	Pocatello	Regional	Traditional (face-to-face)
LCSC	Retailing	52.1803	ITC		Career and Technical Education	Business Tech and Service	Lewiston	Regional	Traditional (face-to-face)
UI	Sales Management	52.1804	Minor		College of Business and Economics	Business	Moscow	Regional	Online | Traditional (face-to-face)
BSU	Construction Management	52.2001	B.S.		Engineering	Construction Management	Boise	Regional	Traditional (face-to-face)
BSU	Construction Management	52.2001	Minor		Engineering	Construction Management		Regional	Traditional (face-to-face)
LCSC	Bachelor of Applied Science	52.9999	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Bachelor of Applied Science: Business	52.9999	BAS		Professional Studies	Business	Lewiston	Regional	Hybrid | Online
LCSC	Business Management and Marketing	52.9999	AAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Management and Marketing	52.9999	ATC		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
LCSC	Business Management and Marketing	52.9999	BAS		Professional Studies	Business	Lewiston	Regional	Traditional (face-to-face)
BSU	Environmental History	54.0101	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	Gender/Women's History	54.0101	Undergraduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	General History with Geographic Focus	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	B.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	M.A.		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History	54.0101	Minor		Arts and Sciences	History		Regional	Traditional (face-to-face)
BSU	History for Secondary Educators	54.0101	Graduate Certificate		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of Faith and Ideology	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of Law, Justice, and Power	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
BSU	History of War, Conflict and Society	54.0101	Minor		Arts and Sciences	History	Boise	Regional	Traditional (face-to-face)
CSI	History	54.0101	AA		Social Science and Communication		Twin Falls	Regional	Hybrid | Traditional (face-to-face)
CWI	History	54.0101	AA		School of Social Sciences and Public Affairs	Culture, History, and Politics	Nampa	Regional	Hybrid | Online | Traditional (face-to-face)
ISU	History	54.0101	BA		Education	Teaching and Educational Studies	Pocatello	Regional	Hybrid
ISU	History (online)	54.0101	BA		Arts and Letters	History		Regional	Online | Web/video
ISU	History (online)	54.0101	MA		Arts and Letters	History		Regional	Online | Web/video
ISU	History (online)	54.0101	Minor		Arts and Letters	History		Regional	Online | Web/video
LCSC	History	54.0101	BA		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)
LCSC	History	54.0101	BS		Liberal Arts and Sciences	Social Sciences	Lewiston	Regional	Traditional (face-to-face)

Instit.	Title	CIP Code	Award	Options Minors Emphases	College	Department	Locations	Regional/ Statewide	Delivery Methods
NIC	History	54.0101	AA		Social and Behavioral Sciences Division	History	Coeur d'Alene	Regional	Hybrid | Online | Traditional (face-to-face)
UI	History	54.0101	B.A.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Online
UI	History	54.0101	B.S.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Online
UI	History	54.0101	M.A. Ph.D.		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Traditional (face-to-face)
UI	History	54.0101	Minor		College of Letters, Arts and Social Sciences	History	Moscow	Regional	Traditional (face-to-face)
ISU	History	54.0105	MA		Arts and Letters	History	Pocatello	Regional	Hybrid
ISU	Dentistry, Advanced General	60.0199	Cert of Completion		Health Sciences/Health Professions	Dental Sciences	Meridian	Regional	Traditional (face-to-face)
ISU	Idaho Advanced General Dentistry Prog.	60.0199	Post-Doc. Cert		Health Sciences/Health Professions	Dental Sciences	Meridian | Pocatello	Regional	Traditional (face-to-face)
ISU	Idaho Dental Education Program	60.0199	Coop. Trans.		Health Sciences/Health Professions	Dental Sciences	Meridian | Pocatello	Regional	Traditional (face-to-face)
ISU	Family Medicine Residency	61.0701	Cert of Completion		Health Sciences/Health Professions	Family Medicine Residency	Pocatello	Regional	Hybrid

SUBJECT

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

REFERENCE

June 1996	The Board adopted a common course listing for general education core.
December 2016	The Board approved the first reading of Board Policy III.N. clarifying oral communication competencies.
February 2017	The Board approved the second reading of Board Policy III.N.
August 2017	The Board approved the first reading of Board Policy III.N. amending the makeup of the committee and setting a timeline for competency review.
October 2017	The Board approved the second reading of Board Policy III.N.
August 2018	The Board approved the first reading of proposed amendments to Board Policy III.N. establishing a common course indexing system within the General Education Matriculation (GEM) framework to assist with transfer.
October 2018	The Board approved the second reading of proposed amendments to Board Policy III.N.
August 2019	The Board approved the first reading of proposed amendments to Board Policy III.N. clarifying process for changes to common course index.
October 2019	The Board approved the second reading of proposed amendments to Board Policy III.N.
October 2020	The Board approved the first reading of proposed amendments to Board Policy III.N. designating the Executive Director or designee as chair of the GEM Committee.
December 2020	The Board approved the second reading of proposed amendments to Board Policy III.N.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N. and III.V.
Section 33-3729, Idaho Code

BACKGROUND/DISCUSSION

Board Policy III.N., General Education outlines the statewide General Education Framework, which provides guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students. In addition to Board Policy III.V. Articulation and Transfer, which governs the articulation of students and transfer of credits between Idaho's public postsecondary institutions, Section 33-

3729, Idaho Code, states students who "completed the general education framework as defined by the state board of education, without an associate of arts or associate of science degree, and transfers from a postsecondary institution in Idaho accredited by a regional accrediting body recognized by the state board of education will not be required to complete additional general education requirements at the receiving Idaho public postsecondary institution." This would be inclusive of any institutionally designated general education courses. Board policy III.N. defines that general education framework.

Consistent with Board Policy III.N., faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas. At the October 2020 General Education Summit, the GEM Committee and Board staff facilitated a process with faculty discipline groups to conduct a thorough review and revision of the six GEM competencies.

Proposed amendments primarily clarify and streamline competency language in policy and shared rubrics for all GEM areas. Scientific Ways of Knowing amendments include updating lab course requirements. Throughout the pandemic, delivery of lab classes proved challenging under physical distancing requirements and other restrictions. As a result, this discipline group recommended updating the language to maintain quality delivery and ensure that students meet learning outcomes. Amendments were also made to Social and Behavioral Ways of Knowing, which updates the number of required competencies from four to five.

Other amendments include expanding the membership of the General Education Committee to include members representing digital learning, dual credit, and open education.

IMPACT

Approval of the proposed amendments will conclude the inaugural three-year review cycle for the Idaho GEM framework and improve alignment between institution, state, and national outcomes for discipline areas.

ATTACHMENTS

Attachment 1 - Board Policy III.N., Statewide General Education – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The GEM Committee divided into work groups for each GEM competency area and facilitated several work sessions ahead of the annual general education summit. The main purpose of the work session was to review and update, if necessary, GEM competencies as part of a formal three-year review cycle. This process provided more opportunities for faculty to engage in discussion and validation of competencies than in previous years. The resulting changes will streamline and clarify GEM competency requirements and intended outcomes for

students.

Amendments were presented to the GEM Committee on January 22, 2021 and March 17, 2021; to the Council on Academic Affairs and Programs on February 4, 2021; and to the Board's Instruction, Research and Student Affairs Committee at their August 13, 2021 meeting.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: N. Statewide General Education ~~December 2020~~October 2021

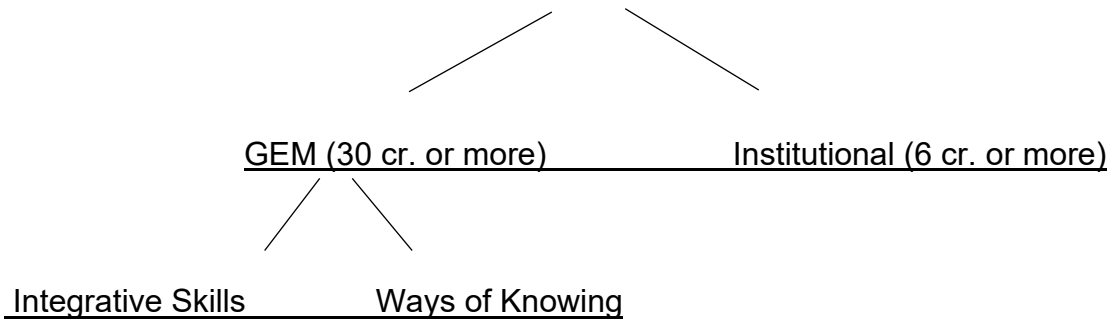
In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new opportunities as they arise as well as effectively communicate and collaborate with increasingly diverse communities and ways of knowing. In combination with major coursework, general education curriculum prepares students to use multiple strategies in an integrative manner to explore, critically analyze, and creatively address real-world issues and challenges. General education coursework provides students with an understanding of self, the physical world, and human society—its cultural and artistic endeavors as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship, and prepares them to be adaptive, life-long learners.

This policy shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

   a. Thirty (30) credits or more of the general education curricula must fit within the general education Matriculation (GEM) competency areas defined in subsection 4 of this policy, and
   b. Six (6) or more credits of the general education curricula, which are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

Fig. 1: General education framework reflecting AAC&U Essential Learning Outcomes



2. The intent of the general education framework is to:

    a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses
    b. Establish shared rubrics that guide course/general education program assessment; and
    c. Create a transparent and seamless transfer experience for undergraduate students.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. The GEM competency areas are as listed:

    a. Written Communication
    b. Oral Communication
    c. Mathematical Ways of Knowing
    d. Scientific Ways of Knowing
    e. Humanistic and Artistic Ways of Knowing
    f. Social and Behavioral Ways of Knowing

4. GEM courses in each area shall include the following competencies:

    a. Written Communication
    Upon completion of a course in this category, students are able to demonstrate the following competencies:

        i. Use flexible writing process strategies to generate, develop, revise, ~~edit, and~~ proofread, and edit texts.
        ii. Adopt strategies and genre appropriate to the rhetorical situation.
        iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
        iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
        v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
        vi. Use appropriate conventions for integrating, citing, and documenting source material ~~as well as for surface-level language and style~~.
        vii. Read, interpret, and communicate key concepts in writing and rhetoric.

    b. Oral Communication
    Upon completion of a course in this category, students are able to demonstrate the following competencies:

i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
vi. ~~Understand~~ Demonstrate knowledge of key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

c. Mathematical Ways of Knowing
Upon completion of a course in this category, a student is able to demonstrate the following competencies:

i. ~~Read, i~~Interpret~~, and communicate~~ mathematical concepts.
ii. Represent ~~and interpret~~ information/data.
iii. ~~Select, execute and explain~~ Use appropriate strategies/procedures when solving mathematical problems.
iv. ~~Apply quantitative reasoning to d~~Draw reasonable conclusions based on quantitative information~~and support appropriate conclusions~~.

d. Scientific Ways of Knowing
Upon completion of a non-lab course in this category, a student is able to demonstrate ~~at least four (4) of the following~~ competencies i-iv~~:~~. A student is able to demonstrate all five competencies, i-v, upon completion of a lab course.

i. Apply foundational knowledge and models of a discipline in the ~~natural or~~ physical or natural sciences to analyze and/or predict phenomena.
ii. ~~Understand the scientific method and a~~Apply scientific reasoning to critically evaluate~~ arguments~~ assertions.
iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
iv. Describe the relevance of specific scientific principles to the human experience.
v. ~~Form and t~~Test a hypothesis in the laboratory or field using discipline-specific tools and techniques for observation, data collection and~~/or~~ analysis to form a defensible conclusion.

e. Humanistic and Artistic Ways of Knowing
Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies:

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
ii. Distinguish and apply ~~terminologies,~~ methodologies, approaches, or traditions~~processes, epistemologies, and traditions~~ specific to the discipline~~(s)~~.
iii. ~~Perceive and understand~~ Differentiate formal, conceptual, and technical elements specific to the discipline.
iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
v. Interpret artistic ~~and/~~or humanistic works through the creation of art, language, or performance.
vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
vii. Demonstrate self-reflection, ~~intellectual elasticity,~~ widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing
Upon completion of a course in this category, students are able to demonstrate ~~at least four (4)~~ all five (5) of the following competencies.

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
ii. ~~Develop an understanding of~~ Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
v. ~~Understand and appreciate~~ Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirements

a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by course prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	2
Mathematical Ways of Knowing	3

Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	6

i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.

ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.

b. This subsection pertains to Associate of Applied Science (AAS) degrees.

The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	**Minimum Credits**
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally designated courses	3

c. GEM courses and institutionally designated courses shall transfer as meeting an associated general education competency requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions shall meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.

b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common-indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing shall include common course prefix, common course number, common course title, and common GEM discipline area designation. The common

course number shall be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x###).

The common course list shall be approved by the Board on an annual basis and shall be maintained by the Board office. Changes to the list may be proposed by faculty discipline groups to the General Education Matriculation Committee. Proposed additions or removal of courses on the common course list must be reviewed by the General Education Matriculation Committee prior to Board approval. The request to remove a common-indexed course from an institution's academic catalog must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request shall be submitted no less than a year in advance and provide rationale for the inability to offer the course.

c. The General Education Matriculation (GEM) Committee shall consist of a Board-appointed representative from each of the institutions; a representative from the Division of Career Technical Education; a representative from the Idaho Registrars Council, ~~as an ex-officio member~~; a representative from the digital learning community; a representative from the dual credit community, a representative from open education community; and the Executive Director of the Board, or designee, who shall serve as the chair of the committee. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the general education framework. The Committee shall make recommendations to the Board regarding the general education framework and the common course list. The Committee shall review and make recommendations on the general education competencies as necessary. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The GEM Committee reports to the Council on Academic Affairs and Programs.

d. The institutions shall identify all general education courses in their curricula and identify them in a manner that is easily accessible by the public via their respective websites, as well as relevant web resources maintained by the Board office.

SUBJECT

Board Policy III.G., Postsecondary Program Approval and Discontinuance and Board Policy III.H. Program Review – Second Reading

REFERENCE

February 14, 2019	The Board approved the first reading of proposed amendments to include review and approval procedures for applied baccalaureate degrees and microcertifications.
April 18, 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
August 29, 2019	The Board was presented with a first reading of proposed amendments to Board Policy III.G. Policy, which was referred back to Instruction, Research, and Student Affairs (IRSA) for additional discussion.
October 17, 2019	The Board approved the first reading of proposed amendments, which adds baccalaureate degree programs to the list of programs reviewed by the Board and changes requirements for new academic program proposals that consist of new state appropriations.
December 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
June 10, 2020	The Board approved a one year, partial waiver of the requirement for full proposals in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June 16, 2021	The Board approved an extension of the partial waiver of the requirement for full proposals in Board Policy III.G.3.d. and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June 16, 2021	The Board approved the first reading of proposed amendments to Board Policy III.G, which reorganizes and streamlines proposal requirements and provides flexibility to the Executive Director to delegate authority to designees for the approval of academic and career technical program changes.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and III.H.
Section 33-2107A, Idaho Code

BACKGROUND/DISCUSSION

Proposed amendments reorganize the structure of Board Policy III.G and streamline the proposal requirements into three main routes for review and/or approval. This includes a full proposal process, short proposal process, and notification letter process. The most notable change provides flexibility to the Executive Director to delegate authority to designees for the approval of academic and career technical program changes. Amendments were shared with the Technical College Leadership Council on August 12, 2021, which resulted in modifications for the submission of non-substantial changes.

The amendments to Board Policy III.G renders Board Policy III.H duplicative and unnecessary. Due to the reorganization of Board Policy III.G. and number of amendments the existing policy is being replaced in its entirety by the version provided in Attachment 1.

IMPACT

Approval of proposed amendments will create efficiencies and streamline review and approval requirements for staff at institutions and at the Board office. These new efficiencies will enable institutions to notify accrediting bodies in a timelier manner and meet their respective catalog timelines. Board action will also repeal Board Policy III.H.

ATTACHMENTS

Attachment 1 – Board Policy III.G. Postsecondary Program Approval and Discontinuance – Second Reading
Attachment 2 – Board Policy III.G. Postsecondary Program Approval and Discontinuance – Current Version
Attachment 3 – Board Policy III.H. Program Review – Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments will create efficiencies and improve procedures related to the review and approval of postsecondary programs. The following changes were made between the first and second reading of these policy amendments:

- Removal of microcertification requests from the Career Technical Short Proposal subsection (4.b).
- Creation of a new subsection (4.d) requiring requests for microcertifications to be submitted via a template developed by the Division of Career Technical Education
- Addition of “State” to the title of “Administrator” throughout the policy and clarification that the Executive Director or designee, in addition to the State Administrator, shall approve requests related to career technical programs.
- Addition of modifications to academic instructional or administrative units to the Short Proposal section.
- Removal of the deviation from program credit definitions from the Career Technical Short Proposal subsection (4.b.)

- Removal of three actions related to online format and delivery from the Career Technical Letter of Notification subsection (4.c.) to the Career Technical Short Proposal subsection (4.b.)
- One or two minor technical corrections.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.G, Program Approval and Discontinuance, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move approve the second reading of Board Policy III.H. Program Review, repealing the policy in its entirety, as submitted in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: G. Postsecondary Program Review Approval **August 2021**

This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

1. Classifications and Definitions

   a. Academic Program shall mean a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential as defined in Board Policy Section III.E.

   b. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution. For the purposes of this policy, a certificate is not an academic program component.

   c. Administrative Unit shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.

   d. Career Technical Program shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring a career technical certificate or degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills.

   e. Career Technical Program Component shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course.

   f. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. This includes the impact of moving resources from existing programs to proposed programs.

   g. Full Proposal shall mean a document submitted to the Board Office that contains details about substantive changes to academic or career technical education programming or administration that require review and approval by the full Board or the Executive Director of the Board or designee, as specified in this policy. The

Full Proposal template is developed and maintained by the Executive Director or designee.

h. Instructional Unit shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.

i. Letter of Notification shall mean a letter from the institution to the Executive Director or designee, notifying the Board Office of changes to academic or career technical education programming or administration that do not require advanced approval by the Board or the Executive Director or designee, as specified in this policy.

j. Major shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject matter major serves to distinguish one program from others leading to the same or a similar degree.

k. Short Proposal shall mean a document submitted to the Board Office that contains details about non-substantive changes to academic or career technical education programming or administration that require review and approval by the Executive Director or designee, as specified in this policy. The Short Proposal template is developed and maintained by the Executive Director or designee.

2. Roles and Responsibilities

Program planning, review, and approval shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy III.Z.

a. Each institution shall establish and maintain policies and procedures for evaluating existing programs and developing new program proposals. This evaluation process should be an integral component of the institution's academic and career technical education planning and budgeting processes.

b. New program proposals and discontinuation requests shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.

c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator of the Idaho Division of Career Technical

Education is authorized to approve academic microcertifications developed by the institutions in addition to career technical microcertifications.

d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs for educator certification purposes. Educator preparation program approval for state certification purposes is governed by Administrative Code through a separate process. The processes for earning approval for certification should be conducted concurrently with the program approval process when practicable.

3. Academic Programming and Administration Proposal Submission and Approval

a. Actions Requiring a Full Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, actions related to academic programs or units identified in this subsection require approval by the Board or the Executive Director or designee as indicated, and shall be submitted by the institution ~~to the Executive Director or designee~~ as a Full Proposal.

i. The following actions require approval by the Board:

1) Establishment of a new branch campus or change in location geographically apart from the main campus, regardless of financial impact. A location of an institution that is geographically apart and independent of the main campus is permanent in nature; offers at least 50% of the courses of an educational program leading to a degree, certificate, or other educational credential; has its own faculty and administrative organization; and has its own budgetary and hiring authority as defined by 34 CFR 600.2. Subsection 3.a.i.1 excluding the community colleges.

2) Establishment of any new academic undergraduate or graduate program with a financial impact of $250,000 or more per fiscal year.

a) All doctoral program proposals shall require an external peer review, regardless of financial impact. The external peer-review panel shall consist of at least two (2) members and will be selected by the Executive Director or designee and the requesting institution's Chief Academic Officer. Board staff shall notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the

Executive Director or designee. The peer reviewer report and recommendations shall be a significant factor in the Board's evaluation of the program.

b) New educator preparation programs require concurrent submission of a Full Proposal to the Executive Director or designee and the Professional Standards Commission (PSC), regardless of financial impact. The PSC ensures programs meet the Idaho standards for educator certification. The Executive Director or designee ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established by rule in Administrative Code. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

3) Establishment by a community college of any new applied baccalaureate program, pursuant to Section 33-2107A Idaho Code.
4) Establishment of any new program with academic program fees as defined in Board Policy Section V.R.
5) Adding program fees to existing programs requires full Board approval consistent with Board Policy Section V.R; however, such changes do not require submission of a Full Proposal.

ii. The following actions require approval by the Executive Director or designee:

1) Establishment of any new academic undergraduate or graduate program with a financial impact of less than $250,000 per fiscal year.
2) Discontinuation of an academic undergraduate or graduate program or instructional or administrative unit.
3) Establishment of any new instructional or administrative unit.
4) Establishment of any new academic undergraduate and graduate certificates consisting of more than 30 credits and with a financial impact of $250,000 or more per fiscal year.
5) Expansion of an existing program outside an institution's Designated Service Region as defined in Board Policy III.Z.
6) Conversion of a program option into a stand-alone program with a financial impact of $250,000 or more per fiscal year.
7) Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of $250,000 or more per fiscal year.
8) Consolidation of two or more graduate programs into one program.
9) Splitting of a graduate program into two or more programs.
10) Addition of existing certificates or degrees to existing programs with a financial impact of $250,000 or more per fiscal year.

Each Full Proposal shall be reviewed by the Council on Academic and Affairs and Programs within 30 days of receipt. At the sole discretion of the Executive Director or designee, any Full Proposal may be referred to the full Board for review and approval. Requests requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, the following actions related to academic programs or units require approval by the Executive Director or designee and shall be submitted by the institution ~~to the Executive Director or designee~~ as a Short Proposal:

i. Establishment of a new academic undergraduate or graduate certificate consisting of more than 30 credits with a financial impact of less than $250,000 per fiscal year.
ii. Addition of a certificate or degree to an existing program with a financial impact of less than $250,000 per fiscal year.
iii. Splitting of an undergraduate program into two or more undergraduate programs.
iv. Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of less than $250,000 per fiscal year.
v. Conversion of one program option into a stand-alone program with a financial impact of less than $250,000 per fiscal year.
vi. Conversion or transition of a degree type (e.g. Bachelor of Arts to Bachelor of Science).
vii. Conversion or transition of a certificate type (e.g. Technical Certificate of Completion to Basic Technical Certificate).
viii. Deviation from program credit definitions.
ix. Changes to program names or degree titles related to Statewide Program Responsibilities as defined in Policy III.Z (requires full board approval).
x. Establishment of new programs consisting of multiple certificates with similar coursework.
xi. Establishment of a dual degree from existing programs with a financial impact of less than $250,000 per fiscal year.
~~xi.~~xii. Modification to existing academic instructional or administrative units

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and within 30 days after implementation, institutions shall notify the Executive Director

or designee of the following actions related to academic programs or units via a Letter of Notification:

i. Establishment of a new, modification to, or discontinuation of an academic program component.
ii. Establishment of a new academic undergraduate or graduate certificate consisting of fewer than thirty (30) credits.
iii. Program expansion within an institution's Service Region as defined in Board Policy III.Z.
iv. Establishment of a dual degree from existing undergraduate or graduate programs with a financial impact of less than $250,000 per fiscal year.
v. A change from clock hours to credit hours for an academic program.
vi. Addition of an online option to an existing academic program.
vii. Transition of an academic program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.
viii. Transition of an academic program to an exclusively online format.
ix. Addition or removal of courses that represent a significant departure from existing academic program offerings or method of delivery.
x. A change in name or title of any academic program or instructional or administrative unit.
xi. A change of Classification of Instructional Program (CIP) code for any academic program.
xii. A credit change to an existing academic program.

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

d. Minor changes to curriculum, descriptions of individual courses, or catalog listings do not require notification to or approval by the Board or the Executive Director or designee.

4. Career Technical Program Proposal Submission and Approval

a. Actions Requiring a Full Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, requests for changes to career technical programs or units identified in this subsection require approval by the State Administrator ~~of the Idaho Division of Career Technical Education or designee (unless otherwise indicated)~~ and the Executive Director or designee and shall be submitted by the institution ~~to the Administrator or designee~~ as a Full Proposal.

i. Establishment of a new career technical education program or certificate. New career technical programs or certificates with a financial impact of $250,000 or more per fiscal year require approval by the full Board.
ii. Discontinuation of career technical programs and components.
iii. Establishment of new career technical administrative or instructional units.
iv. Expansion of a career technical program outside an institution's Designated Service Region as defined in Board Policy III.Z.
v. Consolidation of two or more career technical programs into one career technical program with a financial impact of $250,000 or more per fiscal year.
vi. Conversion of one career technical program option into a stand-alone career technical program with a financial impact of $250,000 or more per fiscal year.
vii. Addition of career technical certificates or degrees to existing career technical programs with a financial impact of $250,000 or more per fiscal year.

For new or modified career technical programs or certificates, a Program Profile Attachment B is required. Each Full Proposal shall be reviewed by the Council on Academic and Affairs and Programs within 30 days of receipt. At the sole discretion of the Executive Director or designee, any Full Proposal may be referred to the Board for review and approval.

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, requests for changes in career technical programs or units identified in this subsection require approval by the State Administrator ~~or designee~~ and Executive Director or designee and shall be submitted by the institution ~~to the Administrator or designee~~ as a Short Proposal.

i. Splitting of a career technical program into two or more career technical programs.
ii. Consolidation of two or more career technical programs into one career technical program with a financial impact of less than $250,000 per fiscal year.
iii. Conversion of one career technical program option into a stand-alone career technical program with a financial impact of less than $250,000 per fiscal year.
iv. Addition of career technical certificates or degrees to existing career technical programs with a financial impact of less than $250,000 per fiscal year.
v. Inactivation of a career technical program. Inactivation allows program re-evaluation and assessment in response to rapid changes in industry for up to three years. If industry demand for the program does not resume within three years following approved inactivation, the program shall be discontinued pursuant to paragraph 7~~8~~ of this policy.
~~vi. Establishment of a new, modification to, or discontinuation of a microcertification, as defined in Board Policy III.E.~~
~~vii.~~vi. Addition or removal of courses that represent a significant departure from existing career technical program offerings or method of delivery.

~~viii.~~vii. Modification to existing career technical instructional or administrative units.
viii. Conversion or transition of one career technical program degree or certificate level to another degree or certificate level.
ix. Transition of a career technical program to an exclusively online format.
x. Addition of an online option to an existing career technical program.
xi. Transition of a career technical program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.
~~ix. Deviation from program credit definitions.~~
~~x.~~xii. ~~Minor changes to career technical courses. Requires a program profile Attachment B and letter.~~

For the addition or modification of career technical programs or certificates, a Program Profile Attachment B is required. ~~At the sole discretion~~ Upon the recommendation of the State Administrator and at the discretion of the Executive Director or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and within 30 days after implementation, institutions shall notify the State Administrator and the Executive Director or designee of the following changes to career technical programs or units via a Letter of Notification:

i. Establishment of a new, modification to, or discontinuation of a career technical program component.
ii. Career technical program expansion within an institution's Designated Service Region as defined in Board policy III.Z.
iii. A change from clock hours to credit hours for a career technical program.
~~iv. Addition of an online option to an existing career technical program.~~
~~v.~~iv. ~~Transition of an academica career techincal program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.~~
~~vi. Transition of a career technical program to an exclusively online format.~~
~~vii.~~v. A change in the name or title of any career technical program or instructional or administrative unit.
~~viii.~~vi. A change of Classification of Instructional Program (CIP) code for any career technical program.
vii. A credit change to an existing career technical program.
~~ix.~~viii. Minor changes to career technical courses. Requires a program profile Attachment B and letter.

~~At the sole discretion~~ Upon the recommendation of the State Administrator ~~or~~ and at the discretion of the Executive Director or designee, institutions may be required

to submit a Short Proposal or Full Proposal for any action identified in this subsection.

d. Requests to establish, modify, or discontinue a microcertification, as defined in Board Policy III.E, require approval by the State Administrator and shall be submitted by the institution in accordance with a template developed by the Division of Career Technical Education.

e. Requests requiring new state appropriations shall be included in the annual budget request of the Idaho Division of Career Technical Education for Board approval.

5. Sunset Clause for Academic and Career Technical Program Approval

Academic and career technical programs approved by the Board or Executive Director ~~or Division Administrator or designee~~ must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Executive Director or designee in writing when an approved program has not been officially implemented within the sunset timeframe. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed.

6. Academic and Career Technical Program Proposal Denial Procedures

a. The Executive Director or designee shall act on any Full Proposal or Short Proposal within thirty (30) days.

b. If the Executive Director or designee denies a proposal, he/she shall provide specific reasons in writing to the institution. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director or designee shall have ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director or designee denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

The primary considerations for program discontinuance are whether the program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant allocation of resources. This policy does not apply to programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

a. Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions

to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

b. Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:

i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.

ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.

iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.

iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Career Technical Program Reduction or Termination

For the reduction or termination of career technical programs, institutions shall adhere to criteria set forth by Idaho Division of Career Technical Education.

a. Conditions for Reduction or Termination

A program is subject to reduction or termination when one or more of the following conditions exist. Standards for the metrics listed below will be predetermined at the local level according to the institution's program health metrics for each category.

i. Inadequate Job Opportunities
ii. Inadequate Student Enrollment
iii. Inadequate Positive Placement
iv. Inadequate Completion Rate
v. Inadequate Finances

b. Notice to Employees

The institution must give notice in writing to employees who are affected by a program reduction or termination in accordance with Board and institutional policies.

9. Reporting

a. The Executive Director ~~and Division Administrator~~ or designee shall report semi-annually to the Board regarding all program proposals approved by the Executive Director or designee.

b. All baccalaureate and graduate level programs approved by the Board require a report on the program's progress in accordance with a timeframe and template developed by the Executive Director or designee.

ATTACHMENT 2

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS **December 2019**
SUBSECTION: G. Postsecondary Program Approval and Discontinuance

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

Program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z.

1. Classifications and Definitions

   a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.

   b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.

   c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required in a specialized field (i.e., major) for an academic certificate, an associate's, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E.

   d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.

   e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.

   f. Career Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring career technical certificates, microcertifications, or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A

course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

g. Career Technical Program Components including microcertifications shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.

h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program. This includes instructional and administrative units.

2. Roles and Responsibilities

a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.

b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.

c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator is authorized by the Board to approve academic and career technical microcertifications developed by institutions pursuant to the fiscal impact limits established in subsection 4.b in this policy.

d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs.

3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal.

a. Branch Campuses - The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.

b. Learning Outcomes - All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.

c. Academic Programs
   i. All new, modification of, and/or discontinuation of academic program majors shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associates, bachelors, masters, specialist, and doctoral degrees; instructional and administrative units. Proposals requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.

      1) Any program leading to a master's, specialist, or doctoral degree must be approved by the Board prior to implementation. The Instruction, Research and Student Affairs Committee will be notified of baccalaureate degree proposals prior to implementation and may refer them to the Board for review and approval for those it determines appropriate.
      2) Prior to implementation, an institution shall obtain Board approval of any new, modification of and/or discontinuation of academic or career technical programs, including instructional and administrative units with a financial impact of $250,000 or more per fiscal year.
      3) Prior to implementation, an institution shall obtain Executive Director approval of the modification of and/or discontinuation of any academic program; new, modification of, and/or discontinuation of any career technical program; and instructional and administrative units with a financial impact of less than $250,000 per fiscal year.
      3) Pursuant to Section 33-2107A Idaho Code, community colleges shall obtain Board approval of any new applied baccalaureate program regardless of fiscal impact.
      4) Prior to implementation, an institution shall obtain Board approval of any modification and/or discontinuation of all graduate programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
      5) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

ii. Modifications to existing programs shall include, but not limed to, the following:

1) Expanding an existing program outside a designated service region.
2) Converting one program option into a stand-alone program.
3) Consolidating an existing program to create one or more new programs.
4) Adding a degree program not already approved by the Board.
5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
6) Transitioning of existing programs to an online format.
7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

ii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education (Division) through an approval process in accordance with a template developed by the Division staff. Each request shall be reviewed within 30 days from receipt of request. Academic microcertifications shall be reviewed by Division and Board staff.

1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E.
2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.

iv. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution’s Provost. Board staff will notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board’s Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board’s evaluation of the program.

v. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures programs meet the Idaho standards for certification. The Board office ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established in rule. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

d. Academic Program Components, Program Changes, and Procedures

New, modification, and/or discontinuation of academic program components, and academic undergraduate and graduate certificates of less than thirty (30) credits may require a proposal. For academic program components or certificates requiring a proposal, subsection 3.c.i. of this policy applies.

i. New, modification, and/or discontinuation of academic program components; academic undergraduate and graduate certificates of less than thirty (30) credits and credit changes to existing programs require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. New academic certificates that require the creation of any new course(s) or resources must provide information in the letter of notification explaining how personnel and fiscal resources will be allocated or reallocated to support the delivery of the new course(s). All letters of notification for new academic certificates must provide the certificate's cost to students, and evidence of the certificate's value to students and workforce needs.

ii. Program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. Name changes for non-functional purposes are approved pursuant to Board Policy I.K. Naming/Memorializing Building and Facilities.

iii. If the change is judged to be consistent with academic program components and program changes as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.

iv. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., must be requested in writing and submitted to Board staff for review and approval by the Board.
v. Minor curriculum changes in a program; descriptions of individual courses; and other routine catalog changes do not require notification or approval.

4. Career Technical Program Proposal Submission and Approval Procedures

All career technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Career Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal. Requests requiring new state appropriations shall be included in the annual budget request of the State Division of Career Technical Education for Board approval.

a. Learning Outcomes
All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.

b. Career Technical Programs and Components

i. All new, modification, and/or discontinuation of career technical programs and components, shall require completion of the program proposal prior to implementation. This includes instructional and administrative units. Career technical program proposals shall be forwarded to the State Administrator of the Division of Career Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.

1) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of $250,000 or more per fiscal year.
2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of less than $250,000 per fiscal year.

3) The Executive Director may refer any proposal to the Board for review and action.

ii. Modifications to existing programs shall include, but not be limited to, the following:
1) Expanding an existing program outside a designated service region.
2) Converting one program option into a stand-alone program.
3) Consolidating an existing program to create one or more new programs.
4) Adding a certificate or degree program not already approved by the Board.
5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
6) Transitioning of existing programs to an online format.
7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

iii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education through an approval process in accordance with a template developed by Division of Career Technical Education staff. Each request shall be reviewed within 30 days from receipt of request.

1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification , or discontinuation of a microcertification as defined in Board Policy III.E regardless of fiscal impact.
2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.

c. Career Technical Program Notification Procedures

Program changes to existing career technical programs may require a proposal. For career technical programs requiring a proposal, subsection 4.b.i. of this policy applies.

i. Program name or title changes to degrees, departments, divisions, colleges, or centers; changes to CIP Codes; or credit changes to existing programs

require a formal letter notifying the State Administrator prior to implementation of such changes.

ii. If the change is judged to be consistent with program changes as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.

iii. Minor changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Career Technical Education.

d. Career Technical Program Inactivation

i. The purpose of a career technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not resume within three years following the inactivation, the program shall be discontinued.

ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:

1) Description and rationale for the modification
2) Implementation date
3) Arrangement for enrolled students to complete the program in a timely manner
4) Impact of accreditation, if any
5) Impact to current employees of the program
6) Impact on current budget

iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.

iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.

5. Sunset Clause for Program Approval

Academic and career technical education programs approved by the Board or Executive Director must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Board office in writing when an approved program has not been officially implemented. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed for any reason.

6. Academic and Career Technical Program Proposal Denial Procedures

   a. The Executive Director shall act on any request within thirty (30) days.

   b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

   The primary considerations for instructional program discontinuance are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

   For career technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

   a. Students - Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

   b. Employees - Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:

i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.

ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.

iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.

iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

a. The Office of the State Board of Education shall report biannually to the State Board of Education all program approvals and discontinuations approved by the Executive Director.

b. All baccalaureate and graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.

ATTACHMENT 3

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: H. Program Review ~~August 2007~~August 2021

~~1. Coverage~~

~~Academic and career technical programs, administrative units, research centers/institutes, and public service components at University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College are included in this subsection.~~

~~2. Program Review~~

~~Program review is the method by which the Board and the institutions evaluate proposed and existing postsecondary programs. The goals of program review are: (a) maintenance and enhancement of the quality of instruction, research, and public service efforts, (b) assurance of the postsecondary education system's responsiveness to changing societal and state needs, (c) promotion of effective and efficient management of the state's resources, and (d) assist the institutions in defining how effective their programs are.~~

~~In the context of program review for and by the Board, a program is a curriculum or course of study in a discipline specialty that leads to a certificate or degree. It is often but not always the same as a "major." Administrative units of research and public service are those that are: (a) essential to student training, (b) an integral part of an academic/ career technical program, (c) related to institutional role and mission, or (d) serve the consumer/state interests.~~

~~3. Purposes~~

~~Categories of academic and career technical programs reviewed at the institutional and state levels as directed by the Board include:~~

~~a. State-Level Review~~

~~1) New, expanded, and cooperative programs. (*See also* "Instructional Program Approval," Section III, Subsection G.)~~

~~2) Programs proposed for consolidation, relocation, or discontinuance.~~

~~3) Administrative units of research and public service.~~

ATTACHMENT 3

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: H. Program Review ~~August 2007~~August 2021

~~4) Existing programs by audit procedures and special topic reviews.~~

~~5) Distance learning/technology program delivery.~~

~~The Board will establish procedures and criteria for each audit and special topics review, which are germane to each audit and special topics review.~~

~~b. Institutional Review~~

~~The institutional reviews include all categories identified above for state-level review with the exception that the review of existing programs and administrative units of research and public service is carried out as part of the systematic evaluation of all programs within a period of time established by the Board.~~

~~4. Institutional Policies and Procedures~~

~~Each institution will establish and maintain policies and procedures, following the guidelines of the Board and subject to Board approval, for evaluating existing programs and new program proposals, as well as programs proposed for (a) expansion, (b) delivery at an off-campus site by various distance learning methods or in cooperation with another institution, a business, or an industry; (c) consolidation, (d) relocation, or (e) discontinuance. The evaluation process should be an integral component of the institution's academic and vocational education planning and budgeting processes.~~

~~5. Statewide Policies and Procedures~~

~~State-level review of new and existing programs will be integrated with the state-level academic and career technical planning and budgetary processes and where possible in concert with accreditation self-study and on site review by the accrediting body.~~

~~6. Official Vehicle for the Approval of Teacher Education Programs~~

~~The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel. The Teacher Certification Office will provide each institution with any revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Teacher education programs must ensure their pre-service teachers meet the components~~

ATTACHMENT 3

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: H. Program Review ~~August 2007~~August 2021

~~(knowledge, disposition, and performance) of the Core Teacher Education Standards and the standards of the level and/or content area(s) in which they plan to be endorsed. *(Effective Sept. 1, 2001.)*~~

BOISE STATE UNIVERSITY

SUBJECT

Institute for Advancing American Values

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes the creation of a new Institute for Advancing American Values. The Institute will encourage conversation between opposing viewpoints to spur engagement, understanding, and human connection. Institute activities will include: public events to encourage dialogue about central issues facing Idaho and the nation, research and projects that approach complex and contested issues through the prism of American values and evidenced-based research, and education programming supporting the development of new courses across the disciplines that chart how the values of freedom and opportunity have shaped the triumphs and challenges of American life and history. Through these commitments, the Institute will inspire people to talk and listen to each other respectfully about the issues and values that have shaped America and Americans from all walks of life.

Specifically, The Institute for Advancing American Values will provide three levels of programming and output:

Dialogue: Public lectures, panel discussions, and storytelling aimed at the free expression of a variety of ideas and orientations toward the world.

- Idaho Listens and Community Fellows: signature events each year featuring nothing more and nothing less than uninterrupted listening to the stories of people who live the realities of today's central economic, political, racial, and cultural issues.
- Distinguished Lecture Series: the premier Boise State lecture series, which has brought speakers representing various perspectives and ideas.
- Annual Summit: gathers the Institute's fellows, grantees, alumni, and keynote speakers to present research and perspective on the best of conservative, libertarian, and liberal perspectives and thought on issues of political, economic, and social importance.
- Conviction and Conversation Series: this presidential initiative features forums where challenging issues can be discussed and where differing viewpoints are welcome.

Research: supports scholars and projects that approach complex and contested issues through the prism of American values and evidenced-based research.

- Anchors this work by supporting Boise State faculty whose work is steeped in enduring political, economic, and social ideas and their relevance for contemporary life.
- Post-Doctoral Fellows program brings newly graduated scholars for two-year appointments to energize the institute with fresh, cutting-edge research likewise steeped in enduring values and their relevance for contemporary life.
- Grants: Supports Boise State, national, and international scholars with mini-grants to support projects advancing the mission of the institute.
- Undergraduate Fellows (3-6): mentored by institute scholars, these undergraduate students participate in institute activities and seminars and undertake a thesis or project tied to the institute's mission.

Education:

- Boise State University curriculum initiative: supports courses in history, political science, economics, and others that chart how different schools of thought and the values of freedom and opportunity have impacted American life.
- Collaborations with local and national foundations representing conservative, libertarian, and liberal thought and programming.
- Summer high school programming: to create a summer study experience for high school students to engage an intensive curriculum focused on classical American political philosophy.

IMPACT

Owing to the division of our contemporary moment, there are growing calls both internally and externally for universities to renew their commitment to balanced, fair learning environments that respect different viewpoints. This inflection point calls for urgent action to bring Americans together through honoring difference, encouraging dialogue, and promoting mutual understanding even if disagreement continues. Boise State has heard those calls from its students, faculty, alumni, donors, and from leaders in the state and thus wishes to launch the new institute to address these issues in a fair and balanced way.

The financial impact is $228,550 - $773,709 over a four-year period. Initial funding for launching the Institute will come from university funds in the amount of $130,000 (this amount includes $50,000 new university investment and $80,000 of dedicated funds for the ongoing support of the Distinguished Lecture Series). The Idaho Listens initiative within the Institute is intended to be funded by an annual $100,000 gift for up to ten years. President Tromp and University Advancement have identified this as a top fundraising goal for the university.

The Institute will be led by an executive director and eventually supported by an administrative assistant. The budget also scales over time to include course buyouts for Boise State faculty fellows, funds for post-doctoral appointments, and

eventually support for two joint faculty appointments. Initially, the executive director position will report to both the president and provost of Boise State University.

ATTACHMENTS

Attachment 1 – Institute for Advancing American Values Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

As provided in the program proposal, the proposed institute aims to support and encourage conversation between opposing viewpoints and honor differences and promote mutual understanding. The new institute will be under the Office of the President and report to the president and the provost of Boise State University. While the institute is not intending to offer degree programs or courses, it is intended to serve as a resource and support for the development of new courses across disciplines. The institute plans to establish an external advisory council that will focus on university-community relations and an internal faculty-staff advisory council to support its research and curriculum development programs.

Per Boise State's proposal, there are no plans for a stand-alone facility at this time. The institute will gradually scale operations in the first two-years to provide time for fundraising. Should those not materialize, Boise State indicates that the $100,000 annual gift provides sufficient funding to maintain the Institute's work as a university initiative focused on the Idaho Listens project. The university also indicates there are plans to scale the institute in the future; however, those will be contingent upon successful fundraising initiatives.

The proposal was presented to the Council on Academic Affairs and Programs on June 10, 2021 and to the Instruction, Research, and Student Affairs committee on August 13, 2021. Staff notes that the fiscal impact for the proposed institute surpasses the threshold for executive director approval and is being forwarded to the Board for its consideration consistent with Board Policy III.G.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an Institute for Advancing American Values.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education

Proposal for Instructional and Administrative Units

Date of Proposal Submission:	May 2021
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	President's Office
Name of Department(s) or Area(s):	President's Office

Title of Proposed Unit	Institute for the Advancement of American Values
Proposed Implementation Date:	September 1, 2021 or as approved

Indicate whether this request is either of the following:

[ ] New Administrative Unit
[X] New Research Institute/Institute
[ ] New Instructional Unit

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
			5/14/21
Graduate Dean **(as applicable)**	Date	Academic Affairs Program Manager	Date
DocuSigned by: 5BCB8035ED1D44C...	5/11/2021 | 3:39 PM MDT	TJ Bliss	5/21/21
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
DocuSigned by: A835A6C51CCE432...	5/3/2021 | 1:47 PM PDT	Todd J. Kilburn	05/24/2021
Provost/VP for Instruction (Institution)	Date	Chief Financial Officer	Date
DocuSigned by: AFFACAFF49FD495...	5/11/2021 | 8:47 PM PDT		
President	Date	SBOE/Executive Director Approval	Date

1. What are the goals and objectives for the new unit?

   The Institute for the Advancement of American Values encourages conversation between opposing viewpoints to spur engagement, understanding, and human connection. Institute activities will include: public events to encourage **dialogue** about central issues facing Idaho and the nation, **research** and projects that approach complex and contested issues through the prism of American values and evidenced-based research, and **education** programming supporting the development of new courses across the disciplines that chart how the values of freedom and opportunity have shaped the triumphs and challenges of American life and history. Through these commitments, the Institute inspires us to talk and listen to each other respectfully about the issues and values that have shaped America and Americans from all walks of life.

   At the outset, the Institute will be focused on the "dialogue" portion of its mission through a signature, privately funded program called "Idaho Listens" and by leveraging the existing Distinguished Lecture Series at Boise State. Idaho Listens aims to bring to together speakers representing different values and perspectives for uninterrupted speaking to a university and community audiences. Its objective, in short, is to talk openly about differences of viewpoint. It provides dedicated "airtime" to the balanced and fair exploration of the variety of political, economic, and social ideas that shape American life. The Distinguished Lecture Series, a longtime public service to the Treasure Valley, will be redeployed through the Institute. It will continue its tradition of bringing eminent speakers to campus to address a range of issues from different perspectives.

2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?

   The Institute's mission drives to the heart of Boise State's mission to educate students and serve the community through thoughtful, balanced instruction and research dedicated to improving the critical thinking skills and breadth of knowledge of our students. It also supports Boise State's next strategic plan, including the goal "Foster Thriving Community." The Institute is not a degree-granting entity and consequently courses will not be taught through the institute. Rather the institute may sponsor course development for faculty who nevertheless teach courses in their home departments.

3. What is the demand for the unit's services? What population will the unit serve?

   Owing to the division of our contemporary moment, there are growing calls both internally and externally for universities to renew their commitment to balanced, fair learning environments that respect different viewpoints. This inflection point calls for urgent action to bring Americans together through honoring difference, encouraging dialogue, and promoting mutual understanding even if disagreement continues. Boise State has heard those calls from its students, faculty, alumni, donors, and from leaders in the state. In fact, a donor has pledged $100,000 per year funding (up to ten years) to launch a cornerstone program of the Institute called "Idaho Listens," a project to encourage listening across different viewpoints. The Institute will serve each of those constituencies through the activities outlined in question #1—dialogue, research, and education.

4. Describe the proposed unit's organizational structure.

The Institute will be led by an Executive Director and eventually supported by an administrative assistant. The budget also scales over time to include course buyouts for Boise State faculty fellows, funds for post-doctoral appointments, and eventually support for two joint faculty appointments. Initially, the Executive Director position will report to both the president and provost of Boise State University.

5. What targets have been set to assess the proposed unit's success in achieving objectives?

   To ensure success, the institute will form both an external advisory council focused on university-community relations and an internal faculty-staff advisory council to support its research and curriculum development programs.

   Targets:
   - Course enrollment and student satisfaction in institute-sponsored classes
   - Attendance and participant satisfaction at public events
   - Number of institute-sponsored faculty presentations and publications
   - Partnerships with external agencies that promote balanced discussion and activities of enduring ideas and their relevance to contemporary life
   - Recognized as a leader within the Treasure Valley and the state for listening respectfully to voices from a cross-section of Idaho.

6. Briefly describe the processes that will demonstrate the quality of the unit.

   Quality measures are indicated in question #5. The quality of the institute will be a function of the clarity of its mission and the transparency of its interest in cultivating communities dedicated to the balanced discussion of values both on and off campus. That cultural quality will depend on the excellence of the people—their integrity, convictions, and openness—it gathers for its advisory committees. At this writing, there has been a groundswell of interest from business, political, and community leaders alongside the interest of faculty and staff. We are thus confident in our ability to form this institute with support from people of good will who want to honor differences, listening, and a balanced "marketplace of ideas."

7. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.

   The Institute would engage any number of students, community members, and possible business sponsors. At minimum, the institute would serve hundreds of students through its public events and curriculum development—not curriculum delivery—efforts. Public lectures and dialogues would reach hundreds from the Treasure Valley, especially through the existing Distinguished Lecture Speaker series, which will be folded into the Institute. Faculty fellows and research grants would support research and projects designed to reach both a public and scholarly audience.

   Specifically, The Institute for the Advancement of American Values provides three levels of programming and output:

1) **Dialogue**: Public lectures, panel discussions, and storytelling aimed at the free expression of a variety of ideas and orientations toward the world.
   - Idaho Listens and Community Fellows: signature events each year featuring nothing more and nothing less than uninterrupted listening to the stories of people who live the realities of today's central economic, political, racial, and cultural issues. The events

will gather speakers of good will from a cross-section of occupations, experiences, and perspectives who offer a chance for humane listening to very human stories.
- Distinguished Lecture Series: the premier Boise State lecture series, which has brought speakers representing various perspectives and ideas.
- Annual summit: gathers the Institute's fellows, grantees, alumni, and keynote speakers to present research and perspective on the best of conservative, libertarian, and liberal perspectives and thought on issues of political, economic, and social importance.
- Conviction and Conversation Series: this presidential initiative features forums where challenging issues can be discussed and where differing viewpoints are welcome.

2) **Research**: supports scholars and projects that approach complex and contested issues through the prism of American values and evidenced-based research.
   - Anchors this work by supporting Boise State faculty whose work is steeped in enduring political, economic, and social ideas and their relevance for contemporary life.
   - Post-Doctoral Fellows program brings newly graduated scholars for two-year appointments to energize the institute with fresh, cutting-edge research likewise steeped in enduring values and their relevance for contemporary life.
   - Grants: Supports Boise State, national, and international scholars with mini-grants to support projects advancing the mission of the institute.
   - Idaho Policy Institute (IPI) Partnership: leverages the expertise of IPI to co-sponsor non-partisan research in service of state and local government leaders.
   - Undergraduate Fellows (3-6): mentored by institute scholars, these undergraduate students participate in institute activities and seminars and undertake a thesis or project tied to the institute's mission.

3) **Education**:
   - Boise State University curriculum initiative: supports courses in history, political science, economics, and others that chart how different schools of thought and the values of freedom and opportunity have impacted American life.
   - Collaborations with local and national foundations representing conservative, libertarian, and liberal thought and programming.
   - Summer high school programming: to create a summer study experience for high school students to engage an intensive curriculum focused on classical American political philosophy.

8. Fiscal Impact: Using the budget template, provide a narrative budget summarizing the needs and requirements for implementing the new unit.

   Initial funding for launching the Institute will come from university funds in the amount of $130,000 (this amount includes $50,000 new university investment and $80,000 of dedicated funds for the ongoing support of the Distinguished Lecture Series). The Idaho Listens initiative within the Institute is intended to be funded by an annual $100,000 gift for up to ten years. President Tromp and University Advancement have identified this as a top fundraising goal for the university.

   That initial funding will successfully launch the Institute owing to the fact that it will incur few costs. In the first two years, the Institute will have the benefit of utilizing an internal inaugural executive director focused on the Idaho Listens initiative while also leveraging existing administrative and professional staff support, which will keep salary and benefits costs low. Initial programming costs will be covered by the Idaho Listens grant of $1 million over ten years and the new and existing institutional funding of at least $130,000 per year. There are no plans for a stand-alone facility. In sum, the Institute slowly scales operations in the first two-years to ensure time to raise funds for its more mature expression and programming. Should those funds not materialize, the annual gift of

$100,000 provides sufficient funding to maintain the Institute's work as a university initiative focused on the Idaho Listens project.

Still, there are plans to scale the Institute, but they are contingent upon successful fundraising initiatives. For example, on April 23, 2021, university officials met with the leadership of the Micron Foundation, and there is interest for continuing that conversation.

I. PLANNED STUDENT ENROLLMENT

	FY 22		FY 23		FY 24		FY 25	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments								
B. Shifting enrollments								
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds		130,000		130,000		150,000		180,000
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees								
6. Other (i.e., Gifts)		100,000		200,000		400,000		600,000
Total Revenue	$0	$230,000	$0	$330,000	$0	$550,000	$0	$780,000

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE								
2. Faculty								160,000
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants		15,000						
5. Research Personnel - Post Doc				50,000		100,000		100,000
6. Directors/Administrators: Idaho Listens		30,000		30,000		30,000		30,000
Institutional Director						100,000		100,000
7. Administrative Support Personnel: Idaho Listens		10,000		10,000		10,000		10,000
Institutional Admin/Support Personnel						34,000		34,000
8. Fringe Benefits		11,550		56,610		100,649		159,709
9. Other: Idaho Listens programming		50,000		50,000		50,000		50,000
Faculty Fellows		10,000		20,000		20,000		20,000
Student Fellows--Idaho Listens		5,000		5,000		5,000		5,000
Community Fellows-Idaho Listens		5,000		5,000		5,000		5,000
Total Personnel and Costs		$136,550	$0	$226,610	$0	$454,649	$0	$673,709

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Research Funds		10,000		10,000		10,000		10,000
Lectures/Events		80,000		80,000		80,000		80,000
OE		2,000		2,000		5,000		10,000
Total Operating Expenditures	$0	$92,000	$0	$92,000	$0	$95,000	$0	$100,000

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

		FY 22		FY 23		FY 24		FY 25	
D. Capital Facilities Construction or Major Renovation									
E. Other Costs									
	Utilities								
	Maintenance & Repairs								
Other									
	Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
	TOTAL EXPENDITURES:	$0	$228,550	$0	$318,610	$0	$549,649	$0	$773,709
	Net Income (Deficit)	$0	$1,450	$0	$11,390	$0	$351	$0	$6,291

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

II.2	Includes $80,000 per year of funds for the Distinguished Lecture Series
II.A.6	Gifts of at least $100,000 per year (for 10 years) is already committed and more will be sought.
III.A.2	Two faculty lines added year four
III.A.4	One GA line in year one
III.A.5	One post-doc year two, two post-docs subsequent years
III.A.6	Faculty fellows provided $5k course buyout each semester; student fellows and community fellows provided stipend each year
III.B.8	Faculty fellows provided research funds

SUBJECT

Program Prioritization Five-Year Reports

REFERENCE

May 2013	The Board directed institutions to institute a prioritization of programs process consistent with Robert Dickeson's prioritization principles[1].
June 2013	The Board approved the program prioritization proposals for Idaho State University (ISU), Boise State University (BSU) and University of Idaho (UI) as presented.
August 2013	The Board approved the program prioritization proposal for Lewis-Clark State College as presented.
October 2013	The Board was presented with an update on program prioritization.
August 2014	The Board was presented with the results of program prioritization and reminded institutions that program prioritization needed to be integrated into their budgeting and planning practices.
June 2015	The Board was presented with an update on the implementation of program prioritization.
August 2016	The Board was presented with an update on the implementation of program prioritization.
December 2018	The Board was presented with an update on the implementation of program prioritization.
October 2019	The Board approved a second reading of a new policy, Board Policy III.F., governing the Program Prioritization process.
October 2020	Board received an update on LCSC's Program Prioritization efforts as part of the LCSC's annual report.
December 2020	The Board approved the first reading of Board Policy III.F., Program Prioritization, removing requirement for non-instructional programs to be placed in quintiles.
February 2021	The Board approved a second reading of amendments to Board Policy III.F. Program Prioritization clarifying that only instructional programs must be included in the quintile prioritization approach.
April 2021	Board received an update on UI's Program Prioritization efforts as part of the UI's annual report

APPLICABLE STATUTES, RULE OR POLICY

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

[1] *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* (Jossey-Bass, 2nd ed; 2010).

Program Prioritization

BACKGROUND/DISCUSSION

At the Board's May 2013 retreat Dr. Robert Dickeson, author of *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*, facilitated a discussion on setting priorities for the Idaho higher education system. Dr. Dickeson walked the Board through the process of planning and structuring a program prioritization effort. As a result, the Board directed institutions to institute a prioritization of programs process consistent with Dickeson's prioritization principles.

The Board, with input from several institution presidents and provosts, agreed to a framework for initiating program prioritization on each of the campuses to include proposed outcomes and targets for each outcome. Institutions subsequently developed proposed criteria to be used to evaluate programs and the weighting for their criteria. Institutions presented their proposals for initiating a program prioritization process to the Board in June and August of 2013.

Board Policy III.F., adopted in 2019, requires institutions to conduct Program Prioritization every five years and present final results of these evaluations to the Board. The Policy also requires institutions to provide annual program prioritization updates describing progress achieved toward implementing findings and recommendations.

IMPACT

Program prioritization requires the institutions to conduct an evaluation of programs and services with specific and tangible objectives, and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. Implementation of program prioritization based on Dickeson's framework provides the Board with assurances of consistency and presents the institutions with a unique opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans.

ATTACHMENTS

Attachment 1 – Boise State University 2021 Program Prioritization Report
Attachment 2 – Idaho State University 2021 Program Prioritization Report
Attachment 3 – Lewis-Clark State College 2021 Program Prioritization Report
Attachment 4 – University of Idaho 2021 Program Prioritization Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Following initial submission of Program Prioritization reports in 2014, the institutions provided updates to the Board at regular intervals. Institutions conducted their second Program Prioritization evaluations during Academic Year 2020-2021 and submitted final written reports to the Board ahead of the August 2021 Board meeting. Each president will provide an oral report of their institution's Program Prioritization reports during their respective annual reports to the Board

in August (ISU), October (LCSC), February (BSU), and April (UI).

BOARD ACTION

This item is for informational purposes only.

BOISE STATE UNIVERSITY

Final Report to the Idaho State Board of Education on

Program Prioritization

Submitted June 30, 2021

ATTACHMENT 1

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Executive Summary:

Between July 2020 and June 2021, under the direction and guidance of Idaho State Board of Education Policy III.F: Program Prioritization, Boise State University engaged in a program prioritization using methodology modified from that of the primary proponent of the process, Robert Dickeson, and following steps similar to the 2013-14 Program Prioritization process conducted at Boise State University. The primary goal of Program Prioritization, as outlined by Dickeson, is to increase alignment of resources with institutional priorities. In addition,the University and the Board Policy established the additional goal of campus-wide program improvement, and plan to incorporate the prioritization activities into a sustainable continuous improvement process on campus.

With Program Prioritization, all programs were evaluated at the same time. We identified a total of 604 programs at the university: 204 degree and graduate certificate programs, 236 minors, emphases (also known as options or subplans) and undergraduate certificates, and 164 administrative and support programs. Nine degree programs and 19 minors or emphases in secondary education areas were excluded from evaluation. Unlike the 2013-14 Program Prioritization process, we did not exclude the new instructional programs from the analysis. Of the 440 total number of instructional programs evaluated, 74 (19%) were placed in the fifth quintile and 79 (20%) were placed in the fourth quintile. All fourth and fifth quintile programs that are not new were required to submit an action plan and to describe substantive changes they plan to make.

Our process was open and participatory. However, it is important to note that our process was situated in the context of the global pandemic, with concerns about health and safety at the forefront, during a year that was active in planning and nimbleness, and without compromising quality of learning or the centrality of students and their experiences. A Coordinating Committee facilitated the process and communicated regularly with academic and divisional leaders. Each division oversaw and carried out the process in the programs within that division, under the guidance of the principles and framework established by the Coordinating Committee. Academic departments, academic leaders, and the faculty senate were involved in the development and determination of metrics used to evaluate instructional programs. Numerous presentations were made to keep the campus community informed during the process; a Google drive with all program prioritization related communication and materials was maintained for the use of academic leaders.

Our process was logical and sensible. When evaluating and making decisions about programs, we paid attention to the context of the university. We incorporated initiatives already underway to ensure alignment of those initiatives with any new actions. We utilized the same criteria established in 2013-14 Program Prioritization for continuity and consistency. The criteria — relevance, quality, productivity, efficiency, and opportunity analysis — guided the evaluation of programs in a relatively simple and straightforward way, and provided substantial utility in their application. The metrics under each criterion were updated and changed as appropriate, based on feedback received. We were careful in our interpretation and the

application to decision-making of the metrics used in the process. Finally, although programs assigned to the lowest two quintiles are required to make substantial changes, it was often the programs themselves that had the responsibility to determine the best way to meet outcomes.

Our process was comprehensive. Every effort was made to ensure that all university programs were evaluated.

Our process was rigorous and impactful. Underlying that rigor was the understanding that without it, the process would have little external or internal credibility.

Our process is sustainable. We are integrating Program Prioritization with our new strategic plan, *Blueprint for Success*, and with regional accreditation, which requires that we create an ongoing, systematic structure for measurement of institutional and unit-level effectiveness.

Results of the 2020-21 Program Prioritization pertaining to instructional programs and academic departments can be summarized as follows:

- Of the 440 evaluated instructional programs, 153 received assignments in the fourth or fifth quintile (79 in the fourth and 74 in the fifth quintile). Forty-four instructional programs were not assigned to a quintile because of missing or insufficient data; all of these programs are new.
- Placement in the fourth or fifth quintile triggered a requirement for the program to submit an action plan, for those programs that are not new. Ninety-four of the 153 instructional programs in the fourth and fifth quintiles are not new and, thus, were required to submit the Action Plan report.
- Among the criteria responsible for an *instructional degree program* being assigned to the fifth or fourth quintile, the most common deficiency was productivity, typically resulting from a low number of graduates.
- Twenty of the programs assigned to the fifth quintile are degree programs and graduate certificates; these programs must make substantial changes to increase their productivity, relevance, quality and/or efficiency or be considered for discontinuation. All such programs, if they are not new, were required to submit an action plan.
- Fifty-four of the programs assigned to the fifth quintile are undergraduate minors, emphases, and certificates; these programs must make substantial changes to increase their productivity, relevance, quality and/or efficiency or be considered for discontinuation. All such programs, if they are not new, were required to submit an action plan.
- By June 1, 2021, 22 instructional programs were either discontinued in academic year 2020-21 or are identified for discontinuation in fall 2021.

The following is a selection of notable outcomes from the evaluation of administrative and support programs:

- There has been significant structural and organizational changes in the University since the 2013-14 Program Prioritization process. Notable examples include:

- creation of a new Division, initially known as Division of Compliance, Legal, Public Health and Audit, which became the Division of University Affairs in March 2021.
- Campus Operations, which previously was a standalone division, was merged with the Division of Finance and Administration to simplify structure, better align functional priorities, and create greater synergy among operations, facilities, finance and administrative teams. As part of this change, the Office of Public Safety, including Campus Security, Transportation and Parking, Emergency Management and Integrated Security Technology, moved to the newly named Division of University Affairs.
- The Office of the President and programs that report to it were substantially revised and reconfigured since the last program prioritization. These changes include:
  - Moving Morrison Center and Extra Mile Arena to the Division of Finance and Administration.
  - Moving Boise State Public Radio to Extended Studies.
  - Transfer of university policy management from the President's Office to the General Counsel's office to create synergy with functions already assigned to the General Counsel's office related to policy interpretation and compliance.
- Restructure and redesign the Office of Communications and Marketing to enhance the quality and productivity.
- Moved University Health Services from the Division of Student Affairs and Enrollment Management to the College of Health Sciences, in order to align with the college's academic programs and create teaching and research opportunities.
- Added Advancement Services Department to provide strategic leadership for University Advancement and the Boise State University Foundation's infrastructure.
- Creation of the Office of Academic Leadership and Faculty Development in the Provost's Office to support Department Chairs and other academic leaders.

- Many programs have strong interdependence with programs in other divisions/colleges/departments. Cross-college or cross-divisional initiatives and processes are challenging and require substantial collaboration among individuals that do not share reporting lines.
- A number of very strong cross-dependencies exist between programs in the Division of Student Affairs and Enrollment Management and those in the Division of Academic Affairs. In a number of cases, effectiveness of programs will depend on the strength of collaborative relationships.
- The most critical improvements needed in retention are with our Idaho, underrepresented, first-generation commuter students. Restructuring and expanding a first-year experience program will accomplish part of this.
- The most critical improvements needed related to post-graduate outcomes include

stronger data support infrastructure, coordinated and aligned experiential education opportunities, and embedded career education into the classroom. All these areas are included in and aligned with the new university strategic plan.

- Continued focus on modernizing systems and process improvements is needed.

Introduction

Objectives of the Process

At the onset of Program Prioritization, we established these objectives to guide our work. These objectives largely follow those objectives that were established during the 2013-14 Program Prioritization process, and were rethought/revised/updated in 20-21 based on the discussions with academic leaders and the work of the Program Prioritization Coordinating Committee.

Objective #1: Engage in a process of sufficient rigor and impact to help academic leaders make informed decisions and create meaningful changes at the University. The University does not want Program Prioritization to be a flurry of activity with no measurable impact. Instead, it is important that we achieve meaningful changes that include: (i) reallocation of resources to better align them with institutional priorities; (ii) substantial improvements and continuous improvement processes / plans in academic and administrative/support programs; and (iii) satisfy the requirements of Idaho State Board of Education Policy III.F Program Prioritization.

Objective #2: Use a process that is consistent, fair, open and well-communicated. It is important that the process involves the campus community, be applied in a fair and consistent manner, and be well-understood / transparent to stakeholders.

Objective #3: Pay attention to the context of the university. Boise State is a relatively young institution that provides the bulk of university programming to a growing metropolitan area. Several mission-central and high-demand programs are in start-up or early-growth mode. The University has recently adopted a new strategic plan, and program prioritization objectives need to align well with the goals of the new strategic plan.

Objective #4: Look beyond changes to individual programs. Program Prioritization is by its nature focused on individual "programs" and not on the University as a whole. That said, we were fully aware that evaluation of individual programs would lead to a number of broad-scale changes that impact multiple programs and require changes to organizational structure. As we continue our analysis and planning on a university-wide scale, we will make use of our newly acquired knowledge of individual programs as a foundation for future change.

Objective #5: Pay attention to initiatives already underway. Initiatives from the new strategic plan and other major initiatives that are already underway, such as the HCM Project and the shift to Canvas from Blackboard as the new Learning Management System, have major impacts on campus community, and are making substantial changes to system infrastructure. Any actions resulting from Program Prioritization must be aligned with such initiatives.

Objective #6: Sustain the value of Program Prioritization. To gain the most value from Program Prioritization it is important that the process is integrated into several ongoing planning and continuous improvement activities as well as the new strategic planning reporting and budget request processes. The process will: (i) provide an opportunity to refine, and in some cases newly identify, enduring metrics that meaningfully evaluate unit-level effectiveness; (ii) strengthen already-existing improvement processes and identify where new processes are

necessary; (iii) align and be incorporated into our strategic plan's new initiatives and reporting processes; and (iv) mesh well with regional accreditation, NWCCU, 2020 standards.

Administration of and Participation in the Process

The Executive Team provided oversight to the process. They convened a central committee, Program Prioritization Coordinating Committee, with representatives from most divisions to provide coordination and alignment of processes across the university. Two resultant subcommittees coordinated the processes for prioritization of academic programs and administrative and support programs. In both cases, existing structures were leveraged as much as possible to ensure widespread participation.

For academic program prioritization, regular discussions and dissemination of information occurred at weekly Dean's Council meetings and biweekly meetings of academic leaders (department chairs, program directors, deans). Additional presentations and discussions were held with the executive committee, at college-level meetings, with faculty governance, and by request. The subcommittee also hosted regular office hours that were open to academic leaders and faculty.

The subcommittee for administrative and support programs developed an overarching structure and standardized materials that were used across the divisions. Each division, however, was responsible for identifying programs and determining division-specific implementation.

Both subcommittees drew from and improved upon the processes used for the 2013-14 program prioritization. The Methodology section that follows provides additional details about both facets of the process.

Methodology

Delineation of "Programs"

"Programs" to be evaluated were first delineated within each division, excluding any that had been already discontinued or suspended. A total of **604 programs** were identified.

Academic programs were delineated at two levels: (a) minors, emphases (also known as options or subplans), and undergraduate certificates and (b) instructional degree programs, including graduate certificate programs. To define degree programs, we applied the core principle that a program is defined by the existence of a distinct curriculum. Academic programs that share 85% or more of the same curriculum were rolled together for analysis; most of these are programs that offer more than one type of degree (e.g., BA and BS, MA and MS, etc.) of the same core program or that have an associated pre-professional program. Programs offered both face-to-face and online were treated as separate programs. Table I summarizes the numbers of various types of instructional programs.

Table I. Instructional Programs	Minors, emphases, and undergraduate certificates	236 programs
	Instructional degree programs (bachelor's and above, including graduate certificate programs)	204 programs

Administrative and Support Programs consist of all programs at the university that are not instructional programs. Delineation was done within each division and typically involved substantial discussion to achieve the appropriate scale of analysis for each program. The Program Prioritization Coordinating Committee provided the following principle to each Division: "Programs" within administrative and support areas need to be defined minimally at the level of a department or unit. Divisions could further divide large or complex administrative units into functional subunits at the level of granularity that is most useful to the Vice President of the respective division. Table II summarizes the numbers of programs in each division.

Table II. Administrative and Support Programs	Division of Academic Affairs	24 programs
	- Centers/Institutes/College-based Administrative & Support	33 programs
	Division of Finance and Administration	31 programs
	Division of Research and Economic Development	7 programs
	Division of Student Affairs and Enrollment Management	28 programs
	Division of University Advancement	10 programs
	Division of University Affairs	16 programs
	President's Office	15 programs

Exclusions from the Process

The following programs were either excluded from Program Prioritization or were evaluated using a modified process.

- Nine degree programs and 19 minors or emphases in secondary education areas were excluded from the analysis. These programs generally do not require separately dedicated resources and will be evaluated jointly by the subject area departments and the College of Education. Evaluation of these programs will be completed and action plans developed by May 15, 2022.
- Associates degree programs were not evaluated because their discontinuance would have no effect on resources.
- Unlike the 2013-14 prioritization, new instructional programs were not excluded from the review process so the data could be reviewed concurrently with all other programs. New programs that fell into lower quintiles were, however, excluded from the action plan requirement because they will be subject to the five-year review on the appropriate cycle.
- We used a "combination approach" to evaluate Centers and Institutes: Centers and Institutes are evaluated within the academic colleges with which they are associated during the 2020-21 Program Prioritization process, and through the regular, three-year cycle review as required by the University Policy 5000, Centers and Institutes. The Council of University Centers and Institutes reviewed the existing Centers and Institutes at Boise State University and submitted a report in January 2020. "New" Centers and Institutes (those that were created during 2019- 21) were excluded from the process since they did not yet have the necessary data to be evaluated at this time.

Criteria Used to Guide Evaluation of Programs

Consistent with our 2013-14 program prioritization process, we used five criteria (distilled from the ten presented in Dickeson's model) to guide a robust evaluation of academic and administrative and support programs. These criteria -- relevance, quality, productivity, efficiency, and opportunity analysis -- were applied using quantitative and qualitative data as described in the subsequent sections.

- **Relevance**: Alignment with university mission and strategic plan; essentiality to core functions of the university; demand for program or service; alignment of service with needs.
- **Quality**: Evidence of success in achieving goals; evidence of assessment and improvement; distinctiveness and reputational impact.
- **Productivity**: Output or production per investment of time or resources.
- **Efficiency**: The operational effectiveness of the program. For example, a key component of efficiency for an instructional program is the ability of students to progress toward a degree in a timely manner.

- **Opportunity Analysis**: A description of enhancements that can be made to address unmet needs and/or advance the goals and mission as articulated in University's new strategic plan.

Data, Metrics, and Evaluation of Academic (Instructional) Programs

Minors, emphases, and undergraduate certificates

Minors, emphases, and undergraduate certificates were evaluated based primarily on the criterion of productivity and secondarily on relevance since metrics at these subplan levels were mostly limited to these two criteria. Data on the numbers of graduates were provided centrally, additional information was collected from the individual programs through an intake survey, and overall percentiles were determined from a productivity metric calculated from a combination of data from the two. Each of these is described below.

Metric. The three-year average of distinct graduates was calculated first, and programs with low numbers of graduates were ***flagged*** if they did not meet established thresholds. The thresholds were three for graduate level emphases and five for undergraduate minors, emphases, and certificates. (These were consistent with the 2013-14 methodology.) Flagged programs were required to respond to additional questions in the intake survey described below.

Intake Survey. The Intake Survey for minors, emphases, and undergraduate certificates was used to gather the following information.

- Specific curricular requirements that fall outside required courses for the major(s) in the department.
- Additional resources requirements from the department: additional sections of required courses, additional or specialized advising, additional faculty/instructional resources, or other resources or costs (e.g., administrative resources, staff time or stipends, materials, etc.).
- Context or description of any additional curricular or resource requirements.
- Information about program relevance in meeting the needs of students, the community, industry, discipline, etc. (required if additional resources were stipulated).
- Recommended next steps for New or Flagged programs (discontinue/phase out; restructure, reinvent, or revise significantly; keep as is or make minor changes) along with the rationale for the recommendation.
- Comments or additional information about the program (optional response).

Information from the Intake Survey was provided to the responsible dean and the provost to inform their decision making efforts regarding final quintile placement.

Calculating Quintiles. A resources score was calculated based on information from the intake survey. The score ranged from 0 to 7 points and was based on the number of courses required that fall outside of regular course offerings (0 to 3) plus one point for every additional required resource (0 to 4 points). A score of zero means that no additional resources are

required (i.e., the program exists as a subset of existing offerings) whereas a score of 7 indicates that substantial resources outside of normal activities are required to offer the program Finally, a ratio of graduates to resources was calculated by dividing the average number of graduates by the resource score, and this score was used to calculate percentiles across all minors, emphases, options, and undergraduate certificates.

Instructional Degree and Graduate Certificate Programs

Instructional degree programs were also evaluated using a combination of quantitative data provided centrally and qualitative data gathered through an intake survey. Descriptions of the metrics, quintile calculations, and intake survey are provided below.

***Metrics*.** A majority of the metrics used are routinely tracked and reported on, such that substantial revision to the 2013-14 program prioritization metrics was not needed. However, a few updates to the metrics were made based on improvements to underlying data or methodology and input from academic leaders received during the process. The set of metrics used to evaluate degree programs and graduate certificates is summarized in Table III and detailed descriptions are provided in the Appendix.

Table III. Metrics for Instructional Degree Programs (degrees and graduate certificates)

Criterion	Metric
Relevance	3-year average junior-senior headcount enrollment (for undergraduate programs)[a]
	3-year average graduate headcount enrollment (for graduate programs)[a]
	Graduating Student Survey - preparation for work[b]
	3-year average student credit hours (by subject) per total instructional FTE[b,c]
Quality	Program Learning Outcomes and Actions Taken/Planned (programmatic, curricular, pedagogical) rubric scores[a]
	Graduating Student Survey – perceptions of faculty[b]
	Graduating Student Survey - satisfaction with major[b]
Productivity	3-year average number of graduates[a]
	Flagged # of graduates[a] (not used in the calculations but provided as an indicator)
	Graduates per occupied benefitted instructional FTE (for undergraduate programs)[c,d]
	Graduates per tenured or tenure track faculty FTE (for graduate programs)[a]
	Weighted degree graduates per $100k instructional cost[b]
Efficiency	3-year average baccalaureate graduates per junior-senior FTE[a]
	3-year average graduate degree or certificate completers per graduate FTE[a]
	3-year average credits at graduation (baccalaureate non-transfer students only)[a]
	3-year average graduate student success rate[c,d]
	Direct instructional cost per student credit hour (SCH) as a % of peers (using Delaware Cost Study peer data; see description below)[b]

[a]Program-level measure; [b]Department-level measure;[c] New measure for '20-21; [d]Combination program/department-level

Quantitative and student survey data for instructional programs was analyzed and provided centrally by the University's Office of Institutional Research. Direct instructional cost per student credit hour was benchmarked through The Cost Study at the University of Delaware using a data-informed approach to discipline peer analysis, the description for which can be found in the detailed definitions in the Appendix. While a majority of the metrics were calculated at the level of the individual program, some of them (e.g., survey data, Cost Study data) were calculated at the department level. In those instances, all programs within a department and within a given level where available received the same score for those metrics.

Additionally, instructional degree programs were flagged if their three-year average number of graduates was below a specified threshold: fewer than 10 for baccalaureate degrees; fewer than five for master's degrees, graduate certificates, and education specialist programs; and fewer than two for doctoral programs.

Calculating Quintiles. Using the data for each metric, percentiles were calculated within the degree program level (e.g., bachelor's against bachelor's, master's against other master's program, etc.). For metrics at the department level, the percentiles were calculated against all other departments at the university.

Percentiles for each metric within each criterion were averaged to obtain the average criterion score. The four criterion scores were then used to compute a single weighted average score with the following weights applied: relevance 25%; quality 20%; productivity 27.5%; and efficiency 27.5%. The weighted average score was used to calculate first-pass percentiles and quintiles within each of the colleges; which provided a rough-cut of quintiles for consideration by the dean, with the lowest 20% being in the lowest (or 5th) quintile, the next 20% being in the fourth quintile, and so on.

Intake Survey. The Intake Survey for instructional degree programs was used to gather the following information.

- Programmatic context: recent changes that may impact outcomes but not yet have measurable results.
- Contributions to the goals and mission as articulated in the University's new strategic plan.
- Changes that could be made to increase the impact of the program (optional response).

Information from the Intake Survey was provided to the dean and provost to inform their decision-making efforts regarding final quintile placement.

Establishing Final Prioritization / Quintiles

In addition to the initial categorization (quintiles) of programs within the two categories of academic programs (minors, emphases, and undergraduate certificates and instructional degree programs), a combined (or full) results percentile was calculated using the raw scores across programs of all types. A "full results" percentile was calculated for the programs within each college. Deans and the provost were then provided with the results of the three analyses

— within instructional program; within minors, emphases, and undergraduate certificates; and across all program types (i.e., "full results").

Further, the following guidelines and principles were applied across all colleges in determining final prioritization / quintiles.

- Deans were asked to start with the "first-pass" quintiles; they had the latitude to use either 'within program' or 'across program' data as their primary starting point.
- Deans could consider the above information as well as qualitative information gleaned from the intake surveys and other relevant data (such as trends as presented in the biannual Department Analytics Report).
- Programs could be moved to the adjacent quintile only (e.g., a 5th quintile program could be moved to 4th quintile only, and similarly a 3rd quintile program could be moved to either the 2nd or 4th quintile).
- Balance across the quintiles was required (i.e., if a program was moved from the 5th quintile to the 4th quintile, another program in the 4th quintile needed to be moved to the 5th quintile). This did not require that a certain percentage of a particular type of program needed to fall into any given quintile.
- Deans were required to articulate the global rationale / approach used to determine their final quintile recommendations (i.e., how various information was considered).

Upon final recommendation from the dean and with approval from the provost, final quintile assignments were made and communicated within each of the colleges. Programs placed in either the 4th or 5th quintiles (lowest 40%) were required to complete an Action Plan report; new programs were exempted from this requirement.

In the Action Plan, programs are asked to: (a) analyze and identify specific challenges based on the criteria and/or metrics of program prioritization; (b) identify and outline specifics of the action plan, and (c) consider external support that may be needed or helpful from the college or university. A copy of the Action Plan template can be found in the Appendix.

Evaluation of Administrative and Support Programs

For Administrative and Support programs, each program developed a written report (intake form) in response to the question prompts listed in the second column of Table V. These responses were reviewed by division leadership to ensure that they would provide adequate information for the identified program prioritization criteria. Additionally, and as appropriate and available, programs provided data and information on national benchmark data, for example, comparing resources or performance of the program with national averages, as evidence to demonstrate the volume, quality and productivity of work performed.

Table V. Questionnaire (Intake Form) Used for Evaluation of Administrative and Support Programs	
Criterion	**Aspects evaluated and reviewed based on written responses**

Relevance	**Mission:** What is the mission or purpose of your program?
Relevance	**Major functions:** What are the major functions of your program and total staff FTE?
Quality	**Ongoing assessment / evaluation:** How do you assess progress or achievement on your mission, goals or performance (quality, effectiveness, impact)? Briefly describe the measures used, the process, and frequency.
Quality	**Findings:** Given your ongoing assessment / evaluation**,** on the whole, what have you found about your program's quality, effectiveness, and impact? What's working well? What could be improved? OR, Please list your program's goals and progress you made towards meeting those goals.
Quality and Opportunity Analysis	**Improvement:** How have or will the findings be used by the unit/program to make changes? May include (1) actions already taken, and/or (2) actions planned for the future.
Productivity and Efficiency	**Resources:** How are you able to meet your service needs with the current staffing level? Are there areas of your operation in which you would recommend investment or divestment?
Relevance and Opportunity Analysis	**Strategic connection:** Describe the ways in which this program ***may*** contribute to the newly drafted strategic planning goals and University mission (Strategic Planning - University Strategic Plan). (Optional, as applicable)

The report for each program was then reviewed, typically by a divisional leadership committee. After reviewing and evaluating all programs' submitted intake forms, the vice president of each division, working with their leadership group, summarized the significant findings in a 2-page executive summary. In each executive summary, the following information was highlighted at the divisional level:

- Organization and context: The mission statement of the Division and an organizational chart.
- Major accomplishments in the past 1 - 2 years focusing on high-level information and division-wide themes.
- Forward focus / opportunity analysis: Based on program prioritization, each division was asked to provide 3 to 5 examples of improvements and actions that will likely contribute to advancement in quality, productivity, efficiency, and/or focus in their division. Divisions were encouraged to include examples of areas for improvement from: improvements to organizational structure and function; collaboration within or among

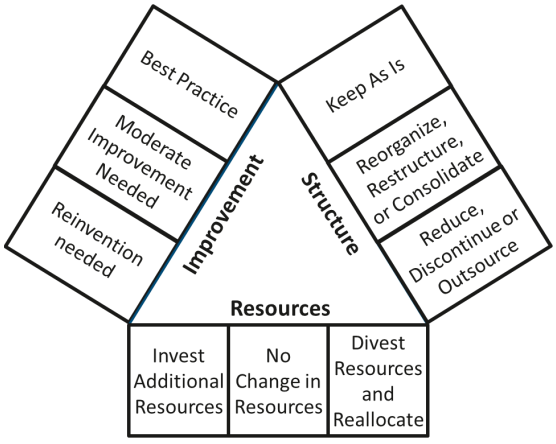
divisions and restructuring; cross-training and sharing skill-sets / resources; technological improvements; process improvements to streamline operations; etc.

- Discussion of resource implications (e.g. investment, reallocations, consolidations, discontinuations, etc.).

Divisional leadership teams reviewed intake forms from all programs, and discussed main findings, in particular focusing on opportunities and areas of improvement that were found through the program prioritization process as well as program context and potential actions. As per the revised SBOE Policy III.F, administrative and support units were not quintiled. Instead, the focus of the analysis was on continuous improvement of programs based on identified criteria and resource implications (e.g. investment, reallocations, consolidations, program discontinations etc.) as appropriate and relevant.

Each proposed improvement / action can be categorized into one of three dimensions, as illustrated in the adjacent figure:

- Changes to organizational structure
- Improvement to processes and procedures
- Investment or divestment of resources



Each vice president then prepared a summary report discussing the results of the Program Prioritization for their division and highlighted important actions. These results are described in some detail in the following section, including proposed changes to organizational structure, proposed improvements and associated resource implications. These summary reports will next be reviewed by the President. Once reviewed / revised (as needed) and approved, each vice president will be overseeing the implementation of actions identified during Program Prioritization.

Key Milestones and Dates

Table VI. Academic Instructional Programs

November 10, 2020	Data on Minors, Emphases, and Undergraduate Certificates distributed
December 1, 2020	Deadline for Minors, Emphases, and Undergraduate Certificates Intake Survey
December 18, 2020	Data from Intake Survey (minors, emphases, etc.) sent to deans
December 23, 2020	Data and metrics for Instructional degree programs delivered to deans
January 5, 2021	First-pass prioritization sent to deans
January 10, 2021	Deadline for Instructional Degree Program Intake Survey
January 12, 2021	Data from Intake Survey (degree programs) delivered to the deans
January 31, 2021	Deadline for reports from the deans
Early February	Deans distribute master data file and results of quintile placement to chairs/directors in their colleges
May 31, 2021	Deadline for draft Action Plans to be submitted to deans
Summer 2021	Deans review Action Plans and clarify with department leaders as needed
August 31, 2021	Deans sign off on final Action Plans

Table VII. Administrative and Support Programs

January 19, 2021	Templates and instructions distributed to the Divisions
February 1, 2021	Divisional leadership submit the list of programs to be evaluated
March 31, 2021	Divisions determine specific timelines for internal deadlines and customize an instruction document for each of their programs. Programs complete intake forms by March 31st.

April 30, 2021	Executive Summary report from each division plus a compendium of all final individual program intake forms are completed.

Results and Discussion for Academic (Instructional) Programs

Minors, Emphases, and Undergraduate Certificates

For minors, emphases, and undergraduate certificates, 236 programs were evaluated. Of these, 94 (or 40%) were identified as new since the fall of 2017. Table VIII provides an overview of the programs evaluated by type and their initial evaluation based on the three-year average number of students graduating with that minor, emphasis, or undergraduate certificate.

Table VIII. Results of Evaluation of Minors, Emphases, and Undergraduate Certificates

		Above the threshold number of graduates?		
Type of Program	Total # programs evaluated	# Above threshold	# Without graduates data yet	# Below threshold
Minors	94	37 (39%)	7 (7%)	50 (53%)
New	28	0	7 (25%)	21 (75%)
Not New	66	37 (56%)	0	29 (44%)
Emphases	67	24 (36%)	11 (16%)	32 (48%)
New	20	2 (10%)	11 (55%)	7 (35%)
Not New	47	22 (47%)	0	25 (53%)
Undergrad Certificates	75	20 (27%)	27 (36%)	28 (37%)
New	46	9 (50%)	27 (59%)	10 (22%)
Not New	29	11 (38%)	0	18 (62%)
Totals	**236 (100%)**	**81 (34%)**	**45 (19%)**	**110 (47%)**
New	94 (100%)	11 (12%)	45 (48%)	38 (40%)
Not New	142 (100%)	70 (49%)	0	72 (51%)

* Thresholds: undergraduate minors, emphases, or certificates <5; graduate level emphases<3

Eighty-one programs met the threshold for the annual number of graduates, and 45 were too new to have graduates data. The remaining 110 programs (or 47%) were flagged for not having met the threshold for annual number of graduates, 38 of which were new programs since the fall 2017. Notably, of the 72 programs that were flagged as below the threshold and were not new, 78% of them require minimal or no additional resources, meaning that they are able to provide opportunities for students without adding direct or indirect resource costs to the home departments or programs. The remaining 22% of not-new programs that were below the threshold formulated initial action steps to revise and enhance the programs, including new or revised recruitment efforts, changes to curricular offerings, and programmatic changes.

Instructional Degree Programs

A total of 204 instructional degree programs were evaluated; these included all bachelor's degree programs and above plus graduate certificate programs. Of these, 51 (or 25%) were identified as new since fall 2017. Table IX provides an overview of the programs evaluated by award level and their initial evaluation based on the three-year average number of students graduating with those degree awards.

Table IX. Results of Evaluation of Instructional Degree Programs				
		Above the threshold number of graduates?		
Type of Program	Total # programs evaluated	# Above threshold	# Without graduates data yet	# Below threshold
Bachelor's	87	59 (68%)	3 (3%)	25 (29%)
New	15	4 (27%	3 (20%)	8 (53%)
Not New	72	55 (76%)	0	17 (24%)
Graduate Cert.	40	12 (30%)	19 (48%)	9 (23%)
New	23	1 (4%)	19 (83%)	3 (13%)
Not New	17	11 (65%)	0	6 (35%)
Master's	62	41 (66%)	6 (10%)	15 (24%)
New	9	2 (22%)	6 (67%)	1 (11%)
Not New	53	39 (74%)	0	14 (26%)
Education Specialist	2	2 (100%)	0	0
New	0	0	0	0
Not New	2	2 (100%)	0	0
Doctorate	13	10 (77%)	2 (15%)	1 (8%)
New	4	1 (25%)	2 (50%)	1 (25%)
Not New	9	9 (100%)	0	0
Totals	**204 (100%)**	**124 (61%)**	**30 (15%)**	**50 (25%)**
New	51 (100%)	8 (16%)	30 (59%)	13 (25%)
Not New	153 (100%)	116 (76%)	0	37 (24%)

*Thresholds: bachelor's <10; master's, graduate certificates, and education specialist degrees <5; doctorate <2

One hundred twenty-four (or 61%) of the programs met the threshold for the annual number of graduates for the given award level. An additional 30 were too new to have graduates data. The remaining 50 programs (or 25%) were flagged for not having met the threshold for annual number of graduates at their respective award level, however 13 of them were new since '17-18.

Combined Results

Table X depicts the assignment of all programs by program type to quintiles, based on the entire aforementioned analyses.

Table X. Quintile Assignments Across All Programs							
	Total Programs	Quintile assignments					
Program Type	Evaluated	First	Second	Third	Fourth	Fifth	NQ*
Minors	94	15	11	18	15	28	7
Emphases	67	17	10	13	6	10	11
Undergraduate Cert.	75	8	11	8	6	16	26
Bachelor's	87	22	22	17	22	4	0
Graduate Cert.	40	4	7	8	11	10	0
Master's	62	10	16	12	18	6	0
Education Specialist	2	1	0	0	1	0	0
Doctorate	13	5	2	6	0	0	0
Totals	440	82	79	82	79	74	44

% of total per quintile	100%	20.7%	19.9%	20.7%	19.9%	18.7%	

*NQ denotes no quintile assignment was made due to missing or insufficient data. The NQ programs were excluded from the calculation of the total percentages for each quintile.

Of the 440 evaluated programs, 153 received assignments in the fourth or fifth quintile. Forty-four programs were not assigned to a quintile because of missing or insufficient data; all 44 of these were new. Table XI depicts the distribution of programs across all quintiles for programs that were new and not new.

Table XI. Quintile Assignments Across All Programs Based on New Status

Program Type	Total Programs Evaluated	Quintile assignments					
		First	Second	Third	Fourth	Fifth	NQ
Not New	294	77	58	65	58	36	0
New	146	5	21	17	21	38	44
Total.	440	82	79	82	79	74	44

Placement in the fourth or fifth quintile triggered a requirement for the program to submit an action plan; however, this applied only to programs that are not new. As shown in Table XI, 94 of the 153 programs in the fourth and fifth quintiles were not new and, thus, these programs were required to submit the Action Plan report.

Table XII summarizes the primary criteria responsible for an *instructional degree program* being assigned to the fifth or fourth quintiles. The most common deficiency was productivity, typically resulting from a low number of graduates. This is somewhat expected, since the analysis included new instructional degree programs, which are still scaling up and may not have many graduates. The second most common deficiency was quality for the fifth-quintile programs and was relevance for the fourth-quintile programs. Low scores for quality were caused by low student satisfaction with quality and/or a poor program assessment report, and low scores for relevance were caused by low enrollment (an indicator of demand), and low relative student satisfaction with their degree program. Finally, low scores for efficiency were caused by relatively difficult progression through the degree. Notably, all but three of the fifth-quintile instructional degree programs had at least two deficient criteria, and six fifth-quintile instructional degree programs had deficiencies in all four criteria. Approximately 25 percent of the fourth-quintile programs had deficiencies in three or more of the criteria.

Table XII. Causes of Placement into the Fifth Quintile

	Criterion			
	Relevance	Quality	Productivity	Efficiency
Number of ***Fifth-Quintile*** Instructional Degree Programs with relatively low scores in Criterion (out of 20 programs)	11	17	20	12
Number of ***Fourth-Quintile*** Instructional Degree Programs with relatively low scores in Criterion (out of 52 programs)	29	24	30	24

All fifth- and fourth-quintile programs that are *not new* submitted action plans to their deans on May 31, 2021. College deans are in the process of reviewing action plans, will request revisions (if needed), and approve final action plans by August 31, 2021. All programs in the fourth and fifth quintile will be re-evaluated by fall 2022. Examples of actions that may be planned to remedy the challenges identified by Program Prioritization include but not limited to: program discontinuations (and reallocation of resources to other programs); improvement of their assessment of learning outcomes in order to evaluate and ensure quality; restructuring by, for example, adding an emphasis to attract more students or by consolidating programs, in order to streamline the options for students; revitalization of their curriculum to make it more efficient for students to progress through the program; or focusing on recruitment in order to increase enrollments and production of graduates, with specific targets established.

Table XIII depicts the program types that were flagged for not meeting the determined thresholds for numbers of graduates. The two columns on the right show that 160 programs did not meet the thresholds for numbers of graduates; a strong majority of these programs were placed in the fourth or fifth quintiles. Of the 56 that did not meet the threshold for graduates and were not placed in the fourth or fifth quintiles, 14 (or 25%) of them were new.

Table XIII. Programs Flagged for Low Number of Graduates

Program Type	Total programs evaluated	Programs meeting graduates threshold	Programs without available data	Programs not meeting graduates threshold	
				In fourth or fifth quintile	Not in fourth or fifth quintile
Minors	94	37	7	38	12
Emphases	67	24	11	14	18
Undergrad Certificate	75	20	27	17	11
Bachelor's	87	59	3	16	9
Graduate Certificate	40	12	19	7	2
Master's	62	41	6	12	3
Education Specialist	2	2	0	0	0
Doctorate	13	10	2	0	1
Totals	440	205	75	104	56
Percent of Total	100%	46.6%	17.0%	23.6%	12.7%

Initial Changes in Academic Programs

Although the Action Plans will become final at the end of summer 2021, several initial changes have already been made:

- The transition of the Department of Community and Environmental Health to the Department of Public Health and Population Science in the College of Health Sciences.
- The move of the LEAD program from the College of Innovation and Design to the School of Public Service.

- The separation of the current Department of Communication and Media into two separate entities, the Department of Communication and the Department of Media.
- **Eight** instructional programs were discontinued by May 2021 as a result of program prioritization. These include two bachelor's degree programs, two master's degree programs, one graduate certificate, one undergraduate certificate, and two emphases.
- Planned discontinuations of **14** additional programs will be initiated during the fall semester of 2021. These include one bachelor's degree program, two graduate certificates, two master's degree programs, five minors, and four emphases.

Results and Discussion by Division

Administrative and Support Programs

Administrative and support programs provide services that support the academic mission and carrying out the operations of the University. These programs are distributed across all Divisions of the University.

As discussed under the Methodology section above, programs within each Division completed their self-assessment using a uniform intake form, and leadership within each Division then reviewed to identify major accomplishments, areas for improvement, recommendations, and resource needs / re-allocations. Highlights of these Division-level reviews are discussed and summarized in Executive Summary reports from each Division. Below, we describe the results and analysis of the program prioritization process completed in all Administrative and Support programs on campus.

In addition to and as part of the program prioritization efforts and following recommendations of an outside consultant, important organizational and structural changes were announced by President Marlene Tromp in her March 12, 2021 email to campus. Several areas / units were touched by these organizational changes, including Campus Operations, Public Safety and Transportation, Finance and Administration, and University Affairs. These changes became effective immediately after the announcement and are reflected in the division-level discussions below.

Division of Finance and Administration

Programs within the Division of Finance and Administration are organized as depicted in the following table. This table reflects the organizational changes in the University that were announced in March 2021. This major organizational change was partially the result of the program prioritization efforts and was effective immediately. In particular, campus operations, which previously was a standalone division, was merged with finance and administration to simplify structure, better align functional priorities, and create greater synergy among operations, facilities, finance and administrative teams. This change was an important result of the commitment to operating efficiently and maximizing university resources, particularly in financially challenging times. As part of this change, the Office of Public Safety, including Campus Security, Transportation and Parking, Emergency Management and Integrated Security Technology, moved to the newly named Division of University Affairs (previously named the Division of Compliance, Legal, Public Health, and Audit).

Division of Finance and Administration						
Office of Budget and Planning (1 program)	University Financial Services (5 programs)	Morrison Center (1 program)	Extra Mile Arena (1 program)	Human Resource Services (1 program)	Office of Information Technology (11 programs)	Campus Operations (11 programs)

Major accomplishments

- The Sustainability Governance Council was created as a presidential initiative, with oversight provided through Campus Operations.
- Completed construction and opened the Micron Center for Materials Research - a $50 million, multi-year project.
- The Division pivoted to providing significant support as well as new services during COVID-19, including technology enhancements to 201 classrooms and creating 21 "new" classrooms, federal stimulus grant administration, and financial services and student refund management. Actions undertaken include reconfiguring Extra Mile Arena to host large classrooms, the Morrison Center offering performing arts experiences online to engage the community, and IT upgrading capabilities for online instruction and testing as well as improving infrastructure to enable faculty and staff to work from home. The Division also provided software app development and data to support contact tracing, classroom attendance and seating location tracking.
- Campus Operations personnel were integral to the opening of campus to best serve students and staff during this challenging year. There was no evidence of viral spread in campus buildings. In addition, taking advantage of reduced people on campus, completed a variety of preventative maintenance projects - significant painting, lighting, flooring, plumbing and landscape projects across campus.

- Human Resources reinvented the onboarding process to better acclimate new employees to Boise State and initiate employee engagement in order to improve performance and increase the likelihood of long-term employee retention.
- Boise State University's Research Computing Department, which is a part of OIT, rolled out the Borah computer cluster. Located at the Idaho National Laboratory's Collaborative Computing Center and built through a partnership between Boise State, the Idaho National Laboratory and Idaho Power, Borah is four times as powerful as Boise State's previous high performance computing (HPC) architecture and will support the growing compute-intensive research and education mission at the university.
- University Financial Services focused on innovation in 2020. The unit combined accounts payable and purchasing into a single procure-to-pay unit, redesigning all services to focus on the customers needs throughout the lifecycle of the activity. In addition, nearly 100 process improvement projects were completed along with implementing four patch bundles, and managing production support for Bronco Hub and Student Financials.
- The Office of Budget and Planning focused on providing better information for decision-making. Two key initiatives to support this effort include completion of an administrative benchmarking study with ABC Insights and acquiring and initiating implementation of a new budget and planning system.

Overarching themes

Following major themes emerged from the analysis of divisional programs within Finance and Administration:

- Presently, the business operations offices in the division are decentralized; substantial opportunity exists for increased coordination, consistency, and efficiency. Taking a cross-divisional view of business processes and administrative systems will likely produce improvements and efficiencies of a magnitude not otherwise attainable.
- Program Prioritization identified a number of opportunities for cross-divisional consolidation of operations, such as moving Campus Operations under the Division of Finance and Administration.
- Maintaining up-to-date facilities and equipment is a costly challenge for several programs.
- Compliance with federal and state regulations remains an area of growing focus and necessary investment at institutions of higher education. Note that many of the divisional compliance functions share responsibilities with the Office of Institutional Compliance and General Counsel in the Division of University Affairs.

Forward Focus / Opportunity Analysis

Based on program prioritization, following examples of improvements and actions are identified as contributing to advancement in quality, productivity, efficiency, and/or focus in the division.

- Program prioritization reaffirmed the need to combine the space management policy/process with the capital needs policy/process to make it more user friendly and efficient.
- Campus wide Space Study was initiated. Once the report is received, we will work to implement recommendations for more efficient and effective space usage across campus and especially in the interest of supporting our new strategic plan goals and objectives and to take advantage of potential adjustments to increased remote work.
- Work is underway with the Office of the State Board of Education to develop an enterprise risk management system for higher education. Boise State will contribute to this effort and share an employee for the first year to get the program underway.
- Work is underway on a Smartsheet database tool for project management, which will streamline project tracking and set the stage for tracking project data to assist with decision-making and program assessment into the future.
- Work is underway to create a dedicated floor crew, which will greatly improve the overall appearance and preventative maintenance of our facilities. Developing a specialized crew eliminates the inconsistency of 70 different staff doing floor work inconsistently or poorly. This move will also free up custodians to concentrate on more cleaning specific tasks, which will improve the cleanliness of classrooms, common areas and restrooms.
- Implementation of a shared services procure-to-pay model across campus in order improve business operations and reduce the staffing levels required for these activities freeing up resources to be dedicated to other activities.
- Implementing Salesforce campus-wide with a focus on streamlining communications and marketing efforts from the University to the campus community as well as providing a data-driven 360-degree student view, personalized multi-channel engagement at scale, and a modern, unified and holistic advising experience.
- The Canvas LMS implementation project to replace BlackBoard is on track for the Fall semester. This is an enterprise transformational project that will impact students, faculty, and staff.
- Executing people strategies to reduce employee attrition and improve institutional effectiveness. There are multiple strategies in the people plan including market-based employee compensation, upgrading the university's HR system, and expanding opportunities for employee development.

Challenges Identified and Resource Implications

- The completion of the AASHE STARs report provides the data and information needed to focus goals and objectives in a campus Sustainability Plan. Additional university investment in infrastructure, staffing and especially student positions to support this effort will be integral to our success.
- A new process to identify, vet, and prioritize renovations projects is now fully implemented. While providing better information and campus review for decision-making, the number of projects submitted and approved is not decreasing.

- We are currently meeting minimum environmental compliance requirements, but opportunities to collaborate with local government, better address environmental issues and education as well as add to our sustainability goals necessitate likely investment in this area.
- Lab safety compliance rates differ greatly between colleges. It is clear that having dedicated staff assigned by college to this task makes a tremendous difference in compliance and safety measures. A possibility is to consider a model where F&A increases are shared with Campus Operations as their work increases as research activity increases.
- To use university resources most efficiently, it is important that we invest in software to manage and measure university utilities. Currently, high-level staff are putting in many hours to manage utility data.
- Additional resources will be necessary to effectively implement many of the Division's long-term strategies. In particular, the people strategy will require a significant investment of resources. In addition, implementation of shared services will require the reallocation of resources from campus units to shared service centers.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- The business operations of Facilities, Operations, and Maintenance (FOAM) were integrated into a single business operations unit at the division level, producing substantial increases in effectiveness and efficiency. The new divisional unit provides coordination among business operations across the division.
- An Office of Public Safety was created to lower the University's overall safety risk by consolidating University Security, Transportation and Parking Services, and Environmental Health, Safety and Sustainability (EHSS).
- Extra Mile Arena (previously Taco Bell Arena), the Morrison Center, and Athletics outsourced ticketing and now manage their own operations and customer service activities.
- Research Computing centralized services for support of cyber infrastructure for research to maximize support to researchers. A central model of support was identified as an emerging trend in higher education research-intensive institutions.

Office of the President

The programs reporting to the Office of the President are organized as depicted in the following table.

Office of the President		
Athletics (6 programs)	Communications, Marketing & Creative Strategy (5 programs)	College of Innovation & Design* (7 total programs: 3 instructional and 4 administrative & support programs)

*Note: The following administrative and support programs from the College of Innovation and Design are evaluated and reviewed in this section: eSports, Venture College, and the Onramp program. Boise State X (BSX), a program designed to build partnerships that enable non-traditional students facing roadblocks to graduate was disbanded in Fall 2020 since other / better solutions were found to support this group of students, and was not included in the program prioritization review.

Major accomplishments

- Hired a new Athletic Director, Head Football coach and currently hiring Head Women's Golf Coach and Head Softball Coach.
- Prior to the pandemic, we finished as the top Group of Five athletic program in the country in the Learfield Cup Standings, and in the top five each of the previous five seasons.
- Concluded the 2021 spring semester with an all-sport cumulative GPA of 3.37, a department record, and 140 student-athletes were named to their respective college's Dean's List. The all-department GPA has been at or above 3.0 for 28-consecutive semesters, and at or above 3.30 for nine-straight semesters.
- Boasted the Mountain West Athlete of the Year in 2016-17, 2017-18 and 2018-19. Boasted the Mountain West Scholar-Athlete of the Year in 2017-18, 2018-19 and 2019-20.
- Launched the Lyle Smith Society, a philanthropic giving option, in December of 2020, which has since generated more than $6 million over the course of the next five years.
- In the past three years, the Office of Communication and Marketing led efforts to bring university units to a single web design and content marketing system.
- The Office of Communication and Marketing is in the process of launching the Boise State brand platform and enterprise-level campaign: **This is Blue Turf Thinking**.
- The Office of Communication and Marketing is in the process of launching our first ever enterprise-level communications and marketing plan.
- The Office of Communication and Marketing is leading the Salesforce implementation for the University with Salesforce Marketing Cloud.
- ESports has been able to spotlight individuals and the Boise State community through multiple contributions to national and local news pieces, keynote and invited speaking opportunities, and numerous awards, including 5 Collegiate eSports All-Americans, Broadcast Team of the Year, Overwatch Coach of the Year, and numerous other nominations to our students and staff.
- ESports served our Boise State community and partners by organizing and broadcasting more

than 10 events in 2020 including the State High School Esports Championships, The Idaho Entrepreneur Challenge, On-Ramp Showcase, Free summer camp for Idaho teens, Missouri High School Esports season and state championships, and many more.

- ESports demonstrated that we can Inspire the collegiate and scholastic community with excellence in broadcast production, tournament, and competitive play. With more than 10M minutes watched and 2M unique viewers in the first semester, Boise State esports and program are considered the high mark for production. Regularly, Boise State is mentioned as a Top 5 collegiate esports Program. This inspiration can be measured by the esteem in the program garnering both the Collegiate Esports Coach of the Year (NAECAD) and Director of the Year (NACE) in 2020.
- The Onramp Program works with schools in need (60%+ Free/Reduced Lunch eligibility) to provide educators the tools, training, and resources to create coding experiences for K-12 students. The number of districts, schools, and educators engaged has increased in year two, including twice as many educators in our current cohort and we are on track to engage more than 1000 students in coding experiences, a ~20% increase over year one.
- Venture College is currently exceeding the goals for the program, serving more than 4,000 students in 2020 and generating more than $12 million in revenue since 2013. Our program has reached students across BSU's campus and across Idaho, with room to still grow.

Overarching Themes

The following theme emerged from the analysis of programs that report to the Office of the President:

- The majority of programs in this umbrella have strong customer service functions and ties to the brand and image of the University. Therefore, reallocations, investments, and structural realignments will help increase the quality in several areas.

Forward Focus / Opportunity Analysis

- With new leadership, Bronco Athletics is currently conducting a department-wide SWOT analysis. The goal is to create a sustainable revenue model with an emphasis on becoming an outbound department. The department has begun building out its external units to help with improving revenue generation, branding, and storytelling.
- Currently in the process of hiring a senior associate director of athletics for external, in addition to creating an internal outbound ticket sales team with the hiring of an associate athletic director for ticket sales and operations.
- Conducting a facility assessment to prioritize future projects as we prepare to launch an athletics capital campaign.
- Working on elevating our support for BroncoBOLD, which focuses on mental health, as well as BroncoLife, which focuses on the whole person and emphasizes the transition to college, personal development, and career planning.

- For the first time at the university, the Office of Communication and Marketing will be implementing an annual communications and marketing plan, as well as the segmented communications model. This university/enterprise-level approach will bring more visibility and alignment to our communications and marketing efforts, which aims to strengthen the brand, as well as identify opportunities to improve productivity and efficiency. The plan's framework is structured around the strategic plan goals. Every division and college is represented in the plan.
- The Office of Communication and Marketing will collaborate with working groups across the university to build a content strategy around each segment and build an annual content strategy.
- ESports is now coordinating with residence halls to build out experiences.
- ESports is now in the process of development of co-curricular offerings.
- Venture College is in the planning stages of a 'go-to-market' workshop that would be focused on assisting faculty and graduate students. This program would give faculty researchers a process and understanding of how to successfully commercialize their work.
- Venture College is planning on launching new programs focused on engaging students who may not have their own idea for a venture but want to gain the experience of the entrepreneurial process through our 'Hacking for X' framework. This will expand to new industries in an effort to reach students of different disciplines.

Challenges Identified and Resource Implications

- Current challenges in Athletics primarily revolve around financial resources. In FY20 we ranked 5th in the Mountain West in operating budget and spent $9M less than San Diego State. Although we are at the top end of our conference and group of 5 peers with regard to fundraising, we are at the lower end when it comes to operational funding from the institution and state. Through a zero-based budget analysis, we identified several key areas where additional resources are necessary in order to remain competitive at a very high level and to meet the expectations of campus and our community. Additional investments in these areas will not only have a positive impact on our athletic competitiveness and academic successes, but the University as a whole.
- Office of the Marketing and Communication: investment has been requested to fund the enterprise-level campaign: **This is Blue Turf Thinking**. This campaign is built upon the updated brand platform and personas of our stakeholders. Analysis following the first year rollout will be needed to identify any staffing reorganization considerations.
- Esports: investment in staff to pursue and secure sponsorship and partnership is an important area of need. Additional space for a broadcast studio would open additional revenue streams.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- The Office of the President and programs that report to it were substantially revised and reconfigured since the last program prioritization. These changes include:
    - Moving Morrison Center and Extra Mile Arena to the Division of Finance and Administration.
    - New initiatives and programs under the College of Innovation and Design, which was created as part of the 2013-14 Program Prioritization.
    - Moving Boise State Public Radio to Extended Studies.
    - Transfer of university policy management from the President's Office to the General Counsel's office to create synergy with functions already assigned to the General Counsel's office related to policy interpretation and compliance.
    - Transfer of two programs – the sign shop and the print shop – to the division of Communications and Marketing to enhance their ability to manage and service the brand expectations of the university and needs of divisions across campus.
- The associate director for government relations position was redefined to serve more critical needs in community relations.
- Restructure and redesign the Office of Communications and Marketing to enhance the quality and productivity.

Division of Research and Economic Development

The programs of the Division of Research and Economic Development are organized as depicted in the following table.

Division of Research and Economic Development				
Office of Technology Transfer (1 program)	Office of Sponsored Programs (4 programs)	Office of Research Compliance (1 program)	Office of Research Development (1 program)	Institutes and Centers* (4** programs)

*Note: *Institutes and Centers are reviewed every three years using the program prioritization criteria of relevance, quality, productivity, and efficiency under University Policy 5500. This review was completed in 2019, and during this cycle of program prioritization co-operated institutes and centers are reviewed and evaluated within academic colleges. The CAES Energy Efficiency Research Initiative and the CAES Technical Assistance Program were assessed in 2019 and not included in the 20-21 program prioritization. The Energy Policy Institute is reviewed as part of the evaluation of Centers and Institutes by the academic colleges. The Institute for Pervasive Cybersecurity is too new to have sufficient data to provide a robust evaluation. ** This number does not include many other institutes and centers run in collaboration with academic colleges.*

Major accomplishments

The Division has continued to foster and grow research at Boise State University at an astonishing rate of 86% since 2013, and a 10% growth since 2019. This growth is fueling our graduate programs, bringing more talented students and faculty to Boise State University and to Idaho. In addition, there are more opportunities for our undergraduate students to experience research firsthand and to understand creative activity at its core, and to become highly valued employees in today's competitive workplace. Specifically:

- The VPRED Office has focused on building Grand Challenges, reviewing all policies, building federal initiatives, and restructuring the Division to better support both strategically and operationally the continued rapid growth in research year after year.
- The Research Development unit has developed tools and templates for proposals, and fostered connections among faculty across campus, with external universities, laboratories, and federal/state agencies.
- The Office of Sponsored Programs has modernized systems within the constraints of the larger system adoptions on campus (Oracle Financials and now HCM) as there was insufficient funding to fully adapt the system to support research.
- The Office of Technology Transfer has reorganized with an additional staff member to put forth a concerted effort to focus on increased visibility and marketing of IP to grow licensing activity. In addition, we simplified our forms and processes to make interactions with our office more efficient and transparent.
- The Office of Research Compliance is in the midst of implementing electronic protocol management modules to drastically improve each committee's forms, streamline review processes, and improve communication around committee reviews.

Overarching Themes

Following themes emerged from the analysis of divisional programs in Research and Economic Development:

- Each office in the division is understaffed in comparison to peer institutions. The mission and the new strategic plan of the University emphasizes continued growth in research. Our continued success in that realm (as evidenced by data shown above) will require new resources as well as a more efficient use of existing resources. High workloads of current staff and turnover of staff is a major challenge.
- Continued focus on interoffice coordination and communication to increase divisional effectiveness and efficiency.
- Continued focus on modernizing systems and process improvements is needed.

Forward Focus / Opportunity Analysis

Based on program prioritization, following examples of improvements and actions are identified as contributing to advancement in quality, productivity, efficiency, and/or focus in the division.

- Reorganization has occurred across the Division to improve our productivity and use resources most efficiently. This has resulted in new processes and also, in some cases, strong cross campus collaborations.
- Working on slowly modernizing systems, including Info-Ed, and have added staff in Research Development, Technology Transfer and Sponsored Programs to meet growing needs and increase satisfaction. Results from program prioritization efforts are used to modify processes whenever appropriate as a true continuous improvement process.
- The major focus for the Division is to complete the development of the Grand Challenges, in concert with strategic planning, and to attempt to keep pace with our growth.

Challenges Identified and Resource Implications

- With the massive growth of research and reductions in appropriated funding it is difficult to keep pace. Through benchmarking we know that our staff do far more work than colleagues in similar positions throughout the country. Turnover resulting from high workloads is an ongoing concern.
- By eliminating the AVP for Research we were able to make some additions in key areas, but that had a significant impact in the workload for both the division Vice President and the AVP for Sponsored Programs. In the Office of Research Compliance, position responsibilities were shifted and an administrative position was eliminated to support programs. All of these changes provided better support to programs but at a cost to overall workload. This will not be sustainable as research continues to grow.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- Reorganization has occurred across the Division to improve productivity and use resources most efficiently.
- The Office of Technology Transfer has improved efficiencies, enabling reallocation of one FTE to serve as a project coordinator in research development and grant writing.

Division of Student Affairs and Enrollment Management

The administrative and support programs of the Division of Student Affairs are organized as depicted in the following table.

Division of Student Affairs and Enrollment Management								
Dean of Students (5 prog.)	Campus Recreation (3 prog.)	New Student Programs (1 prog.)	Career Services (1 prog.)	Campus Services (5 prog.)	Enrollment Services (4 prog.)	Housing & Residence Life (4 prog.)	Student Equity (1 prog.)	Student Involvement & Leadership (4 prog.)

Major accomplishments

- Recruitment: With improved reporting, new software platforms, finding efficiencies in processing, constant innovation within recruitment strategies, and a focus on personalized service, Admissions has been able to absorb an 44% increase in applications and 38% increase in admits over the past 3 years while maintaining a high level of service. Enrollment goals have been met or exceeded in the past 5 years for the overall freshman class.
- Retention: The following details accomplishments in student success and retention.
    - Designed and implemented a targeted mentoring program for first year students with a focus on those not being retained from first to second year.
    - Updated and Implemented Academic Policy changes to better serve students.
    - Continued to advance programs, processes and services via technology-converted paper forms to Perceptive Content, implemented Kuali curriculum and catalog management system.
    - Created parameters and delivered $5.4 million in additional aid to students.
    - Offered numerous in-person, hybrid and online student engagement and programming opportunities for students - from clubs and organizations to stress relief activities to community service and alternative breaks.
- Career Readiness, Employability, and Post-graduate Outcomes: Over the past year, Career Services supported 1,694 students in individual coaching appointments and provided career information via classroom presentation and workshops to an additional 1,750+ students. About 1,200 students participated in experiential learning opportunities including internships, Work U, and the summer Hometown Challenge.

Overarching themes

Following major themes emerged from the analysis of divisional programs within Student Affairs and Enrollment Management:

- Many of the units in the division have direct interactions with students and, consequently, have substantial influence on how students perceive the university. Therefore, it is important that units of the division pay particular attention to the quality of service provided to students.
- A number of very strong cross-dependencies exist between programs in the division and those in the Division of Academic Affairs. In a number of cases, effectiveness of programs will depend on the strength of collaborative relationships.
- Many of the programs in the division have a strong history in assessing program effectiveness. Program Prioritization provided the opportunity to build on that foundation and to develop assessment structures where they did not yet exist.

Forward Focus / Opportunity Analysis

Based on program prioritization, following examples of improvements and actions are identified as contributing to advancement in quality, productivity, efficiency, and/or focus in the division.

- The most critical improvements needed in recruitment are with the Idaho resident population (both freshmen and transfers).
- The most critical improvements needed in retention are with our Idaho, underrepresented, first-generation commuter students. Restructuring and expanding a first-year experience program will accomplish part of this.
- The most critical improvements needed related to post-graduate outcomes include stronger data support infrastructure, coordinated and aligned experiential education opportunities, and embedded career education into the classroom. All these areas are included in and aligned with the new university strategic plan.
- We are in need of at least 550 additional beds to accommodate the rising student demand for on-campus housing.

Challenges Identified and Resource Implications

- Recruitment - the division is under-resourced in both the communication and recruitment team infrastructure.
- Retention - the division is under-resourced in multiple areas. Priorities include:
    - Student success coach positions that address student retention gaps
    - Financial aid counselors and customer service staff
    - Technology advances including housing assignment and data systems, campus wifi infrastructure, and cross-departmental systems.
    - Student auxiliary funding model restructuring
    - Expanding orientation to a first-year experience
- Career Readiness, Employability, and Post graduate outcomes - areas of resource attention include college embedded career coaches, a Data Specialist, and a significant investment in experiential education (to increase access to opportunities such as WorkU).

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- Moved University Health Services from the Division of Student Affairs and Enrollment Management to the College of Health Sciences, in order to align with the college's academic programs and create teaching and research clinic opportunities. This restructuring enabled students to gain additional exposure to real world instructional situations, and faculty members to augment their instruction and research through actual practice within their professions.
- Reorganized and repurposed the IT support unit previously entitled "Campus Community" by moving PeopleSoft support functions to the Office of Information Technology and data support and analysis to the Office of Enrollment Services.
- Strategically assigned and located facilities and office space to co-locate student service units as much as possible, e.g., Disability Resource Center with Veteran's Service, in order to increase administrative efficiencies, improve access, and enhance opportunities for training to meet the changing needs of students.

Division of University Advancement

The programs of the Division of University Advancement are organized as depicted in the following table. Note that the University Foundation and the Division of University Advancement are connected via a Memorandum of Agreement and a shared mission, but not by formal reporting lines.

Division of University Advancement						
Communications (1 program)	Alumni Relations (1 program)	Development (3 programs)	Advancement Services (2 programs)	Operations (1 program)	Corporate & Fondation Relations (1 program)	*University Foundation (1 program)

Major Accomplishments

- Our fundraising efforts have exceeded expectations, and the endowment portfolio is holding strong, despite market upsets and challenges posed by COVID.
- People/Restructure - University Advancement and the Boise State University Foundation are undergoing substantial restructuring to better position the division and improve the way we serve our alumni, donors, and campus partners. This has increased efficiencies, improved the team culture and made progress towards building an integrated, university-wide, advancement structure.
- Organization - we are viewed as a better campus partner, and our Foundation Board leadership is becoming more engaged.
- Campaign - we are shifting our lens to campaign readiness and preparing the campus to successfully launch the university's next comprehensive fundraising campaign.

Overarching themes

Following major themes emerged from the analysis of divisional programs within the Division of University of Advancement:

- Benchmarking against national studies consistently shows that fundraising and related donor and alumni functions at Boise State are under-budgeted, under-staffed, and have a higher return on investment than similar universities.
- University Advancement and the Boise State University Foundation are undergoing substantial restructuring to better position the division and improve the way we serve our alumni, donors, and campus partners.
- The results of Program Prioritization and the ongoing SWOT analysis results will inform the proposed philanthropy growth plan.

Forward Focus / Opportunity Analysis

- Adding Advancement Services Department to provide strategic leadership for University Advancement and the Boise State University Foundation's infrastructure, utilize data-driven analytics to drive fundraising success and to strategically design, develop and implement operational functions that support Advancement goals in fundraising and constituent engagement. Prospect Management and Research and Donor Relations units / programs moved under the Advancement Services Department and an AVP for Advancement Services has been hired to start in summer 2021.
- Undergoing a SWOT analysis in summer 2021 to better inform a new growth plan.
- Working with the Foundation to improve data processing and reporting so that we can benchmark our efforts with industry standards and continue to improve fundraising efforts.
- Leveraging tools, technologies, and partnerships to accurately measure progress against metrics, as well as gaging preparedness for the campaign. (Examples: DXO program with Evertrue, FPM via Blackbaud, and a campaign readiness tool of the "Dove Preparedness Index" to name a few.)
- Working on appropriate hiring. For example, a full-time Director of Development for COAS and a Senior Director of Development for COBE will bring our college-based fundraising team to an optimal level for the current state. We also need three fully-trained and productive Development Directors for Athletics to meet performance standards and productivity.
- Continue leveraging Board engagement, utilizing an integrated model with more interaction between the Foundation, Alumni, and BAA boards.

Challenges Identified and Resource Implications

- University Advancement is an extremely lean division for a university of our size and fundraising expectations. The outcome of the SWOT analysis will inform the growth plan (budget and staffing) required to complete the university's next comprehensive campaign.

Division of University Affairs

The programs of the Division of University Affairs are organized as depicted in the following table. Note that the Division of University Affairs is a newly-renamed division: prior to March 2021, it was the Division of Compliance, Legal, Public Health and Audit. In March 2021, President Tromp announced a major organizational change to the University structures, including the renaming of this Division. In addition, the Department of Public Safety, including Campus Security, Transportation and Parking, Emergency Management and Integrated Security Technology moved to the Division of University Affairs. This Division did not exist during the 2013-14 Program Prioritization process, and various departments and programs under it previously reported directly either to the Office of the President or to Campus Operations.

Division of University Affairs						
Department of Public Safety (10 programs)	Office of the General Counsel (1 program)	Institutional Compliance (1 program)	Internal Audit (1 program)	Title IX (1 program)	University Policies (1 program)	Office of Public Health (1 program)

Major Accomplishments

- In the last 1-2 years, University Affairs programs led the campus response to the pandemic while gaining improved efficiencies in continued service delivery from business process improvements and intentional alignment of staff.
- During this time, Emergency Management maintained an active, daily virtual Emergency Operations Center and weekly Incident Command Team meetings / situation reports, as well as developed the campus All-Hazards Mitigation Plan.
- In 2020, the Public Health Office (PHO) was created to develop and guide the university's safe and timely response to the COVID-19 pandemic. PHO developed a robust contact tracing program; isolation housing and nursing care programs; sample collection center and on-campus, CLIA-certified PCR COVID testing lab; and vaccination clinic serving campus and the community. These efforts impacted all university departments and allowed campus to safely resume limited, in-person operations and remain open during the 2020-2021 academic year.
- In response to unprecedented levels of pandemic-related event and service contract cancellations, the Office of General Counsel provided increased consultation and contract support to university departments.
- Also during this time, Institutional Compliance and Ethics increased the number of investigators assigned per Title IX case from one to two individuals, thereby increasing efficiencies in interviews and report writing, and ensuring timely closure of cases. Additionally, the Title IX Coordinator role, which previously supported additional institutional duties, was reimagined to focus solely on Title IX compliance.

Overarching themes

Following major themes emerged from the analysis of divisional programs within the Division of University of Affairs:

- Partially informed by Program Prioritization, the Division of University Affairs recently underwent a substantial restructuring to position the division to better serve campus partners and increase divisional efficiencies. Focusing on efficiencies and better alignment of services, the Department of Public Safety has begun operating under the Division of University Affairs.
- University Affairs programs led the campus response to the pandemic, including maintaining an active, daily virtual Emergency Operations Center and weekly Incident Command Team meetings / situation reports, and creating the Public Health office to develop and guide the university's safe and timely response to the COVID-19 pandemic.

Forward Focus / Opportunity Analysis

- In the next 1-2 years, University Affairs, as an expanded and newly-renamed division (since March 2021), will focus on improving departmental and intra divisional business processes, partnerships, and intentional alignment of human and financial resources.
- To ensure intra divisional efficiencies, University Affairs will engage administrative and business operations staff in review of critical divisional business processes. This review will lead to identification and implementation of best practices, reduction of redundancies, and identification of opportunities for cross-training and intra divisional support.
- The Department of Public Safety will conduct a focused staffing and financial analysis, and will review opportunities to right size and realign staffing and reporting lines, resulting in phased and/or long-term strategies for employee recruitment, compensation and retention. It will also look to new and improved partnerships following negotiation with the Office of General Counsel of a new university law enforcement services contract, with the expectation to create a joint campus safety advisory group between the university and contractor.
- Among other programs, both the Policy Office and the Office of General Counsel will leverage university partnerships alongside improved business processes. The Policy Office will implement a rotating review process for all university department policies, prioritizing faculty-related policies in conjunction with the Office of the Provost and Faculty Senate. In a more direct approach, the Office of General Counsel will designate and train subsidiary contract officers within the academic colleges, ensuring accurate and detailed preparation of contracts prior to first review and thereby increasing efficiency and collaboration with those colleges engaged in frequent contract generation.

Challenges Identified and Resource Implications

- Review of University Affairs business processes will require investment of time and energy from divisional staff for meetings and coordination. This may lead to discontinuation of redundant processes, and reallocation of staff and/or responsibilities to best meet divisional needs.

- A new law enforcement services contract may require increased financial university investment to meet negotiated contract terms and conditions, as well as time and energy from those university community members participating in the joint advisory group. Likewise, changes to the Department of Public Safety staffing model and organizational structure may lead to increased financial investment to ensure equitable recruitment and retention practices.
- The Policy Office and Office of General Counsel process changes will require mutual investments of time and energy from university stakeholders charged with timely, coordinated review of departmental policies and preliminary preparation of contracts in cooperation with these programs.
- The Public Health Office's employee, program, and service resources may be reallocated or discontinued in the coming year depending upon university needs and the availability of funds.

Division of Academic Affairs

Instructional (Academic) Programs

The instructional programs of the Division of Academic Affairs that were evaluated during Program Prioritization are organized as depicted in the following table. The evaluation of these programs are discussed in detail in earlier sections of this report.

Division of Academic Affairs (Instructional Programs)						
College of Arts and Sciences (202 programs)	College of Business and Economics (43 programs)	College of Education (47 programs)	College of Engineering (65 programs)	College of Innovation and Design (3 programs)	College of Health Sciences (56 programs)	School of Public Service (34 programs)

*Note: Co-owned programs are counted under each college, hence, the total number of instructional programs in this table are more than what was reported in sections above (there we reported unduplicated numbers).

Major Accomplishments

- First-year retention rate increased from 67% to 78% from 2009 to 2019.
- Six-year graduation rate increased from 28% to 54% from 2004 (2010 graduating class) to 2014 (2020 graduating class).
- Four-year graduation rate increased from 7% to 38% from 2006 (2010 graduating class) to 2016 (2020 graduating class).
- College of Education marked the highest one-year number of doctoral graduates (21) in 2020-2021 in its 28 years of granting doctoral degrees.
- College of Engineering secured SBOE approval of BS and MS Cybersecurity Operations and Resilience (CORe) degrees, and students are signing up for both programs.
- College of Health Sciences expanded the undergraduate nursing prelicensure program by 33% (from 60 to 80 cohorts size) to meet Idaho's nursing shortages.
- The College of Innovation and Design graduated its first program since its founding five years ago: the Leadership Certificate will transfer to the School of Public Service.
- The College of Engineering opened the Micron Center for Materials Research Building.
- The new 2021 U.S. News and World Report rankings placed Boise State Online's bachelor degree programs in the near top 10% of online bachelor's degree programs in the country — **#39 out of 337 higher education institutions**. Boise State also ranked at **#26 for best online bachelor's programs for veterans**.
- Boise State University's College of Education is among the top 40 public universities in the U.S. News & World Report 2021 Best Education Schools list out of nearly 400 graduate schools that were eligible to be ranked; and regionally, it is in the top 3 in Intermountain West and Northwest.

- The new 2021 U.S. News and World Report rankings placed the Boise State Master of Science in Accountancy (MSA) program #43 in the nation out of 164 higher education institutions surveyed — up 44 spots from lasts years' #87 ranking.

- Boise State University's undergraduate computer science offerings debuted at No. 171 out of 481 national universities — the highest in Idaho — in the U.S. News and World Report's new ranking of computer science programs that offer doctoral degrees. This ranking highlights Boise State's capacity to advance the governor's new commitment to cybersecurity in the state. Boise State also was ranked No. 132 on the Best Undergraduate Engineering Programs list — also top in the state.

Overarching themes

Following theme emerged from the analysis of divisional programs:

- Many programs have strong interdependence with programs in other divisions/colleges/departments. Cross-college or cross-divisional initiatives and processes are challenging and require substantial collaboration among individuals that do not share reporting lines.

Forward Focus / Opportunity Analysis

- Academic colleges have demonstrated their ability to develop and deliver complex, multi-college transdisciplinary programs, at both the undergraduate and graduate level; these capabilities can be leveraged to bring greater value to the state and region.
- Colleges have begun building stackable certificates as stand-alone credentials and building blocks for degree programs; expanding such offerings will serve the needs of students and employers efficiently.
- Colleges are exploring a variety of restructuring opportunities such as schools to enhance quality, productivity, and efficiency.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- Creation of the School of Public service with four founding departments from the former College of Social Sciences and Public Affairs (SSPA).
- Expansion of the College of Arts and Sciences from 11 to 16 departments with the dissolution of SSPA.
- Build-out of eCampus Center in Extended Studies, which has facilitated the creation of 59 new fully online academic programs and certificates.
- Build-out of the College of Innovation and Design as home to high-demand programs and incubator for campus-wide innovations.

- Implementation of Bronco Budget 2.0, a responsibility-centered management (RCM) style budgeting model that institutionalizes the productivity metrics used in Program Prioritization.

Division of Academic Affairs

Administrative and Support Programs

The administrative and support programs of the Division of Academic Affairs that were evaluated during Program Prioritization are organized as depicted in the following table. Programs listed in this table do not include instructional programs or Centers and Institutes and college-based support units (e.g., college advising programs). Those programs are discussed in the next section.

Division of Academic Affairs (Administrative and Support Programs only)								
Undergrad Studies (6 prog.)	Academic Planning (2 prog.)	Academic Leadership & Faculty Development (1 program)	Center for Global Education (1 prog.)	Honors College (1 prog.)	Graduate College (1 prog.)	Extended Studies (9 prog.)	University Libraries (2 prog.)	IFITS (1 prog.)

Major Accomplishments

- The Academic Planning Office facilitated the development of the university's strategic plan framework and will continue to facilitate its build-out and implementation
- The Academic Leadership and Faculty Affairs Office within the Office of the Provost was created with the mission to foster an inclusive environment that supports the ongoing career development of faculty and the growth of effective academic leaders. This office works with partners across the university to provide leadership development programs and to establish best practices, policies, procedures, and development programs that help faculty members of all ranks reach their full potential as teachers, scholars and university leaders.
- Extended Studies played a key role in US News and World Report's ranking of Boise State's online bachelor degree programs in the top 12% nationally, ranked 39 out of 337 institutions.
- Honors College received $500,000 in new scholarship monies, including a $300,000 addition to an existing endowment, and exceeded its $500k-$1M fundraising goal by securing ~$1.25M, including a $1M planned gift. From fall '16 to fall '19, Honors College raised more than $2.5 million in pledges and gifts toward scholarships.
- Honors College graduated 192 students in 2020-2021, the highest number in the history of the Honors College and a 20% increase from last year's total of 160 graduates. From fall '16 to fall '19, Honors College grew enrollment by 62% (from 654 to 1063). First-year retention rate for 2020-2021 is 94%, whereas, the first-year retention rate five years ago was 89%. From fall '16 to fall '19, we increased overall student satisfaction by 10%.
- True to its mission of extending access, Extended Studies positively impacts a growing number of people each year, annually serving over 4,000 fully online students, 7,000 concurrent enrollment students, 15,000 campus-based students taking at least one online course, and 2,000 Osher members. Over the course of the 2020 academic year, Extended Studies facilitated

enrollments of 31,803 credit and noncredit students, a 26% increase over 2015. Utilizing entrepreneurial funding models, Extended Studies has been able to add staff to scale with the size of its growing programs. This model and the activity it supports is a major contributor to the University's enrollment growth over the past 5 years.

- The Institute for Inclusive and Transformative Scholarship (IFITS) was established to accomplish its mission of creating and nurturing a vibrant, inclusive research community. IFITS serves as the home of the Office of Undergraduate Research at Boise State; facilitates the Aligning Stakeholders and Structures to Enable Research Transformation (ASSERT) faculty cohort program offering tailored support to established and developing scholars; and acting as a change agent to ensure that the university's structures, policies, and practices enable and facilitate inclusive transformative scholarship that can lead to impact in the state, region, and beyond.
- Graduate education at Boise State has grown rapidly over the past decade, and exponentially over the past five years (the number of doctoral degrees granted tripled between 2015 and 2020). In particular, Graduate College drove a 6% year-to-year growth in PhD program enrollments in AY19-20, with a strong focus on multi-college, transdisciplinary programs. Because of this growth, the Graduate College has needed to develop processes and support structures, such as a new application tool. Many initiatives, for example, the Graduate Student Success Center, GradWell, and Mentoring/Advising are aimed at retaining graduate students, and helping them to complete their degrees.
- The University Foundations program established an active General Education Committee to increase faculty participation and oversight of course review, assessment, and faculty development. In last few years, the program has redesigned keystone freshman course, UF 100, by decreasing class size and increasing disciplinary content and number of experienced faculty participating from across campus; transitioned over 50 Communication in the Discipline courses to Foundations of Oral Communication courses in line with the State Board of Education GEM requirement; established a Finishing Foundations Subcommittee that created an integrated career readiness assignment across capstone courses for every degree; and completed the re-design of UF assessment process, the first cycle of which began in Fall of 2020.
- Enhancement of academic program assessment within the Office of Institutional Research's development of the Program Assessment Report and associated process.
- Robust faculty development support in summer 2020 preparing for remote learning; nearly 700 faculty invested approximately 16,000 person-hours in course design institutes and workshops.

Overarching themes

Following themes emerged from the analysis of divisional programs:

- Many programs have strong interdependence with programs in other divisions. Cross-divisional or cross-college / cross-department initiatives and processes are challenging and require substantial collaboration among individuals that do not share reporting lines.
- Several programs have a strong connection to students, and will therefore influence student perceptions of the university and affect student success. Several such programs seem to be substantially under-resourced compared to peer institutions.

Forward Focus / Opportunity Analysis

- Extended Studies is working with the Provost's Office, Deans, and departments to develop guidelines regarding quality, strategy, and logistics in connection with stackable credential degrees.
- Extended Studies has demonstrated its virtually unlimited capacity to facilitate the development of online programming and to assist in scaling; as an in-house asset, this group can advance the online success of Boise State.
- Honors College has demonstrated its value as a recruitment tool for high-performing students and as a vehicle for national and international scholarship awards (Boren, Fulbright, Goldwater, Rodes, Truman, etc.); Honors can bring greater visibility and prestige to the university.
- Honors College will be collaborating with the Idaho Listens initiative and other partnership opportunities with the Carr Foundation.
- Programs such as Bronco Gap Year and Community Impact Program are reaching students who might otherwise not pursue a college degree.
- The Center for Teaching and Learning (CTL) recently completed a reorganization that integrated the IDEA Shop staff into the CTL, in an effort to better 1) integrate support for technology across the CTL and 2) distribute workload across the staff. Fully transitioning to the new organizational structure (and supporting staff in new roles) is ongoing.
- The Center for Global Education (CGE) is currently going through an internal audit and has already taken several measures for improvement. For example, CGE expanded the definition of internationalization to include "at home" activities in the form of the "Global Collaboration Projects" and microcredentials. To this end, funding models were revised to ensure these activities remain sustainable even post pandemic.
- College of Business and Economics Advising is in progress of creating a COBE Process Manual, which will culminate in an annual meeting with the Associate Dean and department chairs. The COBE Process Manual will include processes that impact the entire college, such as permission numbers, academic adjustments, COBE Admission, second week enrollment, to name a few. The goal of the process manual is to help the advising team and the entire College of Business and Economics to be consistent in processes that affect students. A plan is in motion for COBE Advising to survey certain groups of students, such as First-Generation, to find out how the advising team can better serve those populations.

Challenges Identified and Resource Implications

- Extended Studies expects 30 new students in Community Impact Programs this fall, funded through reallocating resources; continuation and scaling of the program will require the University to make a strategic investment.
- It is critical the university continue investing in our infrastructure to sustain/continue growth in

online education at Boise State. The eCampus Center cannot be as effective unless the university provides: a robust LMS ecosystem, and data warehouse connection with data visualization tools and reporting functionality.

- The Institutional Research (IR) Office manages and completes an extraordinarily high volume of work, responding to the needs of leadership (e.g., developing and administering COVID-19 surveys for students, faculty, and staff), priorities of the University (e.g., strategic planning and program prioritization), and requests from the Office of the State Board of Education. The University's investment in the growth and development of meaningful analytics, improvement of fundamental data structures, and support and infrastructure for strategic planning and ongoing continuous improvement efforts would be very helpful to the work of the IR Office.
- The Library has reached the point of diminishing returns where reductions (or lack of increases) in staffing, budget, and space are negatively impacting efficiency. In particular, demand is increasing for Special Collections and Archives (SCA) and the MakerLab and both areas are critically in need of space; loss of positions and high turnover negatively impacts efficiency as workloads shift to accommodate vacancies; our library materials spending per student is lower than Peers by $20 (FTE) and $44.50 (headcount); inflation on e-journal packages is an ongoing concern, having outpaced increases in the Library's materials budget annually since FY14, requiring reductions in journals annually; and reductions in the Library's ability to purchase books coincides with increased faculty concerns about book availability for research and teaching.
- Because the demand for the Writing Center's services extend beyond our current resources, we are seeking auxiliary funding to support a range of partnerships. Most recently, the Writing Center extended its services through a donor-funded partnership with the College of Business and Economics (COBE). The Writing Center at the Thompson Family Writing Lab serves COBE faculty and students through coordinated Writing Center visits and individualized faculty professional development to support the teaching of writing. This new partnership (as of Fall 20) is /will be reviewed yearly with contingent funding for up to 4 years and has enabled the hiring of an assistant director.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- The last time Extended Studies went through Program Prioritization, it was determined that the Leadership and Support area needed to provide more robust centralized support to Extended Studies' programs for 1) marketing and enrollment services, and 2) financial management. Four years ago the Enrollment and Student Success unit was created to address the need for marketing and enrollment services. The unit has been essential to the Division's enrollment growth. This past year several staff from throughout Extended Studies were centralized to create the Business and HR unit, providing stronger financial support and oversight across all of the Division's programming. Given the importance of revenue generation in how the Division is funded, and given the dynamic growth of programs, the development of the Business and HR unit has been very timely.

- Creation of the Office of Academic Leadership and Faculty Development in the Provost's Office to support Department Chairs and other academic leaders.
- Enhancement of academic program assessment within the Office of Institutional Research's development of the Program Assessment Report and associated process.
- Robust faculty development support in summer 2020 preparing for remote learning; nearly 700 faculty invested approximately 16,000 person-hours in course design institutes and workshops.

Examples of Completed Actions

The following are examples of actions that were identified as a result of the Program Prioritization in 2013-14 and were successfully implemented:

- The Office of Academic Technologies is now restructured as: (i) a Learning Technologies Solutions unit within the Office of Information Technology that focus on providing leading-edge technological infrastructure to support learning; and (ii) a unit (IDEA Shop, operated during 2015-20) within the Center for Teaching and Learning (CTL), which is now incorporated broadly within the CTL, focusing on design of courses with the intentional incorporation of technology.
- Resources were reallocated from relatively low-demand regional sites at Gowen Field and Mountain Home to Extended Studies to staff degree completion programs and other programs aimed to better serve non-traditional students.
- The Graduate College was substantially restructured and reorganized.
- Our recent framework and process for assessment of Program Learning Outcomes (PLOs), Program Assessment Review (PAR), was implemented in 2016-17 as a free-standing process utilizing a rigorous peer-review protocol in which academic units receive feedback on their assessments of learning from faculty outside of their program. The university completed its first three-year cycle of assessing all 151 programs in 2018-19, and has been very successful for three primary reasons:
    1. The process is formative in nature and the focus is on continuous improvement. Faculty members participating in the assessment reflect on their progress in assessing learning outcomes and the success of their students in achieving them.
    2. Programs use PAR to improve their curricula, pedagogy, and assessment processes. Faculty involvement in the assessment process has had a positive impact because faculty understand and appreciate its value.
    3. We added professional development and support, including individualized consultation and the facilitation of meetings among faculty members as well as a four-part assessment workshop series offered each semester.

Centers and Institutes and Other College-based Programs
(Divisions of Academic Affairs and Research & Economic Development)

Divisions of Academic Affairs and Research and Economic Development collaboratively operate Centers and Institutes at Boise State University. The following table shows Centers and Institutes deemed to be "true" centers or institutes as defined by BSU Policy 5000 as well as those entities, for example, service centers, and instructional support units within academic colleges that were evaluated during the 2020-21 Program Prioritization.

Division of Academic Affairs (Centers/Institutes and Other College-based Programs)					
College of Arts and Sciences (5 programs)	College of Business and Economics (4 programs)	College of Education (5 programs)	College of Engineering (4 programs)	College of Health Sciences (10 programs)	School of Public Service (5 programs)

We used a "combination approach" to evaluate Centers and Institutes: Centers and Institutes are evaluated within the academic colleges with which they are associated during the 2020-21 Program Prioritization process and through the regular, 3-yr cycle review as required by the University Policy 5000, Centers and Institutes. The Council of University Centers and Institutes reviewed the existing Centers and Institutes at Boise State University for 2019, and submitted a report in January 2020. Council members evaluated 19 Centers and Institutes using criteria directly related to the four requirements in Policy 5000. These criteria are:

- The Center is consistent with the role and mission statement and University strategy;
- The Center facilitates increased productivity in instruction, research, service and/or outreach;
- The Center enhances an academic program in associated college(s);
- The Center provides associated program(s), department(s), or college(s) with greater visibility; and
- The Center provides increased extramural funding or potential for extramural funding

Out of 19 Centers and Institutes evaluated under University Policy 5000, 14 received a rating of good or excellent, four were acceptable, and only one was deficient. The deficient Center was directed to provide the Dean and the Council with a new focused strategy and a supporting business plan within one year of receiving the report (January 2022).

Major Accomplishments

- BroncoFit is often the front door to Health Services for our community. The team is tasked with outreach on campus and connecting students and employees to resources that will meet their needs (medical, counseling, and other campus departments.) There were over 230 events in

FY20. BroncoFit is visible on campus. In FY20, BroncoFit reached 9,000 campus community members through programming. BroncoFit adapts with change, creating online programming options once the campus went virtual, rapidly increasing our social media engagement (100k reached just from March-June 2020), and finding innovative ways to reach students when the team is not able to hold events (podcasts, text program, etc.).

- Biomolecular Research Center (BRC) has provided resources to faculty and students needed to increase biomedical research related external funding on campus since 2004. Faculty and student mentorship programs have been a great success, supporting more than 450 students. Over 150 publications have cited the Center, contributing significant scientific advancements to publicly accessible peer-review journals addressing a myriad of public health related issues including: Alzheimer's, Parkinson's, drug development, soft tissue repair, bone remodeling, rare diseases, cancer and more. Contributors to these publications include the extraordinary number of student authors in peer-reviewed journals with their faculty mentors. The BRC is designed to encourage transdisciplinary science and we have been able to facilitate networking / research related activity positively impacting faculty and students of the Departments of Biological Science, Chemistry and Biochemistry, Physics, Computer Science, Micron School of Materials Science and Engineering, Mechanical and Biomedical Engineering, and Community and Environmental Health.
- Frank Church Institute received a $500K gift to build a Model United Nations program for high school students and to host the annual competition, beginning in summer 2022.
- College of Arts and Sciences is partnering with Louisiana Tech to launch and research Bronco Gap Year model on their campus with Gear Up grant funding.
- Bronco Corps, a College of Business and Economics funded internship program providing assistance to nonprofits and small businesses struggling with the effects of the COVID 19 pandemic, has supported small businesses with 18 completed internships, and more than 30 internships that are underway.
- The College of Engineering has completed its organizational restructure with new Associate Deans and planning growth for marketing, industrial relations, and development. Analysis of the responsibility distribution at COEN's administration resulted in development of a new structure in which there will be a Dean of Academic Affairs who will be focused on the entire educational process for a better interplay in the undergraduate and graduate curricula, as well as seamless connection between the two levels of education. This Associate Dean will be in contact with the Associate Dean for Research for an effective distribution of the graduate students' infrastructure and scholarship support.
- The College of Business and Economics Advising Office has reached 95%+ hold removal each semester over the past 5 semesters since implementing required advising. Graduation data for COBE students who have received advising and graduated in 4.9 years less or less: during 2014-15 is 59% and during 2019-20 is 74%; and graduation data for COBE students who have received advising and graduated in 6.9 years less or less: during 2014-15 is 77% and during 2019-2020 is 90%.

Overarching Themes

- Evaluation of Centers and Institutes is well-established and was well underway before Program Prioritization was initiated. The revised process includes the Program Prioritization criteria.
- A number of Centers and Institutes operate on very small budgets and could have considerably greater impact with additional investment in infrastructural support. Program Prioritization has provided information that will help the university to prioritize such investments.

Sustaining the Process, Lessons Learned, and Next Steps

Although the University has not undertaken a substantial, campus-wide program prioritization effort since the required 2013-14 Program Prioritization process, Boise State University utilizes a variety of processes for ongoing evaluation and continuous improvement in academic and admin/support programs, including the RCM-style budget model (Bronco Budget 2.0) employed for funding the academic colleges. Many programs undergo regular and rigorous evaluation. Programs are discontinued if they are undersubscribed and new programs are created to serve identified needs in the community. Programs and departments are reorganized as needed to improve operations and implement efficiencies.

That said, we used this second round of campus-wide Program Prioritization process as another opportunity to scrutinize all operations, structures, and programs together in a systematic fashion to identify / refine ways to improve them and realign resources. Now that the year-long process has come to a close, we are in the process of identifying ways to sustain the benefits of systematic program evaulationsand to better incorporate aspects of program prioritization into our strategic planning and budgeting processes.

Aspects of the process especially relevant to its long-term sustainability:

- All programs were evaluated at the same time, using consistent and standardized processes. This model of evaluation enabled us to make comparisons among programs and require substantial changes from a significant proportion of them. In particular, as required by Board Policy III.F, all academic programs were evaluated using the same criteria and placed into quintiles.
- We have developed a clear and standardized intake form for reporting across administrative and support programs. This process enables campus leaders to evaluate and identify improvements to their programs and processes. The next step is to develop and establish a sustainable process, a regular and cyclical reporting cycle, and the resources necessary to ensure continuous improvement.
- We refined metrics for instructional programs and used them as a basis for action planning. The next step is to further refine the metrics and focus on those that are the most meaningful and robust. These refined metrics then can be incorporated into reporting structures, such as the Department Analytics Reports that are distributed bi-annually to academic leaders (department chairs, directors, and deans / associate deans).
- Although Program Prioritization focused on individual programs, the process brought to light opportunities that involve multiple programs.
    - We have made and need to continue to make significant changes to organizational structure, in many cases involving cross-divisional or cross-college (within Academic Affairs) shifts of programs and/or responsibilities. The next step is to institutionalize the process for periodically examining organizational structure for the purpose of maximizing the effectiveness and efficiency of the University.

- There are a number of strong interdependencies among programs that reside within different reporting structures, highlighting the need to ensure collaboration among those programs.

In the sections that follow we describe four areas in which we must focus our activity, in order to ensure the long-term sustainability of the benefits gained from Program Prioritization.

1. Integration of Program Prioritization with Strategic Planning and Budget Planning

Because the Program Prioritization process focused on individual programs, it was not explicitly tied to campus-wide initiatives such as those developed during our recent strategic planning process. We will continue with implementation of our new strategic plan with a focus on the goals and strategies that will address large-scale campus efforts. Next, we will work on integrating our periodic program prioritization process with strategic planning and budget planning. Goal is to create a sustainable process for continuous improvement that aligns with and supports the strategic plan goals and initiatives, and incorporates resource allocation, investment and divestment decisions into this comprehensive process. This will also allow us to be more effective in future Program Prioritization efforts, and will require university divisions to collaborate in integrated planning and execution processes.

As part of integration of program prioritization with strategic planning and budget planning, we will undertake the following:

- Develop a periodic reporting framework tied to the Annual Planning and Budget Process.
  - Each unit at the university will report on its performance and improvements made during the past year.
  - Each division will provide an evaluation of the performance and improvements reported by each unit in that division.
  - Each unit will report progress on their strategic initiatives.
- Develop a sustainable and resourced periodic review cycle, which will provide each unit with the opportunity to take an in-depth look at its operations and performance. The review will focus on alignment with the university's mission, contribution to the strategic plan goals and initiatives, unit effectiveness and efficiency, and improvements made.

Another focus will be on cross-unit and cross-divisional business processes, functions, and operations. There are two common challenges: (i) too often cross-unit processes affect and have tasks divided among the units, but no one unit owns and is ultimately responsible for ensuring the effectiveness and efficiency of the entire process (ii) there is often insufficient bandwidth in existing units to engage in all that is required for process improvement. This is described in more detail in part 4) Enhance Organizational Structures to Support Future Academic Programming below.

2. Follow-up on Implementation of Program Prioritization Action Plans (Academic Programs)

All fifth- and fourth-quintile academic programs that are *not new* submitted action plans to their deans on May 31, 2021. College deans are in the process of reviewing action plans, will request revisions (if needed), and approve final action plans by August 31, 2021.

All programs in the fourth and fifth quintile will be re-evaluated by fall 2022. Examples of actions that may be planned to remedy the challenges identified by Program Prioritization include but not limited to: program discontinuations (and reallocation of resources to other programs); improvement of their assessment of learning outcomes in order to evaluate and ensure quality; restructuring by, for example, adding an emphasis to attract more students or by consolidating programs, in order to streamline the options for students; revitalization of their curriculum to make it more efficient for students to progress through the program; or focusing on recruitment in order to increase enrollments and production of graduates, with specific targets established.

As a way of tracking implementation of the actions outlined in action plan reports by academic programs that are placed in the fourth and the fifth quintiles, the Office of Academic Planning, working with colleges and departments, will create a checklist of key actions proposed for each program. Each action will have a time-frame associated with it. The Office of the Provost will evaluate progress on implementation working with colleges and departments at periodic intervals, with the first evaluation planned for fall 22. Checklists will ensure that actions are taken and provide a mechanism to communicate to the campus community the changes brought about by Program Prioritization.

3. Refine and Align Metrics

We expect that the Program Prioritization process will inform several aspects of our capability to analyze and use data on unit and organizational performance.

First, we are gathering feedback through focus groups and a survey to help us to refine and finalize the metrics and process to be used going forward. We already utilize many useful metrics in our Department Analytics Report, however, program prioritization provides us with an opportunity to refine our measures. One planned activity is to expand our use of the peer benchmarking data that is available through the Delaware Cost Study. In our refinement of metrics, we will pay attention to not using a metric merely because it is convenient and easily measured, rather it must effectively measure the targeted criterion.

We are in the process of developing metrics and targets to assess our progress in meeting the goals of our brand new strategic plan, *Blueprint for Success 2021-26*, as well as our Strategic Enrollment and Retention plan, which is currently being revised. As required by NWCCU accreditation, we also use metrics and key performance indicators (KPIs) to assess university wide performance. As a next step, we will ensure that all sets of metrics and targets (key performance indicators - KPIs) we utilize are consistent where it makes sense. More importantly, we will carefully evaluate the KPIs to ensure they are effective indicators of success.

As important as ensuring easy access to accurate data is ensuring that the data is used wisely. Thus, we will focus on building knowledge from data, increasing understanding of the meaning of data,

drawing appropriate conclusions, and advancing a culture of data-informed decision making.

4. Enhance Organizational Structures to Support Future Academic Programming

This has been a year of planning at Boise State with both the University Strategic Plan being developed / implemented and a five-year program prioritization being carried out. In addition, we are participating in NWCCU fellowship with a project titled "Modernizing Data and Coordinating Organizing Structures for Multi- and Transdisciplinary Academic Programming." A key challenge and opportunity identified in these processes / projects is the need to modernize university systems and processes, including data and governance structures with a focus on the development of inter-/transdisciplinary collaborations, which will need better support structures to facilitate these new ways of working. These organizational support structures may include a wide range of items from how we define programs to better track data to governance of the programs including faculty workload and policies. This need to modernize university systems, structures, processes and other infrastructure is particularly important for innovation and collaboration in academic programming.

Boise State has been successful in adopting numerous innovative inter-/multidisciplinary academic programs and has plans to continue stretching traditional academic boundaries by establishing more multi-college and transdisciplinary programming, however, cumbersome, outdated and misaligned systems likely inhibit innovation and collaboration across departments. As heard in campus discussions "our spirit to serve, innovate, collaborate is strong, but our systems and processes are outdated and holding us back."

We have taken a number of steps as part of the Program Prioritization that will be helpful in the next steps. These include:

- Program prioritization revealed some inconsistencies in the set-up of plans and plan types in our data system. For example, differences in secondary education plans, CIPs, and endorsements. The next step is to work with the College of Education and other relevant programs / departments on campus on a review process to commence sometime in the next fiscal year as the college has interim leadership in certain key roles.
- We started an inventory of miscellaneous organizational and data issues with the Office of Institutional Research staff. The next step is to consider these issues as part of the program prioritization post-mortem review to determine which are localized analytical issues vs. University system issues.
- As part of the program prioritization process, we developed and/or refined several master crosswalks (org-plan level for student-related measures, CIP level and expenditures-related for analysis relating to the Delaware Cost Study). The next step is to determine what the ongoing maintenance and use of the crosswalks are and how to increase the transparency of their use.
- We identified a number of questions and concerns regarding financial data classifications. These data are essential for cost comparisons and our University participation in the Delaware Cost Study. We initiated a meeting with leaders in the Division of Finance and Administration

and will work out a process to relay questions/ concerns/ issues and connect the colleges / departments in which these issues have been identified.

- We started a summary of academic planning information from peer institutions so that we can begin drafting the table of contents for our eventual academic planning manual.
- We will work within the University Strategic Planning Council as new initiatives emerge, especially those that involve multiple colleges and divisions and are multi- or trans-disciplinary programming, around the structural aspects necessary to support planning and evaluation of these efforts. The focus is how best to define governance, data and budget structures that will allow us to grow and support interdisciplinary academic programming in a sustainable fashion.

Appendices: Key Process Documents (following pages)

I. **Instructional Program Metrics**

II. **Intake Survey for Minors, Emphases, and Undergraduate Certificates**

III. **Intake Survey for Instructional Degree Programs**

IV. **Program Assessment Report Rubric**

V. **Template for Action Plan for Academic Programs**

VI. **Intake Form for Report from Administrative and Support Programs**

VII. **Executive Summary Template for Administrative and Support Programs**

(See https://drive.google.com/file/d/1RQjvBGYkCqObaG2J3v3GGl5HqaLDrtSL/view?usp=sharing)

2021

Idaho State University

ACADEMIC PROGRAMS

PROGRAM PRIORITIZATION REPORT

June 2021

The Committee was led by Vice Provost Selena Grace initially, and later by Faculty Senate co-chairs Laura Ahola-Young and Rick Wagoner. Members included Joanne Tokle, Academic Affairs; Cody Fitch, Academic Affairs; Vince Miller, Institutional Research; Brad Batiuk, Finance and Administration; Hossein Mousavinezhad, Faculty Senate; Laura Ahola-Young, Faculty Senate; Shannon Lynch, College of Arts and Letters; Bob Houghton, College of Business; Rick Wagoner, College of Education; Benjamin Crosby, College of Science and Engineering; David Blakeman, College of Technology; James Lai, College of Pharmacy; and Ellen Rogo, Kasiska Division of Health Sciences.

Idaho State University
ACADEMIC PROGRAMS
PROGRAM PRIORITIZATION REPORT
June 2021

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EXECUTIVE SUMMARY, 2021

Idaho State University's program prioritization process supports its strategic initiatives and institutional mission through appropriation of resources based on realistic and efficient program management and the needs of students, with the goal of supporting growth and ensuring programs demonstrate the need for new, increased, or reallocated resources. The process was initiated three years ago with the formation of a committee that included broad campus representation to design a model for prioritizing its programs. The resulting Program Health Model led to a number of innovative ideas from programs that will ultimately enhance our students' experience by increasing retention and supporting student success.

Programs in the first and second quintiles of prioritization developed proposed action plans that include:

- 9 program discontinuations
- 6 new program proposals
- 40 improvement plans
- 16 investment or reallocation of resources
- 6 restructurings of programs
- 18 other innovations

These programs are currently under review by the University's Administrative Council.

Our programs are exploring multiple ways to grow and thrive, to serve our state and our students in delivering quality educational experiences. Several themes emerged across the institution that will lead to increased quality, efficiency, and focus of its academic programs:

- Creating streamlined pathways for students to move from undergraduate to graduate programs.
- Developing support for students to increase retention.
- Expanding course delivery options for students to better fit their educational needs.
- Expanding alignment of programs with workforce needs.
- Expanding use of Open Educational Resources to provide affordable options for students.
- Working collaboratively with other academic units to increase efficient use of resources.

Cost savings extend to students in the form of streamlined pathways to degree completion and the expansion of open educational resources, in addition to reduced costs to the institution itself.

In the spirit of continuous improvement and recognizing that making efficient use of resources is an ongoing process, the institution created a working group to further refine the Program Health Model and processes.

ACADEMIC PROGRAM PRIORITIZATION PROCESS NARRATIVE

GOAL:

Support strategic initiatives, institutional mission, strategic plan and core themes by appropriating resources based on program prioritization and student needs.

PROCESS:

Idaho State Board of Education Policy V.B.11 requires institutions to incorporate program prioritization into the annual budgeting and program review process, and to provide annual updates to the Board. In 2014, Idaho State University (ISU) transitioned its Program Prioritization Process into a Program Assessment/Program Health Process with the goals of supporting growth and ensuring that the direction of new, increased, or reallocated resources to any program is based on demonstrated need.

Previous experience with program prioritization revealed that the budget model of ISU was a challenge in addressing program growth. Consequently, Academic Affairs determined that ISU needed a more comprehensive Program Health and Sustainability model that had broad campus support and was built in collaboration with Faculty Senate.

A committee of representatives from each college, the Faculty Senate co-chairs, staff from Academic Affairs, Institutional Research and the Office of Finance and Business Affairs began the process of developing a new model with the following charge:

A Program Health and Sustainability assessment model should be aligned with the institutional mission, while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.

The Committee was led by Vice Provost Selena Grace initially, and later by Faculty Senate co-chairs Laura Ahola-Young and Rick Wagoner. Members included Joanne Tokle, Academic Affairs; Cody Fitch, Academic Affairs; Vince Miller, Institutional Research; Brad Batiuk, Finance and Administration; Hossein Mousavinezhad, Faculty Senate; Laura Ahola-Young, Faculty Senate; Shannon Lynch, College of Arts and Letters; Bob Houghton, College of Business; Rick Wagoner, College of Education; Benjamin Crosby, College of Science and Engineering; David Blakeman, College of Technology; James Lai, College of Pharmacy; and Ellen Rogo, Kasiska Division of Health Sciences.

The committee met monthly during Fall 2018 to refine the definition/charge of what a Program Health and Sustainability model should encompass and to identify proposed metrics and data sources. In Spring 2020, the committee sent a proposal to the Faculty Senate (see Appendix A) that was approved at the April 27, 2020 meeting. The model was presented to Leadership Council on June 3, 2020.

All programs were evaluated and quintiled in 2020. In 2021, only programs that are below minimum thresholds for number of graduates will be flagged and required to conduct a Program Health assessment.

An ad hoc Summer Program Health committee met during Summer 2020 to develop the tools and processes needed to implement the Program Health Model, with a goal of having all of the components in place and ready for use in Fall 2020. Members of the ad hoc Summer Program Health committee included Joanne Tokle (chair), Academic Affairs; Mark Neill, College of Education; Brian Hickenlooper, Finance and Business Affairs; Rick Wagoner, College of Education; Darren Blagburn, Academic Affairs; Vince Miller, Institutional Research; and Chris Cessna, Institutional Research.

The ad hoc Summer Program Health committee worked with the academic units to define programs for the upcoming program health process and recruited several programs to conduct “beta tests” of the model. Marketing, Art (bachelor’s and master’s), and the PharmD programs participated in the beta test. The beta test identified several issues and items in the process that needed clarification or streamlining in the process.

The summer committee also worked with Associate Deans, Department Chairs, and Program Directors to define programs. In some cases, degrees and certificates using the same faculty and resources were combined into single programs for assessment purposes. Examples of these combined programs include the BFA and BA in Art; the MA and PhD in English; and the undergraduate certificate and BA in Philosophy. In the College of Technology each program consisted of an AAS degrees and any embedded basic, intermediate, or advanced technical certificates that lead to that degree.

Institutional Research produced the quantitative information for the model, and a questionnaire was used to collect the qualitative information. A rubric and score sheet (see Appendix B) were developed for evaluators to rate the programs based on the quantitative and qualitative information. Academic Affairs reviewed the results of the beta test and made recommendations to the Faculty Senate and Leadership Council in August, 2020. Full implementation of the process began after final approval of the Faculty Senate and Leadership Council.

The Program Health self-evaluation was launched on September 8, 2020. Programs had approximately sixteen weeks to complete the process which used both the Program Health questionnaire and IR data. The instructions they were given are attached in Appendix C. Academic Affairs met with departments and programs to provide guidance in collecting and processing information to use in the Program Health analysis. Final narratives, score sheets, and quintiled lists were submitted to Academic Affairs on January 15, 2021. The narrative template is attached in Appendix D.

Academic Affairs assembled a master document of the colleges’ quintiled programs and narratives that was reviewed by the Faculty Senate, Council of Deans, and Administrative Council. The Council of Deans and Administrative Council reviewed the bottom 40% of programs

and provided feedback to help them craft their action plans. Academic Affairs received their feedback by February 26, 2021, and distributed it back to the colleges by March 1. The Faculty Senate collected feedback on faculty involvement in the process, due to potential inconsistencies across all colleges.

Programs submitted engagement plans (see Appendix E) to Academic Affairs that described when and how faculty would be involved in crafting the proposed action plans. Engagement plans were due to Academic Affairs by February 26, 2021.

Faculty, chairs, and deans developed action plans using a standardized template (see Appendix F) and the feedback. Action plans that impact the 2022 budget were completed by March 5, 2021. Action plans that impact subsequent budgets were completed by May 1, 2021.

Faculty had a final review of the proposed action plans from May 10-14. Administrative Council now has all of the proposed action plans under review. Administrative Council will approve the proposed plans, ask for more details, request plan revision, reject plans, or take other such actions when the Fall term begins.

Actions and recommendations are attached in Appendix G. A checklist of impacts is attached in Appendix H.

NON-INSTRUCTIONAL UNITS:

Also reviewed in Fall 2020 were several non-instructional units that are part of Academic Affairs. SBOE Policy III.F. does not require these units to be quintiled, so they were not assessed with the Program Health Model. Instead, these units were evaluated based on alignment with institutional core themes, mission, and strategic plan; performance outcomes specific to each unit; qualifications of professional and support staff; program resources; program strengths and weaknesses; external constraints and challenges; and opportunities for improvement.

The units evaluated included Institutional Effectiveness; Office of Assessment; Institutional Research; Program for Instructional Effectiveness; Educational Technology Services; University Honors Program; Bengal Bridge; University Tutoring; Early College; Intensive English Institute; High School Equivalency Program; and the outreach centers at Idaho Falls and Twin Falls. A review conducted in spring 2021 for Finance and Business Affairs is also included in this report's appendices.

The review of these units confirmed alignment of their mission statements with the missions of Academic Affairs and the University; strengths in COVID-19 operational planning and execution; strong relationships of the units with Academic Affairs; and well-formed assessment plans in most of the units. Weaknesses included issues with project charters; need for additional funding in specific units; challenges with long-term planning; and the urgent need for a data warehouse.

Details of the review of non-instructional units are in Appendix I.

NEXT STEPS:

The Program Health Model was used for the first time in 2020-2021 and was conceptualized and implemented as a continuous improvement model. The original proposal stated that the model should be "flexible and change as necessary over time." The baseline assessment, described in this report, was completed in 2020-2021. In subsequent years, programs may be triggered for evaluation based on five-year rolling averages of degree/certificate production using the following standards:

- ≤5 at the associate and certificate level;
- ≤10 at the bachelor's level;
- ≤5 at the master's level;
- ≤3 at the doctoral level.

The proposal (see Appendix A) allows for alternative measures for the triggering mechanism should a program wish to choose a different metric.

Moving forward, and in line with the goal of continuous improvement, the process will adhere to the following steps to ensure successful implementation, assessment, and further decision-making for programs in the bottom two quintiles and those that are triggered for evaluation:

1. ISU's Administrative Council will review program action plans and provide suggestions for improvement;
2. Academic Affairs will work with college and departmental leadership to ensure clear and direct communication with regard to action plan expectations;
3. Programs will submit a mid-term report on action plan progress for review by Academic Affairs and Administrative Council;
4. Programs will submit a year-end report on action plan progress including key outcomes for review by Academic Affairs and Administrative Council;
5. As required by Policy III.F., Program Prioritization, annual program prioritization updates will be provided to SBOE.
6. This process will be completed annually for all programs in the bottom two quintiles until the next Program Prioritization Report submission in July of 2026.

PRELIMINARY RECOMMENDATIONS:

THE MODEL:

- Develop a standing committee to refine the model and look for ways to streamline the process and avoid duplication with the current program review process. The committee would include faculty representatives from each college and representatives from Academic Affairs and from Finance and Business Affairs.
- Revise the "Resources" category of the model to emphasize effectiveness of resource use rather than extent of resources available.

- Create new measures of student demand and efficiency. The current measures didn't work as well as expected in capturing health (e.g., the role of math in engineering).
- Develop a longer time series of program retention data.
- Remove some data items that can't be consistently collected, like alumni satisfaction.
- Compare programs to similar programs at peer institutions rather than other programs within ISU in order to create more meaningful comparisons.

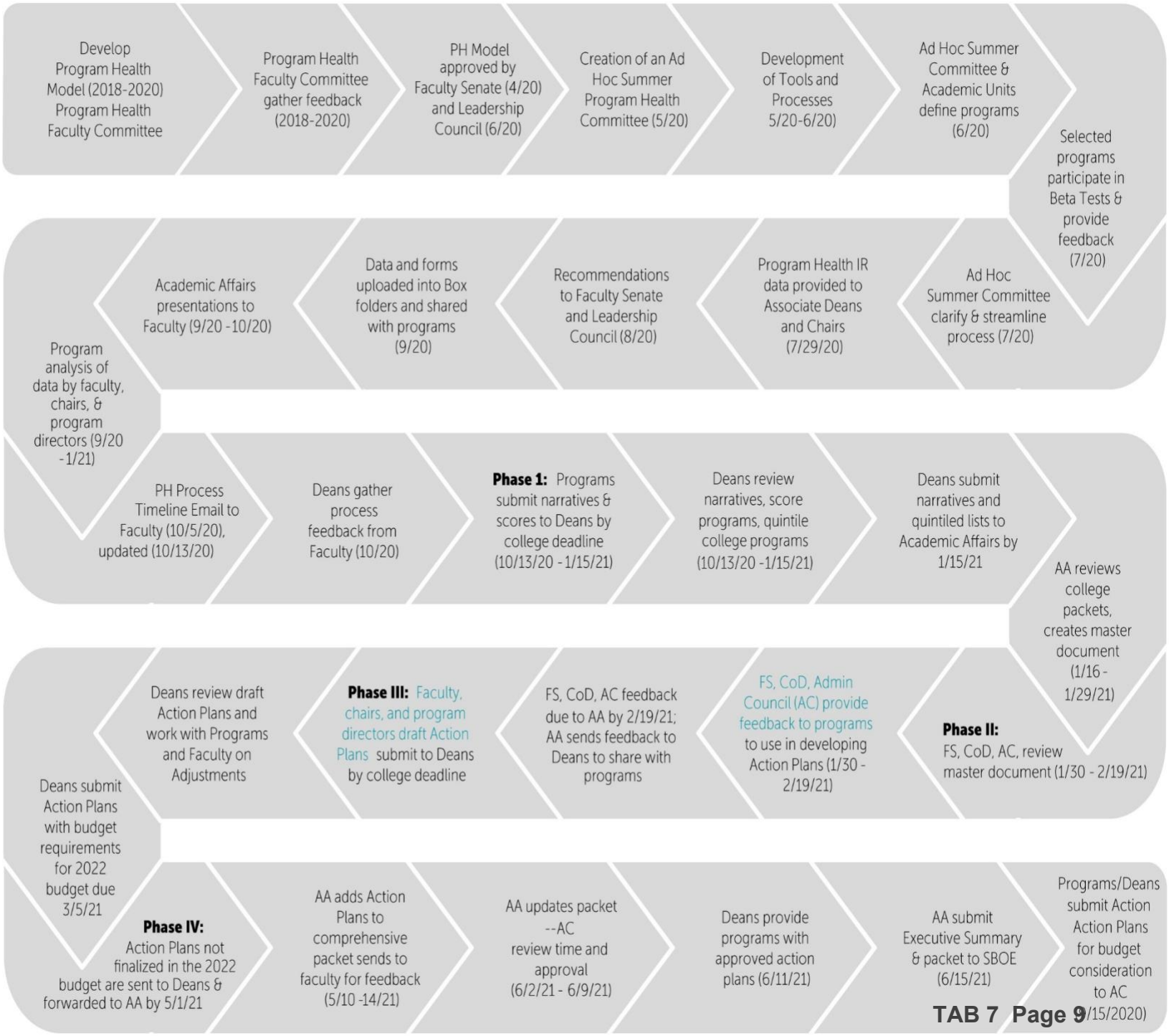
THE PROCESS:

- Increase faculty involvement at early stages of the process.
- Reach agreement on how deans adjust scores.
- Provide model narratives as examples.
- Provide programs that end up in lower quintiles with the option of not submitting an action plan.
- Set guidelines for possible exclusion of new programs or programs already slated for discontinuation. For example, a program that was implemented in the last two years could be exempted from the process, giving it time to grow before being evaluated.
- Require programs to provide brief updates of progress annually. The University Assessment Review Committee has revised the program review annual report in order to collect all of this information at the same time.
- Make program data readily available for faculty on an ongoing basis.

OTHER RECOMMENDATIONS:

- New program proposals should support the Institution's Strategic Plan.
- Colleges are encouraged to develop meta majors.

Program Health 2020-2021



Idaho State University
IRSA

SCHEDULE OF PROGRAM HEALTH PRESENTATIONS AND MEETINGS: 2020-21

Date	Group	Purpose
April 27, 2020	Faculty Senate	Approval of PH model
June 3	Leadership Council	Charter progress and approval
August 31	Faculty Senate	Launch project
September 1	COE Leadership Team	Explain project
September 2	Leadership Council	Update
September 11	CSD faculty	Explain process
September 15	Biology faculty	Explain process
September 17	COSE chairs	Explain process
September 18	Nursing leadership	Explain process
September 22	COT faculty	Explain process
September 24 and 25	CAL chairs and directors	Explain process
September 25	COE faculty	Explain process
September 25	COB faculty	Explain process
September 25	Dietetics faculty	Explain process
October 8	Pharmacy faculty	Explain process
October 9	Physics faculty	Explain process
October 9	Nursing faculty	Explain process
October 9	Public Health faculty	Explain process
October 13	Dental Hygiene faculty	Explain process
November 9	Faculty Senate	Update, answer questions
November 18	Physics faculty	Answer questions
January 7, 2021	Academic Affairs Town Hall	Update, answer questions
January 13	President's Council	Update
January 19	Deans' Council	Update
February 3	Administrative Council	Update and instructions for feedback
February 19	Administrative Council	Discuss programs
February 22	Academic Affairs Town Hall	Update, answer questions
April 23	Academic Affairs Town Hall	Update, answer questions
Various dates, spring 2021	Faculty Senate	Update, answer questions
June 9	Administrative Council	Approval

PROGRAM HEALTH COMMUNICATIONS

Program Health communications to the faculty are available on the Academic Affairs website. Communications to other participants, including a timeline, are available on the Program Health Process webpage.

QUINTILE LIST

Q1: 0 – 20%

Program	College
Advanced Automation and Manufacturing Technology	COT
Apprenticeship	COT
Business Administration-GRAD CERT	COB
Computerized Machining Technology	COT
Deaf Education-Mast	COE
Dietetics-MAST	KDHS
Dietetics-MAST with Dietetic Internship	KDHS
Early Childhood-Mast	COE
~~Education, General-Mast~~ Combined program with CAL (MUSIC)	COE
Energy Systems Mechanical Engineering Technology	COT
Environmental Engineering-MAST	COSE
Environmental Science Mgt-MAST	COSE
Fire Service Administration-ASSO	KDHS
Fire Service Administration-BACH	KDHS
French-UGRD	CAL
German-UGRD	CAL
Health Physics-ASSO	COSE
Instructional Design & Technology-Doct	COE
Instructional Design & Technology-Mast	COE
Interdisciplinary Studies-MAST	CAL
Interprofessional Geriatric Certificate-GRAD	KDHS
Interprofessional Geriatric Certificate-UGRD	KDHS
Japanese-UGRD	CAL
Mathematics-ASSO (Teachers)	COSE
Mathematics-DOCT	COSE
Mathematics-MAST	COSE
Music-MAST	CAL
Nuclear Science & Engineering-PSTB	COSE
Paralegal Studies	COT
Pharmacy Technology	COT
Philosophy-GRAD	CAL
Physics-ASSO	COSE
Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO	KDHS
Russian-ASSO	CAL
Shoshoni-ASSO	CAL
Taxation-MAST	COB
Theatre-MAST	CAL
Unmanned Aerial Systems	COT

Q2: 21 – 40%

Program	College
Anthropology-BACH	CAL
Art-BACH	CAL
Art-MAST	CAL
Athletic Training-Mast	COE
BAS Applied Science	COT
Biopharmaceutical Analysis-DOCT/MAST/MSCP	KDHS
Business Technology	COT
Business-ASSOC	COB
Civil Engineering Technology	COT
Civil Engineering-MAST	COSE
Communication-MAST	CAL
Early Childhood Education-Bach	COE
Early Childhood Care and Education	COT
Educational Interpreting-ASSO (SLS)	KDHS
Educational Interpreting-BACH (SLI)	KDHS
Educational Leadership-Mast	COE
Electrical Engineering-BACH	COSE
Emergency Management-ASSO	KDHS
Emergency Management-BACH	KDHS
Engineering & Applied Sci.-DOCT	COSE
General Business-BACH	COB
Health Informatics-MAST	KDHS
Health Physics-BACH	COSE
Health Science-HSHO-BACH	COT
Law Enforcement	COT
Literacy-Mast	COE
Mechanical Engineering-MAST	COSE
Music-BACH	CAL
Philosophy-UG	CAL
Physics-DOCT	COSE
Physics-MAST	COSE
Radiographic Science-CERT	KDHS
Rehab and Comm Sciences-DOCT	KDHS
Respiratory Therapy	COT
Spanish-UGRD	CAL
Special Education-Bach	COE
Special Education-Mast	COE
Systems Engineering-MAST	COSE
Theatre-BACH	CAL

Q3: 41 – 60%

Program	College
Anthropology-MAST	CAL
Automotive Technology	COT
BBA in Informatics	COB
Biology-DOCT	COSE
Biology-MAST	COSE
Career & Technical Education-Cert	COE
Civil Engineering-BACH	COSE
Communication Sciences & Dis-BACH	KDHS
Computer Aided Design Drafting Tech	COT
Dietetics-BACH	KDHS
Doctor Of Pharmacy-DOCT	KDHS
Economics Degrees (BS or BBA)	COB
Educational Administration-Doct (EDS and EDD)	COE
English, General-GRAD	CAL
English-UG	CAL
Family and Consumer Science-Bach	COE
Geosciences-BACH	COSE
Global Studies-BACH	CAL
Health Education (Comm. Public Health) -BACH	KDHS
Health Education-MAST	KDHS
Industrial Cybersecurity Engineering Technology	COT
Information Technology Systems	COT
Master Of Public Health-MAST	KDHS
Mechanical Engineering-BACH	COSE
Medical Anthropology-CERT	CAL
Medical Anthropology-GRAD	CAL
Medical Assisting	COT
Microbiology-DOCT	COSE
Microbiology-MAST	COSE
Nursing-MAST	KDHS
Organizational Leadership-Cert	COE
Paramedic Science-ASSO	KDHS
Paramedic Science-UGRD	KDHS
Physical Education-Bach	COE
Physics-BACH	COSE
Political Science-DOCT	CAL
Social Work-MAST	CAL
Sociology-MAST	CAL
Surveying and Geomatics Engineering Technology	COT
Training and Development-Cert	COE
University Studies-ASSO	CAL

Q4: 61 – 80%

Program	College
Accountancy-MAST	COB
Aircraft Maintenance Technology	COT
Athletic Administration-Mast	COE
Audiology-DOCT	KDHS
Automotive Collision Repair & Refinishing	COT
Chemistry-BACH	COSE
Chemistry-MAST	COSE
Communication-BACH	CAL
Cosmetology	COT
Counseling-MAST	KDHS
Criminology-ASSO	CAL
Dental Hygiene-MAST	KDHS
Education Administration-Mast	COE
Education Leadership-Doct	COE
Elementary Education-Mast	COE
Energy Systems Electrical Engineering Technology	COT
Energy Systems Instrumentation Engineering Technology	COT
Energy Systems Nuclear Operations Technology	COT
Health Care Administration-MAST	COB
Health Physics-MAST	COSE
Health Science-HSHS-BACH	KDHS
History-BACH	CAL
History-MAST	CAL
Master of Arts in Teaching-Mast	COE
Mathematics-BACH	COSE
Medical Laboratory Science-MAST	KDHS
Nuclear Science & Engineering-BACH	COSE
Nuclear Science & Engineering-DOCT	COSE
Nuclear Science & Engineering-MAST	COSE
Occupational Therapy Assistant	COT
Occupational Therapy-MAST	KDHS
Physical Therapy-DOCT	KDHS
Political Science-BACH	CAL
Secondary Education-Mast	COE
Social Work-BACH	CAL
Sociology-BACH	CAL
Speech-Language Pathology-MAST	KDHS
Statistics-BACH	COSE
University Studies-BACH	CAL

Q5: 81 – 100%

Program	College
Accounting-BACH	COB
Biochemistry-BACH	COSE
Biology-BACH	COSE
Business Admin and Management-BACH	COB
Business Admin and Management-MAST	COB
Clinical Psychology-DOCT	CAL
Computer Science-BACH	COSE
Computer Science-MAST	COSE
Counseling-Animal Assisted Int. CERT	KDHS
Counselor Ed. And Counseling-DOCT	KDHS
Dental Hygiene-BACH	KDHS
Diesel On-Site Power Generation Tech	COT
Elementary Education-Bach	COE
Experimental Psychology-DOCT	CAL
Finance-BACH	COB
Geosciences-DOCT	COSE
Geosciences-GRAD	COSE
Geosciences-MAST	COSE
Health Care Administration-BACH	COB
Health Information Technology	COT
Human Resource Development-Mast	COE
Marketing-BACH	COB
Medical Laboratory Science-BACH	KDHS
Microbiology-BACH	COSE
Nursing	COT
Nursing-BACH	KDHS
Nursing-DOCT	KDHS
Physical Therapist Assistant	COT
Physician Assistant-MAST	KDHS
Practical Nursing	COT
Psychology-BACH	CAL
Public Administration-MAST	CAL
Radiographic Science-BACH	KDHS
Robotics and Communication Systems Engineering Technology	COT
School Psychology-Doct	COE
School Psychology-Mast	COE
Secondary Education-Bach	COE
Spanish-BACH	CAL
Spanish-GRAD	CAL
Spanish-MAST	CAL
Welding	COT
Workplace Training and Leadership-Bach	COE

APPENDICES

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Appendix A Original Proposal with Matrix

Idaho State UNIVERSITY

Background/History:
The Idaho State Board of Education Governing Policies and Procedures, Section V.B.11 and Section III.F.[1] requires institutions to incorporate program prioritization into the annual budgeting and program review process, and to provide annual updates to the Board. In 2014, Idaho State University (ISU) transitioned its Program Prioritization Process into a Program Assessment/Program Health Process with the goal of supporting growth and ensuring programs demonstrate the need for new, increased, or reallocated resources. Academic Affairs has used that model to evaluate full degree programs and certificates based on a five-year average number of graduates as follows:

> Programs are flagged and must prepare an appropriate plan to address low enrollment if they have a five-year average number of graduates
>
> - ≤5 at the associate and certificate level
> - ≤10 at the undergraduate level
> - ≤5 at the master's level
> - ≤3 at the doctoral level

The outcomes of this model focused primarily on degree production, as well as projecting future hiring (Three-Year Hiring Plan) and program planning (Three-Year Program Plan).

In Spring 2018, Academic Affairs received reports from each of the colleges and requested updates on any programs that fell within the 5th quintile from the 2012-13 Program Prioritization Process, and which are still being flagged as not producing the number of degrees. However, it became clear that the budget model of ISU was one of the challenges in addressing program growth. With the arrival of a new president, and knowing changes were on the horizon, in Summer 2018 Academic Affairs determined that ISU needed a more comprehensive Program Health and Sustainability model that had broad campus support and was built in collaboration with Faculty Senate. A committee of representatives from each college, the Faculty Senate Co-

[1] https://boardofed.idaho.gov/wp-content/uploads/2018/02/VB-Budget-Policies-0218.pdf

https://boardofed.idaho.gov/wp-content/uploads/2019/11/IIIF-Program-Prioritization-1019.pdf

chairs, staff from Academic Affairs, Institutional Research, and the Budget office was formed. They had the following charge:

> A Program Health & Sustainability assessment model should be aligned with the institutional mission, while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.

The goal was to have a revised comprehensive self-assessment model ready to use by Spring of 2019 that supports the health and sustainability of all programs at ISU. This goal was a soft deadline dependent upon the progress of the committee and originally based on the ability of colleges to use these data as part of the budget process.

Progress:
The committee met monthly during Summer and Fall 2018 as well as Spring 2019 for 2-3-hour meetings. The committee refined the definition/charge of what a Program Health and Sustainability model should encompass and identified proposed metrics and from where the sources of data may be obtained. After a revision of the Idaho State Board of Education Governing Policies and Procedures: Section III, subsection F Program Prioritization, the committee began planning final meetings in Spring of 2020 to complete the draft model presented below.

Proposal:
Program Health and Sustainability should be a deliberately iterative process at ISU. As such, the Assessment Criteria Matrix presented below represents the first, certainly not the final, iteration of the model. Before presenting the proposed assessment matrix, it is important to offer further context. This model needs to be considered within two timeframes. While these frames are related, there are distinct differences. The first frame is during the next 12 months. During this time all programs will use the proposed assessment matrix to complete a full evaluation. These evaluations will serve multiple purposes: to define "programs," to determine a baseline for each program, and to discover data inconsistencies related to current Institutional Research reporting. Idaho SBOE policy does not specifically define what should constitute a program; through its work, the Program Health Committee has decided that what constitutes a program would be best determined at the local level. For example, there are departments that might reasonably be designated as a single program, while others might contain multiple programs. The committee believes the local academic units are much better situated to make these recommendations as their faculty are the experts in the intricacies of their organizations and disciplines. Once local units have determined their programs, the proposed Assessment Criteria Matrix will be used to conduct a complete evaluation to determine the baseline of the program. The committee understands in completing this baseline, inaccuracies in data reporting will be discovered. No program will be liable for the implications of these inaccuracies. On the contrary, the intention in the first iteration of assessment is to discover them and devise a plan to correct data reporting for future assessment.

After the baseline assessments are established, the revised Assessment Criteria Matrix will be employed for one of two reasons: if a program has fallen below triggering benchmarks, or at the end of five years as a part of regular assessment required by State Board policy. The committee has concluded that one of three options should be chosen by programs as their triggering benchmark. Again, the local experience and expertise of program faculty is best suited to making this determination. These three options include (1) degree/certificate production, (2) student credit hour generation, or (3) a combination of the two. The committee supports using the current standard of degree/certificate production of a five-year rolling average based on the level of award as follows:

- $\leq$5 at the associate and certificate level
- $\leq$10 at the undergraduate level
- $\leq$5 at the master's level
- $\leq$3 at the doctoral level

If a program determines that credit hour production is a better indicator of its most significant contribution to the institutional mission, it can choose to use that as its triggering mechanism. The committee suggests that two possible measures would be useful in this case: a credit hour decline $\geq$ 5% within the last academic year, or $\geq$10% within the last three years. For those programs that determine that both degree/certificate production and credit hour generation best reveal their contribution to the university mission, they may choose to establish a mechanism based on both. Again, only programs that fall below their established triggering criteria would be required to conduct a full assessment based upon the proposed Assessment Criteria Matrix before the required five-year SBOE requirement. The specific intention of these reviews would be to establish a plan, including relevant support, to improve the outcomes of the program moving forward.

Based upon initial feedback, the committee believes several issues need to be addressed in this proposal. First, some have suggested that the committee should have developed specific, absolute metrics to be equally applied to all programs. In its initial meetings, the committee sought to determine such measures and was unable to suggest any, as any such measure would be unlikely to accurately represent the unique contributions of the broad variety of programs at ISU. In a similar vein, some have suggested that the committee should have offered specific standards against which all programs should be compared. No such standards are defined or required by SBOE policy and as with the absolute metrics discussed above, the committee determined such standards applied across all programs would yield inaccurate results. The committee also believes that work on such absolute metrics and standards could be explored in the future based upon the data collected following its initial use.

Another issue the committee has grappled with and which has been repeated through feedback is the nature and definition of the terms quality, efficiency, and effectiveness. Once again while these criteria are required by SBOE policy, they are not defined, and, again, the committee believes unit faculty can best operationalize these terms based on their experience and expertise at the program level. The constant value and belief that guided this faculty committee is that

faculty expertise at the local level is best suited to determine specifics related to assessing the health of its academic program. We present this intentionally flexible Assessment Criteria Matrix to allow them to begin that work, while having incorporated all required elements from SBOE policy. The committee has never interpreted SBOE policy as requiring competition among programs for survival or legitimacy. Instead the committee endorses this model intended to allow programs the ability to evaluate their health through comparison within their own context and discipline.

Finally, recognizing that program health and sustainability is, and should be, an ongoing process and that it should have meaning and legitimacy, the committee calls for continuing faculty representation on any group related to these assessments moving forward. At a minimum there should be one faculty member from each academic unit and one representative from Faculty Senate on any such body.

Program Health & Sustainability Assessment Criteria Matrix

Definition/Charge:

A Program Health & Sustainability assessment model should be aligned with the institutional mission, while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.

Assessment Criteria Matrix:

Student Demand: 30%	Quality: 20%	Efficiency: 20%	Effectiveness: 20%	Resources: 10%
- Number of student credit hours generated*	*Academic* (e.g.): - Recognition of specialized accreditation or specialized external review * - Assessment metrics - Teaching awards* - Student awards**	- Student credit hours by faculty FTE, including program characteristics and norms*	- Mission alignment	*Human* - Faculty/staff support*** - Availability of faculty/adjuncts**
- Number of degrees awarded*	*Research* (e.g.) - Research Awards* - Fellowships (faculty)* - Creative and scholarly activity - Grant funding	- Course enrollment (number of students in the courses, including program characteristics and norms)*	- Student retention**	*Facilities*** - Adequate space to meet program needs - Rooms running at capacity - Technology/Distance Ed (conflict schedule) - Laboratory equipment
- Number of qualified applicants vs available seats**	- Alumni preparation/outcomes (work/life preparation; success)**	- Faculty teaching in multiple programs (cross-listed or satisfies multiple program requirements)***	- Licensure rates* - Job placement/ employability** - % accepted into graduate school**	*Financial* - Competitive Salaries*** - Benefits*** - Operating budgets***
- Only program offered in the State of Idaho	- Faculty professional leadership and service	- Curricular efficiency, e.g. Duplication of courses, review of outdated courses ***	- Alumni satisfaction (experience)**	

* Data available from Institutional Research Office using current reports

** Data may be available at the departmental or program level

***Data may be able to be generated by Institutional Research Office with special report

Appendix B Score Sheet

PROGRAM HEALTH RUBRIC

Component	Minimal/Limited	Moderate/Satisfactory	Exceptional
Score	1-3	4-6	7-9
Student Demand (30%)	Few degrees are awarded and department produces a limited amount of SCHs, even though program is not limited by number of available seats	A moderate number of degrees is awarded or the department produces a large amount of SCHs.	A large number of degrees is awarded and the department produces a large amount of SCHs, or the program demonstrates excess demand for seats.
Quality (20%)	Program has limited evidence of quality in student, faculty, and alumni outcomes.	Students, faculty, and alumni demonstrate a satisfactory level of quality.	Students, faculty, and alumni demonstrate excellence and external recognition.
Efficiency (20%)	Relatively low SCH/FTE; relatively low course enrollments given pedagogical restrictions; evidence of duplication of courses with other programs and failure to remove outdated courses	Moderate SCH/FTE and course enrollments. Program has made some effort to avoid duplication and update curriculum.	Relatively high SCH/FTE and course enrollments. Program collaborates with other programs to avoid duplication of courses when possible and keeps curriculum up to date.
Effectiveness (20%)	Relatively low student retention; lack of mission alignment; lack of evidence of student achievement and/or satisfaction after graduation	The program has some alignment with university's mission; moderate levels of student retention; some evidence of student achievement post-graduation	The program is well aligned with the university's mission; strong level of student retention; strong evidence of student achievement post-graduation
Resources (10%)	Inadequate facilities; non-competitive salaries; lack of support for faculty/staff; operating budget has shrunk over recent budget cycles	Facilities adequate to meet current program needs; average salaries for disciplines; adequate support for faculty/staff; adequate operating budget	Facilities are up to date and may accommodate program expansion; salaries are above average for discipline; strong support for faculty/staff; operating budget has grown over recent budget cycles

For Program Director or Department Chair			1-9	1-9	1-9	1-9	1-9	1-9
			30%	20%	20%	20%	10%	
Dept	Program	Scorer	Student Demand	Quality	Efficiency	Effectiveness	Resources	Total Score
AL - No Official Dept. Arts and Let - ALGN	Interdisciplinary Studies-MAST							0
AL - No Official Dept. Arts and Let - ALGN	University Studies-ASSO							0
AL - No Official Dept. Arts and Let - ALGN	University Studies-BACH							0
AL - Anthropology - ANTD	Anthropology-BACH							0
AL - Anthropology - ANTD	Anthropology-MAST							0
AL - Anthropology - ANTD	Medical Anthropology-CERT							0
AL - Anthropology - ANTD	Medical Anthropology-GRAD							0
AL - Anthropology - ANTD	Shoshoni-ASSO							0
AL - Art and Pre-Architecture - ARTD	Art-BACH							0
AL - Art and Pre-Architecture - ARTD	Art-MAST							0
AL - Comm, Media, and Persuasion - CMPD	Communication-BACH							0
AL - Comm, Media, and Persuasion - CMPD	Communication-MAST							0
AL - English and Philosophy - ENPD	English, General-DOCT							0
AL - English and Philosophy - ENPD	English, General-MAST							0
AL - English and Philosophy - ENPD	English, General-PSTM							0
AL - English and Philosophy - ENPD	English-BACH							0
AL - English and Philosophy - ENPD	Philosophy-BACH							0
AL - English and Philosophy - ENPD	Philosophy-CERT							0
AL - English and Philosophy - ENPD	Philosophy-GRAD							0
AL - History - HISD	History-BACH							0
AL - History - HISD	History-MAST							0
AL - Global Studies and Language - LGSL	French-UGRD							0
AL - Global Studies and Language - LGSL	German-UGRD							0
AL - Global Studies and Language - LGSL	Global Studies-BACH							0
AL - Global Studies and Language - LGSL	Japanese-UGRD							0
AL - Global Studies and Language - LGSL	Russian-ASSO							0
AL - Global Studies and Language - LGSL	Spanish-BACH							0
AL - Global Studies and Language - LGSL	Spanish-GRAD							0
AL - Global Studies and Language - LGSL	Spanish-MAST							0
AL - Global Studies and Language - LGSL	Spanish-UGRD							0
AL - Military Sciences/ ROTC - MISD	N/A							0

AL - Political Science - PLSD	Political Science-BACH							0
AL - Political Science - PLSD	Political Science-DOCT							0
AL - Political Science - PLSD	Public Administration-MAST							0
AL - Psychology - PYCD	Clinical Psychology-DOCT							0
AL - Psychology - PYCD	Experimental Psychology-DOCT							0
AL - Psychology - PYCD	Psychology-BACH							0
AL - Psychology - PYCD	Psychology-MAST							0
AL - School of Performing Art - SPAD	Music-BACH							0
AL - School of Performing Art - SPAD	Music-MAST							0
AL - School of Performing Art - SPAD	Theatre-BACH							0
AL - School of Performing Art - SPAD	Theatre-MAST							0
AL - Soc, Social Wrk&Criminology - SSSC	Criminology-ASSO							0
AL - Soc, Social Wrk&Criminology - SSSC	Social Work-BACH							0
AL - Soc, Social Wrk&Criminology - SSSC	Social Work-MAST							0
AL - Soc, Social Wrk&Criminology - SSSC	Sociology-BACH							0
AL - Soc, Social Wrk&Criminology - SSSC	Sociology-MAST							0

Appendix C Program Health Instructions

PROGRAM HEALTH INSTRUCTIONS

1. **Files**: all materials are located in a Box folder that has been shared with your college. These materials include:

File or link name	Description
Matrix – annotated 9-2-20.docx	Program Health Model (matrix) annotated with data locations in red font.
Program Health Model Questionnaire.boxnote	Google Form questionnaire to collect qualitative information
Program Health Narrative for Scoring.boxnote	Google Form to collect narrative information that accompanies scoring.
Program Health Data (On-campus or VPN to access).boxnote	Link to a website that contains SCH (student credit hours) and Degrees Awarded. **You must access this data on campus or use a VPN.**
PH additional data 9-2-20.xlsx	Average SCH; retention; average degrees; FTE; course headcount
PH RUBRIC.pdf	Rubric for scoring.
Faculty 4-Digit Multi-Discipline Report 2019-20 ISU peers.pdf	Salary information for ISU peer institutions.
Faculty 4-Digit Multi-Discipline Report 2019-20 Carnegie comparison.pdf	Salary information for Carnegie institutions.

Within your departmental subfolder are additional materials, including:

- **(Program name).xlsx** contains personnel and operating budget data
- **Program Health Score sheet College of (college name).xlsx** (for scoring)
- Questionnaire summaries, which will be placed in the subfolders after submission

If your folders are missing information, please contact Joanne Tokle (tokljoan@isu.edu) or Stefanie Shadduck (shadstef@isu.edu).

2. **Steps:**

A. Complete **Program Health Model Questionnaire.boxnote** first.

- Please click submit when you have completed the questionnaire so you don't lose your data.
- Instructions for locating information are embedded within the questionnaire.
- A copy of your responses will be sent to your email after the questionnaire has been submitted and your answers will be returned to your Box subfolder in a summary sheet.

- If you want to run reports in Activity Insight (Digital Measures) and need assistance, please contact the Office of Assessment at assessment@isu.edu.
- Please note that in the Quality category, do not list the names of recipients of teaching awards, student awards, etc., just enter a summary of how many awards at the university level, how many at the national level, etc. Likewise, please do not input a list of faculty publications; summarize the publications (or creative/scholarly work) with an explanation of quality.

B. Use **Matrix – annotated 9-2-20.docx** to identify which items to use for each category and where to find the information.
C. Use **PH RUBRIC.pdf** to arrive at scores for each of the Program Health Model categories: Student Demand; Quality; Effectiveness; Efficiency; and Resources. Rate each category on a scale from 1-9, where
   - 1-3 is minimal/limited
   - 4-6 is moderate/satisfactory
   - 7-9 is exceptional.

PH Additional Data.xlsx, in the tabs labeled AVG SCH and AVG DEGREES, has college and university averages for "student credit hours" and "degrees awarded" which are provided for comparison.

Some programs do not have complete data sets. For example, alumni satisfaction is a component of Effectiveness, but not every program has alumni satisfaction surveys to use. Do not score your program "0" if you don't have that information; use other components (mission alignment, student retention) to arrive at a score.

D. Enter scores in the file **Program Health Score sheet College of (college name).xlsx** in the rows indicated for your program, in the tab designated for your role (Program Director or Department Chair, Dean, or Provost). Save the file using your program name and upload it into your subfolder in Box.

A total score will be calculated for you, using the proportions from the matrix (30% for Student Demand, etc.).

E. Use **Program Health Narrative for Scoring.boxnote** to discuss information that may not have been captured in the scoring exercise. Remember to click submit when you are finished.
F. Deans will place programs into quintiles, per SBOE Policy III.F.4. Programs in the two lowest quintiles will need an action plan prior to the beginning of the budget process.

ALL PROGRAM HEALTH SUBMISSIONS ARE DUE BY NOVEMBER 2, 2020.

Appendix D Narrative Template

NARRATIVE TO ACCOMPANY PROGRAM HEALTH SCORES

1.) Explain/summarize the main factors that impacted this program's overall scoring.
2.) Please include information about this program that could not be adequately captured in the metrics. For example, is it a new program?
3.) Provide any additional information that may impact this program's health and sustainability.
4.) Explain/summarize the factors that contribute to the success of high scoring programs.

Appendix E Engagement Plan Template

Program Health Engagement Plan

Some programs are required to submit plans for communication and stakeholder feedback to the Provost by February 26, 2021. Please send plans directly to Stefanie Shadduck at shadstef@isu.edu.

Resources:

- Program Health Timeline
- Program Health Action Plan Template
- Academic Affairs: for questions, information or meeting requests, etc. contact Joanne Tokle at tokljoan@isu.edu or x2934

Suggested Guiding Framework*

College/Division: **Date: February 26, 2021**

Topic	Stakeholders (ex: chairs, faculty, staff)	Identify Engagement Method (ex: chair's meeting, email, forum)	Identify Date(s)
Timeline and process for program action plan development	Chairs and Faculty		
Phase III discussion of program action plans that impact FY22 budget	Chairs and Faculty		Specify date; plans due to AA March 5, 2021
Phase III discussion of program action plans that impact later budgets	Chairs and Faculty		Specify date; plans due to AA May 1, 2021
Phase IV communication with faculty on final budget plans	Chairs and Faculty		May 10-14, 2021

Appendix F Program Health Action Plan Template

PROGRAM ACTION PLAN

Program: Click or tap here to enter text.

College: Click or tap here to enter text.

Person responsible: Click or tap here to enter text.

Issue(s)/concern(s): Click or tap here to enter text.

Proposed action(s):

- ☐ Improvement plan
- ☐ Consolidation
- ☐ Restructure
- ☐ Investment/reallocation of resources
- ☐ Other innovations
- ☐ New Programs
- ☐ Program elimination

Detailed description of proposed action, including timeline:

Click or tap here to enter text.

Does the action need to be incorporated into the three-year plan?

Click or tap here to enter text.

*Click here to access Program Action Plans

Appendix G Program Health Actions and Recommendations

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF ARTS AND LETTERS

- All Quintile 1 and 2 programs in the College of Arts and Letters should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs are encouraged to seek workforce alignment were appropriate, like the newly added Commercial Music option for the BFA in Music and the proposed BFA in Digital Media.
- Programs are encouraged to build collaborative efforts with other departments, such as the BFA in Digital Media between Art and CMP, and with other academic units, to support students and realize efficiencies.
- Programs are encouraged to continue their expansion of course delivery methods.
- Programs are encouraged to develop or adopt Open Educational Resources were appropriate, especially for General Education courses.
- Summary of actions: 3 program eliminations (and one more likely elimination); 1 new program; 13 improvement plans; 3 investment/reallocation of resources; 1 other innovation.

Program	Issues & concerns	Actions	Plan Highlights	Deadlines	Other	Budget impact	Student impact
BA Anthropology	Low enrollment	Improvement plan	Revise curriculum; develop marketing plan; improve assessment	UCC deadline 9/20/21; submit action plan progress report by 11/1/21		Expected positive impact from enrollment growth	Improve opportunity and access
BFA Art	Retention	Improvement plan, new program	Work with Academic Advising to improve retention; develop BFA Digital Media; hire studio technician; develop alumni database	Retention--Spring 2022; BFA Digital Media--in process	New BFA in Digital Media better aligns with workforce needs	Will require more resources, but expected positive impact from enrollment growth and improved retention	Improve access and opportunity
MFA Art	Low enrollment	Improvement plan, investment - reallocation of resources	Reconsider viability of program in one year; reassign GTA teaching duties; hire studio technician;	Evaluate feasibility of program in 2022	Have suspended admissions over next year	Will require more resources	Reduced access and opportunity over next year

			develop alumni database				
MA CMP	Low enrollment, resources	Improvement plan	Increased advertising; develop fully online option; develop 4+1 option	UCC deadline 9/20/21; Graduate Council 11/3/2021		Expected positive impact from enrollment growth	Improve access and affordability
UG certificate French	Low enrollment	Potential elimination	Program is on hold while exploring improvement plans; use OER materials to make courses affordable	UCC 9/20/2021; SBOE 6/2022		Reduced cost of adjuncts if program is eliminated	Limited impact
UG certificate German	Low enrollment	Elimination	Proceed with discontinuation	UCC 9/20/2021; SBOE 6/2022		Reduced costs	Limited impact
UG certificate Japanese	Low enrollment	Improvement plan	Take action to increase enrollment and make courses more affordable	Submit action plan progress report 11/1/2021	Program has $195,000 endowment to support student research and study abroad	Neutral	Improve affordability
UG certificate Spanish	Low enrollment	Improvement plan, other innovations	Improve marketing; increase outreach to other ISU programs; increase outreach to high schools	Submit action plan progress report by 11/1/21		Expected positive impact from enrollment growth	Improve access and opportunity
AA Russian	Low enrollment	Elimination	Proceed with discontinuation	UCC 9/20/2021; SBOE 6/2022		Reduced costs	Limited impact
AA Shoshoni	Low enrollment	Improvement plan	Targeted marketing campaign; additional dual enrollment courses; develop certificate in Indigenous Language Teaching	For certificate, UCC 9/20/2021; SBOE 6/2022; submit action plan progress report 11/1/2021		Expected positive impact from enrollment growth	Improve access and opportunity

MA Interdisciplinary Studies	Low enrollment	None			Program has no resources of its own		
BA/BFA Music	Low enrollment, retention, resources	Improvement plan, investment - reallocation of resources, new program component	Program will begin offering a commercial music option; potential restructure of administrative duties; increased recruiting; renewed focus on advising; development of scholarship resources	Submit action plan progress report by 11/1/21	Commercial music option aligns with workforce needs	Expected positive impact from enrollment growth and increased retention	Improve access and opportunity
M.Ed. Music	Low enrollment, resources	Improvement plan	May adjust sequencing of courses	Submit action plan progress report by 11/1/21	This program for music teachers is offered during the summer, with one summer online, and is offered on a cohort basis subject to student demand	Neutral	
Graduate certificate Philosophy	Low enrollment	Improvement plan	Increase awareness of certificate in Biomedical Ethics to local healthcare practitioners and healthcare programs at ISU; use online delivery	Submit action plan progress report by 11/1/21	Relatively new program that needs time to grow	Expected positive impact from enrollment growth	Improve access and opportunity
BA, UG certificate Philosophy	Low enrollment	Improvement plan	Increase use of online delivery; increase awareness of Biomedical Ethics undergraduate certificate	Submit action plan progress report by 11/1/21	Certificate is relatively new and needs time to grow; department	Expected positive impact from enrollment	Improve access and opportunity

					supports general education		
BA Theatre	Low enrollment, retention, resources	Improvement plan	Increased collaborations with other ISU programs, e.g. health professions; increased recruiting and outreach activities; increased interprofessional education activities	Submit action plan progress report by 11/1/21	Program accreditation restricts class size; program is essential for community outreach and engagement	Expected positive impact from enrollment growth	Improve opportunity and access
MA Theatre	Low enrollment	Elimination	Proceed with discontinuation	In process		Reduced costs	Limited impact

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF BUSINESS

- All Quintile 1, 2 and 3 programs in the College of Business should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention and recruitment plans.
- Programs are encouraged to work collaboratively with other departments and colleges to support students and realize efficiencies.
- Programs slated for discontinuance should initiate the required SBOE and Graduate Council paperwork.
- Summary of actions: 2 program eliminations, 1 restructure, 3 other innovations.
-

Program	Issues/Concerns	Action	Plan Highlights	Deadlines	Other	Budget impact	Student impact
AS Business	Low enrollment	Other innovations	Cease promotional spending	Submit action plan progress report by 11/1/21	Program has no additional cost as all courses are offered for other programs	Limited	Limited
BBA General Business	Low enrollment	Other innovations	Cease promotional spending	Submit action plan progress report by 11/1/21	Program has no additional cost as all courses are offered for other programs	Limited	Limited
BS/BBA Economics	Low enrollment	Restructure, improvement plan	Improve retention	Submit action plan progress report by 11/1/21	Program has started growing since recent elimination of BA and addition of BBA	Expected positive as enrollment grows	Improve opportunity and access
Graduate Certificate Business	Low enrollment	Elimination	Proceed with program discontinuance	Graduate Council 11/3/21; SBOE 6/2022		Neutral	Limited
BBA Informatics	Low enrollment	Other innovations	Change degree name as it is confusing; explore	Planned for 2022, after upcoming		Neutral	Improve workforce alignment

			feasibility of BBA in Data Analytics	accreditation. Submit action plan progress report by 11/1/21			
MTax	Low enrollment	Elimination	Proceed with program discontinuance	Graduate Council 11/3/21; SBOE 6/2022	Program will be replaced by adding a tax emphasis to the MAcc	Reduce costs	Limited

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF EDUCATION

- All Quintile 1 and 2 programs in the College of Education should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs slated for discontinuance should initiate the required SBOE paperwork.
- The College of Education should work with the Kasiska Division of Health Sciences to reallocate the MS in Athletic Training to health sciences to align with accreditation standards.
- The College of Education should hire appropriate personnel to support the MS in Deaf Education.
- Action summary: 1 program elimination; 6 improvement plans; 4 investment or reallocation of resources; 2 other innovations.

Program	Issues & concerns	Actions	Plan Highlights	Deadlines	Other	Budget impact	Student impact
BA Early Childhood Education	Low enrollment	Improvement plan	Develop ties with CSI and COT to attract AA students; increase recruiting	Submit action plan progress report by 11/1/2021		Expected positive with enrollment growth	Improve access and opportunity
MA Early Childhood	Low enrollment	Elimination	Proceed with program discontinuation	Graduate Council 11/3/2021; SBOE 6/2022	No students currently enrolled	Limited	Limited impact
M.Ed. Educational Leadership	Program needs to refocus	Other innovations, consolidation	Curriculum revision and outreach; provide direct path for M.Ed. Students into Ed.D. Program	Graduate Council 11/3/2021; solicit student feedback on changes, 2023		Expected positive with enrollment growth	Improve access and opportunity
Ed.D. Instructional Design and Technology	Low enrollment	Improvement plan	Increase marketing and recruitment, offer related professional development opportunity	Submit action plan progress report by 11/1/2021		Expected positive with enrollment growth	Improve access and opportunity
M.Ed. Instructional	Low enrollment	Improvement plan	Increase marketing and recruitment, offer related	Submit action plan progress		Expected positive with	Improve access and opportunity

Design and Technology			professional development opportunity	report by 11/1/2021		enrollment growth	
MA Literacy	Low enrollment	Improvement plan, investment - reallocation of resources	Revise curriculum and realign to current standards; convert to online delivery; market program	Graduate Council 11/3/2021	Program is currently suspended but plans to restart in 2-3 years	Neutral, for now	Improve access and opportunity
MS Deaf Education	Low enrollment	Investment-reallocation of resources	Need to hire faculty member to staff program	Submit action plan progress report by 11/1/2021	No other deaf education programs in state	Increase cost with new hire	Improve access and opportunity
MS Athletic Training	Low enrollment	Investment-reallocation of resources, other innovations	Address accreditation requirements, including staffing, facilities, and move to KDHS	Notification to SBOE by 6/2022; new faculty member by 2022	Program is moving to KDHS	Increase cost with new hire and facility update	Improve access and opportunity
BA Special Education	Low enrollment	Improvement plan	Meet QM standards for online classes; support undergraduate behavioral certification in collaboration with Clinical Psychology	Submit action plan progress report by 11/1/2021		Decreased cost with efficiencies from collaboration	Improve access and opportunity
MA Special Education	Low enrollment	Improvement plan	Streamline curriculum; offer graduate behavioral certification; communication and advising plans; purchase simulation lab	Submit action plan progress report by 11/1/2021	Program is currently suspended but plans to restart	Increased cost of simulation lab	Improve access and opportunity

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF SCIENCE AND ENGINEERING

- All Quintile 1 and 2 programs in the College of Science and Engineering should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs are encouraged to seek workforce alignment were appropriate, like the proposed restructure of the graduate programs in Mathematics.
- Selected graduate programs should develop "4+1" accelerated programs that provide streamlined pathways from undergraduate programs into graduate programs, increasing access and affordability for students.
- Programs are encouraged to develop or adopt Open Educational Resources were appropriate, especially for General Education courses.
- Programs are encouraged to identify alternative methods of course delivery to broaden student recruitment.
- Programs slated for discontinuance should initiate the required SBOE paperwork.
- Additional GTA (graduate teaching assistants) allocations will be based on application numbers, program capacity, time to degree completion, and program alignment with the strategic priorities and objectives of the college.
- Action summary: 2 program eliminations; 2 new programs; 5 improvement plans; 4 investment/reallocation of resources; 5 other innovations.

Program	Issues & concerns	Actions	Plan highlights	Deadline	Other	Budget impact	Student impact
BS Health Physics	Low enrollment and graduation rates	Improvement	Expand distance learning capabilities; enlist help from other departments to deliver coursework, as Health Physics has one faculty member	By Spring 2022, program will develop plan for sustainability	Enrollment is expected to grow as new nuclear technologies expand in Idaho such as the Small Modular Reactors	Neutral	Improve access and opportunity
AS Health Physics	Low graduation rates	None	Currently inactive, leave on books in case INL needs			None	None
MS Environmental Science and Management	Low enrollment	Investments/ reallocation; other innovations	Develop 4+1 program to streamline pathway for students into graduate program; increase recruiting; request more GTAs	Curriculum: UCC 9/20/21; Graduate Council 11/3/21	Multi-disciplinary program with multiple feeder programs	Expected positive impact as enrollment grows	Improve opportunity, access and affordability

MS Mechanical Engineering & MS Measurement & Control Engr	Low enrollment; lack of resources	Investments/ reallocation; other innovations	Develop 4+1 programs; rebuild recent faculty losses; pursue grant funding; secure permanent ongoing funding for MCERC (Measurement and Control Engineering Research Center)	Curriculum: UCC 9/20/21; Graduate Council 11/3/21		Expected positive impact as enrollment grows	Improve opportunity, access and affordability
MS Environmental Engineering	Low enrollment	Investments/ reallocation; other innovations	Develop 4+1 program to streamline pathway for students into graduate program; increase recruiting; request more GTAs; encourage students to become licensed to increase their employment opportunities	Curriculum: UCC 9/20/21; Graduate Council 11/3/21	Only graduate Environmental Engineering program in Idaho; shares courses with other programs	Expected positive impact as enrollment grows	Improve opportunity, access and affordability
PhD Engineering and Applied Science	Low enrollment	Investment/ reallocation; other innovations	Add focus area to diploma; request GTAs; increase recruiting		Discussions beginning with BSU for Civil Engineering track	Positive if grant funding increases	
MS and PhD Physics	Low enrollment and other issues	Improvement plan	Must develop strategic plan for moving forward; status of graduate programs contingent on success of plan	Department strategic vision plan due 1/2022		Unknown	
AS Physics	Low enrollment	Improvement plan	Student recruitment			Neutral	
AS Math	No enrollment	Elimination	Proceed with discontinuation	File program discontinuance with SBOE by 6/2022	No teach out needed; no students currently enrolled	None	None
MS and DA Math	Low enrollment	Improvement plan	Extensive plan for refocusing the department and aligning to current workforce needs; potential for substantial change in direction and focus of graduate programs	Program will be reevaluated in 2023		Expected positive impact as enrollment grows	Improve workforce alignment

MS Civil Engineering	Low enrollment	Other innovations	Develop 4+1 program; working with community colleges on articulation agreements to increase the number of BS graduates to feed into the MS program; increase recruiting; request more GTAs	Curriculum: UCC 9/20/21; Graduate Council 11/3/21	Accrediting agency has been promoting MS degree for graduates to practice as licensed professional engineers	Expected positive impact as enrollment grows	Improve opportunity, access and affordability
BS Electrical Engineering	Declining enrollments	Improvement plan and new program	Develop BS in Electrical & Computer Engineering to refocus on more relevant workforce needs statewide and nationally	New program scheduled for review at SBOE in August	Evaluating need for MS in Electrical and Computer Engineering	Unknown	Improve access and opportunity and alignment with workforce needs
Graduate certificate Nuclear Engineering	No enrollment	Elimination	Proceed with discontinuance	File program discontinuance with SBOE by 6/2022	No teach out needed; no students currently enrolled	None	None

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF TECHNOLOGY

- All Quintile 1 and 2 programs in the College of Technology should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs are encouraged to work collaboratively with other departments and colleges to support students and realize efficiencies.
- Programs are encouraged to capitalize on Dual Enrollment, high school networking, and Online Idaho.
- Action summary: 11 improvement plans; 2 restructures; 2 investment/reallocation of resources; 4 other innovations; 2 new programs

Program	Issues & concerns	Actions	Plan highlights	Deadlines	Other	Budget Impact	Student Impact
Advanced Manufacturing	Low enrollment, industry alignment	Improvement plan, restructure, other innovations	Improve outreach communications; identify more industry partners; create certificates for specific skills	Submit action plan progress report by 11/1/2021; COT internal deadlines in 2022; UCC 9/20/22; SBOE 6/2023		Expected positive from increased enrollment	Improve access and opportunity, workforce alignment
Apprenticeship	Low enrollment in AAS	Improvement plan	Increase use of PLA credit	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity, access and affordability
BAS	Low enrollment	Improvement plan	Increased outreach to AAS graduates	Submit action plan progress report by 11/1/2022		Expected positive from increased enrollment	Improve opportunity and access
BS Health Science	Low enrollment	Improvement plan	Streamline and update curriculum; purchase Digital Cadaver Lab table; greater collaboration with Health Occupations program	UCC deadline 9/20/2021		Expected positive from increased enrollment	Improve access and opportunity

Business Technology	Low enrollment and employment outlook	Investment - reallocation of resources, other innovations, new programs	Greater collaboration with College of Business; add specialized certificate in Cloud Computing	Submit action plan progress report by 11/1/2021; specialized certificate is already in process		Initial cost for Cloud Computing but expected positive impact with enrollment growth	Improve opportunity and access
Civil Engineering Technology	Low enrollment, retention, licensure rates	Improvement plan	Program is already seeing gains from actions taken over the last year, including 2+2 pathway with Surveying and Geomatics Engineering Technology	Submit action plan progress report by 11/1/201		Expected positive from increased enrollment	Improve opportunity and access
Machining	Low enrollment and retention	Improvement plan	Develop strategies to increase retention; work with industry partners on recruitment and marketing	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity and access
Early Childhood Care and Education	Low wage industry upon graduation	Other innovations	Program weakness is outside of institution's control; no action warranted		Enrollment is strong but program scored low due to post-graduation wages of graduates	Expected positive from increased enrollment	Provide opportunity
ESTEC Mechanical Engineering Technology	Low enrollment, industry alignment, program recognition	Improvement plan, restructure, other innovations	Increase recruiting and outreach to improve recognition; create certificates for specific skills and specialized certificate for industrial mechanic	UCC 9/20/2021, SBOE 6/2022		Expected positive from increased enrollment	Improve opportunity, access, affordability, workforce alignment
Law enforcement	Low enrollment of degree-	Other innovations	Increase use of PLA credit to encourage non-degree seeking students to enroll in program	Submit action plan progress report by 11/1/2021	Program is a mix of non-credit (workforce	Expected positive from increased enrollment	Improve opportunity, access, and affordability

	seeking students				training) and degree-seeking students		
Paralegal Studies	Low enrollment	Improvement plan, new program	Continue marketing and recruitment of dual-credit high school students; create online micro-certifications	SBOE proposal in process		Expected positive from increased enrollment	Improve opportunity, access, and affordability
Pharmacy Technology	Low enrollment	Improvement plan	Increase dual enrollment opportunities for high school students; collaborate with HIT program	UCC 9/20/2021	Program already collaborates with College of Pharmacy	Expected positive from increased enrollment	Improve opportunity, access, and affordability
BS Respiratory Therapy	Low enrollment, licensure pass rate, resources	Improvement plan	Initiate networking with high schools; develop BS completion degree; improve course sequencing; update equipment	SBOE proposal in process	Licensure pass rates have improved	Additional cost of resources, but enrollment is expected to grow	Improve opportunity and access
Unmanned Aerial Systems	Low enrollment, retention	Improvement plan	Work on job placement of graduates; increase enrollment and retention; upcoming program review will provide more guidance	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity and access

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: KASISKA DIVISION OF HEALTH SCIENCES

- All Quintile 1 and 2 programs in the Kasiska Division of Health Sciences should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs are encouraged to develop alternative methods of course delivery to broaden student recruitment, where appropriate.
- Programs should restructure programs based on market analysis.
- Programs slated for discontinuance should initiate the required SBOE paperwork.
- The Kasiska Division of Health Sciences should work with the College of Education to reallocate the MS in Athletic Training to health sciences to align with accreditation standards.
- Action summary: 1 program elimination; 1 new program; 5 improvement plans; 3 restructures; 3 investment/reallocation of resources; 5 other innovations.

Program	Issues and concerns	Actions	Plan highlights	Deadlines	Other	Budget Impact	Student Impact
Pharmacy programs	Program capacity, enrollment, recruitment, facilities	Improvement plan	Improve international recruitment efforts; expand online course offerings in MS program; increase student funding on grants; renovate Pocatello lab, expand Meridian lab	Most actions completed by 2022, with some going into 2023		Will require more financial resources	Improve access and opportunity
UG certificate Pre-Speech-Language Pathology/ Audiology	Low enrollment	Improvement plan, restructure, other innovations	Conduct market analysis; may restructure current program	UCC deadline 9/20/2021		Expected positive from increased enrollment	Improve access and opportunity
MS Nutrition with internship	Ensure success of new program moving forward	Progress plan	Faculty workload and compensation is an issue	Submit action plan progress report by 11/1/2022	New program; at capacity for available seats	May require more resources	Improve access and opportunity
MS Nutrition	Low enrollment	Elimination	Teach out current students and suspend admissions	Discontinuance on three-year	New program	Neutral	Limited impact

				plan, expected in 2024			
AS and BS Fire Services Administration	Low enrollment, retention	Improvement plan	Converted to online fee model at competitive rate; improve recruiting and retention; use QM for online courses; professional development program for adjunct faculty; encourage PLA	Submit action plan progress report by 11/1/2021; online fee already approved		Expected positive impact from increased enrollment within 2 years	Improve opportunity, affordability and access
Certificates Geriatrics	Low enrollment	Other innovations	Align certificates with other KDHS programs	UCC deadline 9/20/2021; Graduate Council 11/3/2021		Expected positive with increased enrollment	Improve opportunity and access
MS Health Informatics	Low enrollment	Investment, restructure	Program has been substantially revised to better place it for success. In addition, will increase marketing; explore dual degree options; accelerated degree completion opportunities; opportunities with external partners; new degree tracks; new faculty position; collaborations with healthcare organizations	Submit action plan progress report by 11/1/21	Program converted to online and is seeking accreditation; is better positioned for success	Expected positive impact from increased enrollment, greater cost if new faculty member is added	Improve opportunity and access
PhD Rehabilitation and	New program	Improvement plan	Apply for WRGP; develop interprofessional learning opportunities	Graduate Council deadline 11/3/2021	New program	Expected positive from increased enrollment	Improve access and opportunity

Communication Sciences			in collaboration with Graduate School and College of Health; improve assessment process				
Certificate Radiographic Science	New program	Other innovations	Increase marketing	Submit action plan progress report by 11/1/2021	Program is new and enrollments are increasing	Expected positive from increased enrollment	Improve opportunity and access
BS Sign Language Interpreting	Low enrollment	Investment - reallocation of resources, other innovations	Increase recruiting; outreach to alumni; request professional fees	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity and access
AS Sign Language Studies	Low enrollment	Investment - reallocation of resources, other innovations	Increase recruiting, including dual enrollment option for high school students	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity, access, and affordability
AS and BS Emergency Management	Low enrollment	Improvement plan	Add homeland security; convert to asynchronous delivery of courses; develop master's program; increase retention	Submit action plan progress report by 11/1/2021; addition of MS degree is underway		Expected positive from increased enrollment	Improve opportunity and access

Appendix H Program Health Checklist

College of Arts and Letters	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
BA Anthropology		x			
BFA Art	x	x		x	
MFA Art					
MA CMP	x	x			
UG certificate French					x
UG certificate German					x
UG certificate Japanese			x		
AA Russian					x
AA Shoshoni	x	x			
UG certificate Spanish	x	x			
BA Interdisciplinary Studies					
BA/BFA Music		x		x	
M.Ed. Music					
UG certificate Philosophy	x	x			
BA Theatre	x	x			
MA Theatre					x

College of Business	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
AS Business					
BBA General Business					
BS/BBA Economics	x	x			
Graduate certificate Business					
BBA Informatics				x	
MTax					x

College of Education	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
BA Early Childhood Education	x	x			
MA Early Childhood					
M.Ed. Educational Leadership	x	x			
Ed.D. Instructional Design and Technology	x	x			
M.Ed. Instructional Design and Technology	x	x			
MA Literacy	x	x			
MS Deaf Education	x	x			
MS Athletic Training	x	x			
BA Special Education		x			x
MA Special Education	x	x			

College of Science and Engineering	**Access**	**Opportunity**	**Affordability**	**Workforce Alignment**	**Cost Saving**
BS Health Physics	x	x			
AS Health Physics					
MS Environmental Science and Management	x	x	x		
MS Mechanical Engineering & MS Systems Engineering	x	x	x		
MS Environmental Engineering	x	x	x		
PhD Engineering and Applied Science					
PhD and MS Physics					
AS Physics					
AS Math					
DA and MS Math				x	
MS Civil Engineering	x	x	x		
BS Electrical Engineering	x	x		x	
Graduate certificate Nuclear Engineering					

College of Technology	**Access**	**Opportunity**	**Affordability**	**Workforce Alignment**	**Cost Saving**
Advanced Manufacturing	x	x		x	
Apprenticeship		x	x		
Bachelor of Applied Science	x	x			
BS Health Science		x			
Business Technology	x	x			
Civil Engineering Technology	x	x			
Machining	x	x			
Early Childhood Care and Education		x			
ESTEC Mechanical Engineering Technology	x	x	x	x	
Law Enforcement	x	x	x		
Paralegal Studies	x	x	x		
Pharmacy Technology	x	x	x		
Respiratory Therapy	x	x			
Unmanned Aerial Systems		x			

Kasiska Division of Health Sciences	**Access**	**Opportunity**	**Affordability**	**Workforce Alignment**	**Cost Saving**
Pharmaceutical Science	x	x			
Certificate Pre-Speech-Language Pathology/Audiology	x	x			
MS Nutrition with Internship	x	x			

MS Nutrition					
AS and BS Fire Services Administration	x	x	x		
Certificates (UG and Grad) geriatrics	x	x			
MS Health Informatics	x	x			
PhD Rehabilitation & Communication Sciences	x	x			
Certificate Radiographic Science	x	x			
Sign Language Interpreting					
Sign Language Studies	x	x	x		

Appendix I Non-Instructional Unit Review

Academic Affairs and Office of the Provost Non-Academic Assessment (Fall 2020)

I. Executive Summary

Idaho State University's (ISU) Division of Academic Affairs (AA) and Office of the Provost is composed of five non-academic units, the Kasiska Division of Health Sciences, and five colleges (see Organization Chart). Academic Affairs is led by the university's Executive Vice President and Provost, Laura Woodworth-Ney, Ph.D. Supporting Dr. Woodworth-Ney are three vice provosts, an associate vice president, and staff (Staff and Contacts).

The Division's purpose is to support the academic mission of the institution, to represent the academic mission at the Administrative Council level, and to support and execute the development and implementation of the overall ISU plan. It aligns itself with the University's mission and core themes through its current operational plan. Guiding the Division's employees is its mission, vision, and values.

Mission:

We serve ISU by framing a dynamic academic enterprise that develops graduates who enrich the world.

Vision:

To empower students, faculty, and staff in the pursuit of scholarly excellence.

Values:

- Leadership-*Cultivate collaboration, service, and excellence*
- Passion-*Champion education to transform lives and communities*
- Learning-*Nurture intellectual curiosity and creative engagement*
- Adaptability-*Responsive and flexible in a dynamic higher education environment*
- Strategic-*Proactive in shaping the future of the Academy*
- Inclusivity-*Embrace diversity and respect open inquiry and dialogue*

As a whole, the Division is always striving to achieve its mission and vision. Academic Affairs actively supports student and faculty achievements; meets the State Board of Education and Northwest Commission on Colleges and Universities' requirements; is planning and implementing President Satterlee's organizational priorities; and is always focused on achieving a thriving, favorable work environment for its employees.

The Division has experienced a great deal of change in the last five years. The Division transformed its organizational structure twice, first under President Vailas, ISU's previous president, and again under President Satterlee. Both times it shifted the dynamics and responsibilities of the Division as a whole. The first shift occurred in 2016 after President Vailas promoted Dr. Woodworth-Ney to

Executive Vice President and temporarily reorganized the Finance and Administration, Research and Student Affairs Divisions under her leadership. In 2018, upon his arrival, President Satterlee restructured the vice president roles and additionally moved the Enrollment Management units to Student Affairs. These shifts in structure and responsibility both benefited and negatively impacted the Division.

An advantage of the 2016 reorganization was that the University's academic mission could be prioritized across all units and implemented. A negative impact was that managing an organization with such a diverse set of missions and a sizable organizational footprint gave the leadership very little time to focus on long-range planning. The reorganization in 2018 once again allowed the Academic Affairs leadership to refocus its efforts strictly on academic support requirements and the colleges. However, this new structure requires Academic Affairs to work harder at cross-communication between it and the other divisions and establish consensus on conflicting priorities.

As the Division moved into 2020, other challenges put significant demands on the leadership and staff. The operational response to COVID-19 required the Division to be flexible and nimble in its efforts to support the Colleges' ability to provide quality educational opportunities for students while keeping students, faculty, and staff safe. While the responsibilities associated with responding to the operational challenges of COVID-19 have taken priority, the everyday requirements of conducting university business have continued to move the institution forward. Administrators, faculty, and staff alike have been challenged when managing their workload, but the outcomes have demonstrated the organization's capability, adaptability, experience and talent.

II. Analysis

A. Unit Participation in the Reporting Process and Mission Alignment

1) Units within AA were responsible for submitting a non-academic assessment using the Office of Assessment outline. In some cases, if a unit recently completed a five-year program assessment or was responsible for a project charter that is proposing a program reorganization, they were allowed to use that document as their assessment. The units were given 30-days to complete their unit assessments and turn them into AA's Director of Operations and Planning. Reports were received from all of the units. Upon submission, the Director reviewed the assessments' completeness and used that review's results to complete this product.

2) In every case, the subordinate units' mission statements align with the missions of AA and the University. Institutional Effectiveness was the only AA unit without a mission statement, but as explained in its assessment, it aligns its activities to the AA mission statement. In addition, the units also demonstrated how they align their mission statements to the university's Core Themes. Aligning mission statements can be challenging to accomplish due to the complexity and variety of requirements each unit accomplishes. To that point, not every mission statement directly aligns with each of the Core Themes, but alignment to individual or multiple Core Themes is apparent.

University Mission/Core Theme Alignment

Units	Mission	CT 1	CT 2	CT 3	CT 4
Academic Affairs	X	X			X
IE (AA mission)	X	X			X
Assessment	X	X			
IR	X	X	X	X	X
PIE	X	X			
ETS	X	X	X		
IF	X	X	X	X	X
TF	X	X	X	X	X
IEI	X	X	X		
HEP	X	X	X		
Early College	X	X	X		X
UHP	X	X	X	X	
UT	X	X	X		
BB	X	X	X	X	X

B. Important Insights

1) One of the most significant insights identified throughout all of the assessments was the level of support AA provides to the non-academic and academic units as well as to ISU's students. AA provides valued services to support others' success, whether supporting faculty with professional development classes and one-on-one assessment assistance or teaching students to learn deductive reasoning, study and communication skills. Academic Affairs non-academic organizations clearly identified their customers and stakeholders, and those lists were wide-reaching and all-encompassing.

2) The majority of subordinate units had comprehensive assessments to determine their programs' level of effectiveness. The objectives were well crafted and achievable while the measures were concentrated, and the data sources were dependable. The analysis of those assessments was shaped by years of data collection and focused on their operational and action plans.

C. Strengths

1) COVID-19 Operational Planning and Execution

Academic Affairs has created an environment that supports a teamwork approach to problem-solving. When a problem arises within AA that cannot be easily resolved, the AA staff work together both internally and with external organizations to find a solution. While this would not normally be a highlight, but an expectation, a single event has contributed to the Division's successes and a greater than ever sense of teamwork; the COVID-19 response.

On March 13, 2020, ISU's Meridian Campus became the epicenter for the State's first case of COVID-19. While emergency management templates were in place to support a response to a pandemic, the details fell very short of reality. The initial response according to the plan was simply to exit the buildings. It didn't take into account what to do next. This quickly became apparent and the AA staff not only had to respond to its own operational challenges but ensure the faculty and staff were safe as well. More unexpectedly at the time, the call was made to transition over 5,000 sections from face-to-face courses to an online format in less than two weeks.

Dr. Laura Woodworth-Ney, Executive Vice President and Provost, had just lost a key vice provost, her right-hand person, who would have helped her lead this charge. This loss required her to rally her other division and college leadership and rely on them to coordinate the response and transition. Not only did the transition occur smoothly, but planning immediately began for the Summer Semester, the Fall Semester, and the requirements to support all of the other operational expectations of AA.

Seven months later, the AA's leadership team and staff, in close coordination with the deans and other Roaring Back Rebound Committees, are still planning and executing operational requirements on a daily basis. Deans Council, AA Executive and Core Team meetings, and the Roaring Back: Academic Affairs Committee meet on a regular schedule to discuss, coordinate, and produce plans and communicate those updates with the colleges and faculty. Additionally, AA coordinates with units across the campus to create a safe and effective learning environment for every faculty member and student who is attending classes. Not everything goes exactly as planned, but the wins significantly outweigh the losses.

The Division continues to support the execution and implementation of new technology in hundreds of classrooms. Over the summer, ITRC purchased almost 300 OWL cameras, 400 Chromebooks for student checkout, and 100 Dell laptops for faculty to support the online/hyflex transition.

2) Strong Relationships

Strong relationship building starts at the top of the organizational chart and is essential to every AA member. It is a trait that keeps Academic Affairs able to accomplish its mission and move toward achieving its vision. While not every faculty or staff member may agree with decisions that come forward, AA has worked diligently to create positive, mutually supportive relationships across campus. Below are only a few of the examples of how those relationships affect the University.

Institutional Effectiveness (IE), Office of Assessment, and Institutional Research (IR) have reputations for going above and beyond when meeting the colleges, departments, and

programs' needs. Since exporting strategic and operational planning to units in 2017, IE has worked with faculty, staff, students, and community stakeholders to create 34 plans. The Director of Assessment has built up trust with the faculty and department chairs and now provides one-on-one assessment planning with units who had never assessed student learning in the past. Institutional Research has established a reputation as a caring organization with non-academic and academic units that quickly provide data analysis and take the timely step of writing code to achieve specialized requests even when burdened with a heavy workload.

The student-centered organizations also have a positive reputation and, as a result, a positive impact at the University. While the leadership in those units see building relationships as an endless opportunity for improvement, the faculty and staff have already established themselves as partners with the academic units. They work closely with other faculty members to ensure students have the skills necessary to succeed throughout their academic careers.

Relationships are the key to success on the Idaho Falls (IF) and Twin Falls (TF) outreach campuses. Idaho Falls leadership and staff have an excellent reputation with its stakeholders like the Idaho National Laboratory and the Idaho Falls community, but it is focused on creating another strong partnership; this one with the College of Eastern Idaho. Since CEI's inception, IF staff and faculty have collaborated to create opportunities for students to continue their education. Another success story is the TF campus located at the College of Southern Idaho (CSI). The Twin Falls staff are a small but mighty contingent. Their mission statement contains the perfect example of linking CSI's mission and ISU's. They have successfully established a relationship with CSI that allows them to share facilities as a tenant and have focused on expanding their course offerings and degrees by using CSI faculty to teach ISU courses.

The ETS and PIE successes are built on relationships. Both organizations are at the front lines of faculty support. They have sought out and created opportunities that continuously improve their relationships with the academic community. Whether it is the focus on technical support, training, or instructional professional development, both units have proven themselves as the go-to units for their respective skills. Their strong relationships is how that level of trust was built.

3) Assessing Programs and Units

A normal weakness of non-academic units is not having an established assessment program and identifying the shortfalls to create and implement action plans. This is not the case in AA. All of the subordinate units have a functioning assessment plan in place, with the exception of Institutional Effectiveness. Institutional Effectiveness tied its assessment to the performance measures in the AA operational plan's Goal #3 (Foster Partnerships and Relationships)-- *although it has never completed an evaluation*.

The remainder of the units have successfully used their assessments to identify methods to create positive change. Some units like PIE, the Polytechnic Initiative, Idaho Falls Outreach Center, and Twin Falls Outreach Center all have performance measures closely tied to their strategic plans. Even those units who identified assessment as a weakness are using an innovative approach to assessment. The units within the Academic Success and

Advancement Programs have created an internal assessment committee dedicated to supporting their units with revising their assessment plans.

Using their well thought out and data-driven assessments, staff are generating outcomes and action plans that move the needle toward positive changes within their units. This type of work is being done throughout the Division. Whether it is Institutional Research or the University Tutoring Unit, assessment is a key component of their organizational framework.

D. Weaknesses

1) Assessing Charters Outcomes

Academic Affairs has an operational plan in place, but has focused its efforts on completing and implementing the 11 project charters currently assigned by the President to the Division. The current charters are tracked by AA and the President's Office, and as progress is made toward completion, it is reported. The completion of project charters represents a significant commitment by their sponsors and the personnel supporting them.

Semi-annually, the President reviews the charters. Over time, he has suspended multiple charters or put them on hold as a result of changing priorities. Additionally, as the President reviews them, he has also tended to expand their scopes and require the completion of additional objectives. AA has only completed one charter since starting this process in 2018.

One shortcoming of the charter process that affects its implementation is the inclusion of a step for measuring its effectiveness relative to achieving the University's overall goal. For example, the Momentum Pathways charter that was completed does not have indicators to measure its direct effects on first-year student retention. Changes toward achieving the goal could be a result of the Momentum Pathways charter or another charter designed to increase retention.

2) Additional Funding is Needed for Specific Units

In fiscal year 2021, AA cut four percent from its budget. That cut has and will continue to negatively affect funding levels for many of the AA student-centered and non-academic programs, challenging their ability to accomplish their mission and their customers' support.

The hardest-hit within AA was the Office of Assessment, the Tutoring Program, Idaho Falls Outreach Center, ETS, IR, and PIE. Multiple organizations in AA have personnel and operating funding shortfalls and require a financial solution to continue operating at previous expectations.

An example of this occurred in Fiscal Year (FY) 2020, when the Director of Assessment lost her summer stipend to support programs in their assessment efforts. In FY2021, her time will be further reduced to a part-time faculty position in AA. These changes directly affect ISU's overall assessment program, which could negatively impact ISU's Year 7 accreditation. Assessment has received "recommendations" on ISU's Year 7 findings consecutively since 2004. While significant efforts over the last five years have been made to establish a university-wide assessment program, this cut in funding may eliminate that progress and once again result in another ISU accreditation finding.

Also tied to the Office of Assessment and PIE is the need for permanent operational budgets to fund faculty stipends. The units haven't been able to predict from year-to-year if their requirements will be met, which makes it hard to fund stipends that entice faculty to take on additional workload. In the past, stipends have compensated faculty performing additional duties such as serving in a college assessment coordinator position and their attendance at professional development courses and workshops. The increased faculty workload will not be supported, especially in a COVID environment, without compensation.

Finally, various AA units have taken permanent personnel cuts having to lay off staff, not replace those that retire, or reduce positions to part-time. While some units may absorb these cuts, other units already have workload issues that will challenge their remaining staff. Recognizing that there are other options for seeking funding, multiple units identified as a weakness, their lack of understanding writing grants. They see grants as a possible way to augment their personnel or operating budgets and serve as a temporary fix to their budget shortfalls.

3) Long-Term Academic Planning

Long-term planning is always challenging for any organization, but right now, AA is even more challenged. Academic Affairs serves as an operational arm for much of the university. While AA annually creates for the State Board of Education a three-year academic year plan, it is challenging to plan further out without knowing the direction of the university's new strategic vision.

This guidance would have been forthcoming shortly, but the COVID-19 response has dominated university resources and the planning process. The response resulted in the strategic planning process being put on hold until Fall 2021. The current strategic plan is still valid until June 2022, but it does not have President Satterlee's vision nested within it to help AA shape a long-term academic emphasis and plan.

Without an overarching direction, Deans are left to their own visions regarding their colleges' direction and academic offerings. After the new strategic plan is developed, the direction they have been moving toward may not align the new plan's vision. As a result of the unaligned vision, it may result in inefficient use of valuable resources or contradictions regarding their direction.

The university's emphasis is on operational planning using project charters to shape actions and outcomes. The project charters focus on the essential long-term tasks that support ISU's mission and core themes, but without an understanding of what's beyond the "now" cannot be defined or developed. That lack of understanding may cause the project charters to move in directions that may or may not align ISU's future vision and potentially confuse the university's stakeholders.

While action plans cannot directly alleviate this weakness, at least not until the new strategic plan is created, two courses of action are available. The first is to keep scanning the environment to identify and incorporate changes into the plan resulting from COVID. The second is to communicate with those leaders making decisions tied to project charters so that they understand the possibility that changes could occur once the new strategic plan is implemented.

4) Data Warehouse

Institutional Research is one of those units whose mission has transitioned from its original intent to provide external agencies and organizations with university data to supply internal and external customers with specialized data. As the need for data to support grants, planning, and reporting continues to increase, IR has become overwhelmed with requests. The team is continually writing new code to support internal and external requests, which takes a great deal of time.

Since 2009, the Director and Associate Director have built IR basically from scratch because of the limited resources of the university. As a result, the unit is people dependent rather than systems dependent. The unit also gave up a research analyst position in FY21. The University is working toward creating a Data Warehouse housed in Information Technology Services, but that project charter is still in its infancy. EAB also provides reporting on students and programs but it is in the early stages of implementation. EAB and a Data Warehouse could take considerable time to become active.

5) AA Action Plans

1) Each project charter will develop performance measures as the last requirement prior to completion and implementation. Timeline: Prior to the completion of each project charter

2) AA subordinate organizations will establish personnel and operational budgets prioritizing critical needs that are required to support their units and anticipated outcomes if the funding is attained. Timeline: January 2021

3) Hire a full-time, non-classified employee to take on the role of Assessment Coordinator or buy-out a faculty member's time to serve as a part-time coordinator. Timeline: March 2021

4) Develop and implement new assessment plans for those units that require updates or adjustments. Timeline: Summer 2021

5) Include as part of units' assessment plans, a performance measure that sets goals for establishing new, mutually beneficial relationships. Timeline: Spring 2021

6) Support the development of a data warehouse to alleviate IR from the burden of supporting internal requirements for data. Timeline: Spring 2022

7) The use of SA's EAB enterprise software will transition the need for IR to generate data for internal reporting requirements. Timeline: Fall 2021

The unit's individual reviews used for this overall evaluation of AA are located in this Google Drive folder.

Unit	Description	Key Services	Customers	Personnel	Mission	Key Insights	Strengths	Opportunities for improvement	Action plan
Program for Instructional Effectiveness (PIE)	University-wide program to promote effective teaching practices by supporting faculty professional development.	Great Ideas in Teaching Lecture Series; PIE Faculty Workshops; Teaching Innovation Grant Seminar; Talking about Teaching Faculty Reading Circle.	Faculty	Part-time faculty coordinator	Newly developed strategic plan with mission & vision statement. Aligned with Core Theme 1.	The main challenge is to ensure that this new program is seen as collaborative but distinct, and viewed as an effective resources for the faculty.	Supported by university leadership; focus on quality events aligned with stated faculty needs; effective working relationships with other units on campus; broadly supports teaching needs across the academic curriculum.	Need to establish a realistic, permanent operating budget; consistent evaluation metric for events; consistently query faculty to ensure program offerings align with faculty needs; establish permanent leadership.	Launch faculty perception survey; finalize event evaluations and create assessment plan; launch faculty mentoring program; create realistic budget.
Educational Technology Services (ETS)	Consists of eISU; Instructional Technology Resource Center (ITRC); Interative Video Conference Classrooms (IVCC); and Classroom Technology Support	Support quality in online courses and programs; support learning management system; provide and maintain distance learning classroom technology; provide regulatory support	Faculty, staff, students	35 professional and support staff in Pocatello, Idaho Falls, Twin Falls, and Meridian	Aligned with Core Theme 1 by supporting technology-enhanced learning opportunities.	The demand for online courses was steadily increasing prior to the pandemic; the pandemic will have lasting impacts on student choice of course modality, which will make the role ETS even more crucial to ISU.	Strong customer service for faculty; wide range of educational technology services; staff is knowledgeable and experienced	Need to improve communication; adopt a transformative service model; improve service agreements and vendor accountability in conjunction with purchasing; add eISU online student coaches	
Idaho Falls outreach center	Idaho Falls campus	Classes and student services	Students, faculty, staff	10 non-classified and 35 full-time classified staff, and students employees	Aligned with all four Core Themes	Strengths include ability to serve place-bound students; communication with main campus, scheduling, and limited research/lab spaces are issues. Competition with other institutions is a challenge, but CEI transfer students provide an opportunity for growth.	Location near INL allows for close partnership, along with proximity to new Cybercore buildings; provides access and opportunity to place-bound students	Better communication with community about availability of academic programs; build more program articulation agreements with CEI; offer more programs that can be completed entirely in Idaho Falls	Work with enrollment management on recruiting; work with MarComm to increase community awareness; work with Student Affairs to ensure same support services to IF students; work with departments to make schedule more student-centric, and to increase course and program offerings; identify resource needs to provide equivalent experience for students.
Twin Falls outreach center	Twin Falls academic programs (located on campus of CSI)	Classes and student services	Students	3 staff	Aligned with Core Theme 1	Need more online and diverse programs to meet educational needs of South Central Idaho.	Strong customer service; strong relationship with CSI	Online elementary education will help ease teacher shortage in South Central Idaho; more online and diverse programs to increase educational opportunities.	ISU BS Elementary Education just became completely online; Student Services will establish partnerships to expand community impact and identify programs that support local workforce needs.
Institutional Effectiveness	Unit supports entire institution and has staff in Pocatello and Meridian.	Primary focuses are accreditation; strategic planning; mission fulfillment; assessment; program health	Administration, faculty	5 staff (two of whom lead Institutional Research and Office of Assessment)	Supports institution's and Academic Affairs mission and vision; aligns planning throughout the institution	Need to anticipate and plan for changes in personnel.	Well-rounded, knowledgeable team that is sought out by academic and non-academic units for assistance.	Increase communication with department chairs and provide more training to support their success; establish a data warehouse; hire replacement Assessment Coordinator to ensure continuity	Work with Finance and Business Affairs to establish data warehouse; decentralize knowledge of staff to ensure future personnel turnover does not affect organizational performance; solicit input on IE responsibilities from chairs and directors; update job description and identify budget for Office of Assessment
Institutional Research	Unit supports entire institution; reports to Institutional Effectiveness	Data analysis and reporting	Administration, faculty	5 staff	IR supports the institution's strategic plan by generating, providing, and analyzing enrollment and retention data; aligns with all four Core Themes	While the experience and technical expertise of the IR team is exceptional, IR is too dependent on the IR Director and Associate Director to support, maintain, and expand the data system.	Experience and technical expertise of staff.	Build a data warehouse and reporting team	Begin discussions with CIO on buildinga robust data warehouse within four years; start data management group on campus to address updates and changes to modules in the Ellucian Banner ERP system.
Office of Assessment	Unit supports entire institution; reports to Institutional Effectiveness	Assessment training, oversight, and support	Faculty, staff	1 director	Primarily aligns with Core Theme 1, Learning and Discovery, but also support non-instructional units	While the assessment office has experienced initial success, the institution is still in the early stages of establishing a robust assessment system with dedicated funding.	Collaborative relationships with faculty and faculty councils; developing methods to report both assessment activities and faculty efforts	Need to establish the organizational structure, funding model, and vision, as the Office of Assessment is so new	Recognize and measure faculty assessment; determine structure, funding, and responsibilities of office; formalize relationship with GERC; improve institutional understanding and inclusion of assessment

Intensive English Institute (IEI)	Provides English language instruction for international students	Intensive English coursework; ESOL tutoring and cultural support services; other resources and services	Students	1 director	Aligns with Core Themes 1 and 2 and the strategic plan	Student learning outcomes are well established but program performance outcomes need development. Course and other support service planning can be difficult due to fluctuating enrollments that are influenced by larger, external constraints.	Collaborative relationships with other academic support programs; supports international student success	Build stronger relationships with the wider university community; need to offer online coursework; work toward more grant funding	Establish a more useful set of performance outcomes; revise IEI assessment plan; educate the ISU community; develop online programming; seek addition grant funding
High School Equivalency Program (HEP)	Academic preparation and support program funded by USDE and OME grant.	Provide GED-oriented instruction and support services and oversee transition of student into postsecondary education, military enlistment, or upgraded employment	Students	4 staff	Aligns with Core Themes 1 and 2 and the strategic plan	While performance outcomes are fixed by the granting agency, opportunities for complementary programs and partnerships could be pursued.	Funding, staff expertise and commitment, positioning within Academic Success and Advancement Programs and Academic Affairs	Flexibility in service delivery; create new recruitment paths through other grants; develop in-depth partnerships with other ISU programs and local employers	Explore innovative outreach activities using new technologies and skills; explore complementary programming, including other grant-funded projects; choose one local STEM employer with whom to pursue an in-depth partnership
Early College Program			Students						
University Honors Program	Honors program	Provide honors coursework and related programming	Students	Part-time director, one full-time and one part-time instructor/coordinator	Aligns with all four Core Themes and the strategic plan	Program has made significant progress in goals established by its last review.	Program has grown over the last 10 years; students are retained and graduate at high rates; course offerings and programming which emphasizes undergraduate research and civic engagement have grown.	Very lean staffing for number of students served; need to continue developing assessment measures	Continue developing culture of assessment; working toward full-time director position; expanding partnerships with departments; increase scholarship opportunities
University Tutoring Program	Academic support for students in need of tutoring	Writing Center; Math Center; Content Area Tutoring; ESOL; Online Tutoring	Students	2-Coordinator and Math Center oversight staff member	Aligns with Core Themes 1 and 2 and the strategic plan	Uncompetitive wages for tutors make recruiting difficult; service delivery was significantly impacted by the pandemic	Program has collaborative relationships with other academic support programs; multiple locations and modalities; tutor training program	Build relationships with faculty and departments; refocus on assessment; seek grant funding	Hire coordinator; revise assessment plan; expand workshop offerings to include academic skills; build stronger relationships across the institution; seek grant funding for special projects; improve service delivery for historically underserved populations.
Bengal Bridge	Academic transitional program for recent high school graduates from underserved and underrepresented populations	Seven-week summer term that includes general education and transition/success courses; supplmental instruction and tutoring; mentoring and advising; recruitment; college preparedness events	Students	6 staff, including coordinator	Aligns with all four Core Themes and the strategic plan	This successful program provides access and opportunity for an increasingly diverse student population; has identified several realistic and attainable actions for improvement	Cohort model is effective in providng holistic support to students; fosters a growth mindset to encourage hard work, resilience, and dedication to achieve goals.	Establish and strengthen partnerships with non-profits and governmental agencies; expand awareness of programming; seek to secure grants for innovative, integrated projects	Establish online recruitment plan; develop more appropriate measures for performance outcomes; update web presence; streamline communication process; address areas for improvement

Idaho State University

FINANCE & BUSINESS AFFAIRS PROGRAM REVIEW

Spring 2021

Review Team: Glen Nelson, Renae Scott, Brian Sagendorf, Jennifer Parrot, Angie Dobbins, Jennifer Steele, Lewis Eakins, Cheryl Hanson

Finance & Business Affairs Units

- Information Technology Services 4
- Human Resources 31
- Environmental Health & Safety 44
- Controller's Office/Office of Budget, Planning, and Analysis 51
- Public Safety 63
- Facilities Services 70

I. Executive Summary

This was the first Non-Academic Program Review (NAUR) exercise for Finance & Business Affairs (F&BA). Units commenced their review process in fall 2020 and completed unit-level reviews in March 2021.

F&BA is comprised of a broad array of programs and services in support of Idaho State University's mission. Individual NAUR documents presented here reflect the unique characteristics and operational mindset of each F&BA unit.

Time and capacity were the biggest challenges faced by units going through the process; these challenges were exacerbated by ongoing COVID-19 response efforts and staffing shortages. As a result, some units have presented certain program review elements as action items to be completed in the future. Examples include establishing and developing longitudinal data collection and reporting mechanisms for performance outcomes and conducting formal program evaluations.

Non-Academic Program Review has been a valuable exercise for Finance & Business Affairs. It has created a foundation for planning, assessment, and continuous improvement throughout the division.

II. Analysis

A. Mission Alignment

> ***Finance & Business Affairs Mission***
> We create opportunities and positive outcomes by partnering with the University community to optimize its collective resources.

Each unit within F&BA is a service organization in support of the F&BA mission and, ultimately, ISU's mission of advancing scholarly and creative endeavors. F&BA units collaborate with academic, student affairs, and administrative units across the University to optimize information technology, safety, personnel, financial, and facilities resources. Our units operate with a distinct service mindset and explicitly uphold ISU's values of trust, compassion, stability, and hope.

F&BA units serve the entire University across all campus locations, with many providing 24-7 services. We are passionate about the role we play in serving ISU's mission.

B. Key Insights

This inaugural NAUR process highlighted the opportunity to align NAUR, project charters, external accreditation, and University strategic plans and priorities in a structured planning and institutional effectiveness program for Finance & Business Affairs. A structured planning framework will improve outcomes through regular reporting and assessment, foster greater synergy amongst F&BA units, reduce planning and reporting redundancies, and better communicate the work and impact of F&BA in support of ISU's mission.

In assessing staffing and workload levels in relationship to peer institutions and industry benchmarks, several F&BA units (Human Resources, Controller's Office/Office of Budget, Planning, and Analysis, Facilities Services) are significantly understaffed. Employee retention is another challenge (Information Technology, Facilities Services), driven primarily by ISU's relatively low compensation for some positions.

C. Strengths

- F&BA units are staffed by highly qualified, experienced employees with a rich diversity of skills, backgrounds and perspectives.
- We foster strong, collegial, and productive internal and external relationships.
- We provide excellent service to our constituents and stakeholders.
- We are committed to transparent and inclusive structures, processes, and systems, with a focus on continuous process improvement.

D. Opportunities for Improvement

- Develop sustainable staffing, workload, and organizational structures.
- Shift from reactive to proactive operations and mindsets.
- Continue to address inefficient systems and processes.
- Develop systematic planning, reporting, and assessment structures.

E. Action Plan

Following is a summary of priority actions that have been identified through this program review process.

University Project Charters

- Chargeback Philosophy (Facilities Services)
- Facilities Branding Spaces (Facilities Services)
- F&A Rates (Controller's Office)
- Emergency Management Process and Communication (Public Safety)
- Budget Model (Office of Budget, Planning, & Analysis)
- Decentralize Budget Control (Office of Budget, Planning, & Analysis)
- Data and Analytics Plan and Process (Information Technology Services)
- Employee Engagement, Morale and Culture (Human Resources)
- Employee Relations and Progressive Discipline (Human Resources)
- Mass Email Communication (Information Technology Services)
- Google Drive (Information Technology Services)
- Orientation for New Employees (Human Resources)
- New Email Naming Convention (Information Technology Services)
- Incoming Calls (Information Technology Services)
- Employee Engagement Task Force (Human Resources)

Additional Actions and Strategic Priorities

- Outreach, Marketing, Campus Engagement and Awareness (Information Technology Services, Environmental Health & Safety, Public Safety)
- Process Documentation and Improvement (all units)
- Staffing and Workload Review and Optimization (all units)
- Develop F&BA Planning & Institutional Effectiveness Program (all units)

*Click here to access individual unit reports

Program Performance Report, June 2021

In 2014, LC State engaged in program prioritization where instructional and non-instructional programs were considered and quintiled together. For the next five years, the prioritization results were used to refine institutional processes, merge programs, reconfigure campus units, and reassign vacant staff and faculty positions.

In academic year 2016-2017, the process at LC State was renamed *Program Performance* (PP), instructional and non-instructional programs were separated from one another, and teams with campus-wide representation were tasked to develop separate prioritization processes. Each group created criteria and indicators upon which quintiles could be built. These criteria were included in the annual unit/ program assessment processes.

Instructional Programs

Process

The Instructional Programs PP work group identified three (3) criteria and eight (8) indicators, with the option for programs to add a unique indicator. In spring 2020, three (3) years of data for each indicator were reviewed to determine which reliably could be used to determine quintiles. At the same time, LC State faced serious budget reductions, in part due to the COVID-19 pandemic, which necessitated a focus on program costs. In alignment with State Board of Education policy (III.F, Program Prioritization), the following criteria/ indicators, extracted from the work group's recommendations, were used to prioritize instructional programs and place them into quintiles: Program Costs, Program Completions, and Program Enrollments.

Outcomes

Quintiles. The 43 CTE and academic programs were quintiled as follows:

Quintile 1: 9 programs

Quintile 2: 8 programs

Quintile 3: 9 programs

Quintile 4: 8 programs

Quintile 5: 9 programs

Required Action/ Work Plan Components.

Each instructional program wrote a Work Plan in AY20-21, in lieu of completing a Unit Assessment Report (UAR). Division reports and work plans were reviewed by Division Chairs, Deans and the Provost.

Quintile 1. Sustainable [aligns with the college's role and mission; through efficient and effective use of resources has potential for growth and/ or to consistently maintain capacity].

- Develop stretch enrollment targets for next three (3) years
- Develop action steps to maintain or increase enrollments to meet stretch targets
- Continuously monitor effectiveness of program through annual UAR

Quintile 2. Sustainable with minor modifications [aligns with the college's role and mission; minor modifications required for sustainability and growth].

- Develop stretch enrollment targets for next three (3) years
- Develop action steps to maintain or increase enrollments to meet stretch targets
- Identify resources needed to implement action steps to meet enrollment targets
- Continuously monitor efficiency and effectiveness of program

Quintile 3. Sustainable with modifications [aligns with the college's role and mission; imbalance between enrollments, completions and overall program costs limits sustainability and growth].

- Develop sustainability enrollment targets for next three (3) years
- Develop aggressive action steps to increase enrollment to meet sustainability targets
- Identify internal and external resources needed to implement action steps to meet enrollment targets
- Identify mechanisms to increase program efficiency

Quintile 4. Sustainable with major modifications [aligns with the college's role and mission; imbalance between enrollments, completions, and overall program costs threatens sustainability].

- Develop sustainability enrollment targets for next three (3) years
- Develop immediate and aggressive action steps to increase enrollment to meet sustainability targets
- Identify internal resources that can be reallocated to implement action steps and meet enrollment targets
- Identify steps to immediately increase program efficiency

Quintile 5. Not sustainable [may not be aligned with the college's role and mission; imbalance between enrollments, completions, and overall program costs requires reconfiguration, consolidation, or elimination].

- Conduct a full program review at all credential levels, including an examination of local and regional industry need, of similar programs offered in the region, of past recruitment practices, reasons students leave the program, employment status and work field/ location of graduates, opportunities to merge with other LC State programs (CTE and/ or Academic), course scheduling opportunities to support increased enrollments, and other critical elements determined by faculty, Division Chair and instructional Dean.
- Based on program review:
    - develop immediate and aggressive action steps to increase enrollment to meet sustainability targets
    - consider program merger or phasing out, when appropriate
- Identify opportunities for resource allocation to increase program sustainability.

Sustainability definition: Ratio of enrollments, completion rates, and Student Credit Hour (SCH) costs indicate that the program is successful with current resource allocations.

Action Plan Summary

Each instructional program in Quintiles 1-4 developed a broad plan of action for the next three years, as guided by the criteria for quintilization. Plans were written through collaboration of program faculty and the Division Chair, and were reviewed and refined through meetings with the Dean and Provost. Faculty whose programs were assigned Quintile 5 conducted a more thorough program review which was vetted by the Division Chair, and by the Dean and Provost. In late spring, summer and early fall 2021, all programs are more carefully detailing their plans, with specific action steps, timelines, and assignment of responsibility. Programs will provide updates to their respective Chairs and Deans as part of the ongoing institutional program assessment process and timelines.

Immediate Impacts per SBOE Policy III.F: Program Prioritization

5.a. Programs that will be improved through advancements in efficiency, quality, productivity, and focus.

As noted in the quintile and action plan descriptions, all quintile 4 and 5 programs are charged to focus on increased program efficiency through actions that positively impact enrollment and to identify internal resources that may be reallocated in support of enrollment efforts, or otherwise affect program productivity (e.g., additional lab or shop work stations to allow for increased enrollments).

5.b. Opportunities for improvements to organizational structure and function.

Following the instructional programs performance work in Spring 2020, the provost and instructional deans, working with Division Chairs, faculty leadership, and program faculty and staff from across campus, engaged in a reorganization of academic affairs. One instructional Division was eliminated (Movement & Sport Sciences), instructional programs were realigned under remaining Divisions, and some Divisions were renamed. As part of this initiative, one Division Chair position was eliminated, and support staff was redistributed to assure each instructional unit has at least one administrative support person. Details of the reorganization were submitted to OSBE; the proposed changes were approved this month (June 2021).

5.c. Programs considered for consolidation or discontinuation as based on cost of delivery and degree of relevance and impact.

Two instructional programs have been discontinued as a result of the program performance work:

1) Administrative Management Assistant (CTE) and associated degrees/ certificates was approved by the SBOE for discontinuance in December 2020. The faculty member associated with this program has been laid off.

2) A.S. Engineering has been approved internally and is in process of consideration with the SBOE. The faculty member associated with this program has transferred to the School of Career & Technical Education in support of LC State's Engineering Technology programs, replacing a retiring professor.

A third program has been proposed for discontinuance and remains under review by college administration.

A number of programs have or are in process of consolidating and streamlining program offerings, including emphases and options. Examples include the Kinesiology program (reviewing and validating that all options and emphases are needed) and Collision Repair (CTE), which is exploring internship and directed study options for the second year of the A.A.S. program, yielding personnel cost savings.

5.d. Estimated institutional savings and efficiencies created through implementation of recommendations.

Immediate estimated institutional savings from the actions described above are $270,000. Additional savings may occur as approved action plans are implemented.

- Elimination of Division Chair position (salary + fringe): $105,457 (general education)
    - Efficiencies will come from more evenly sized instructional Divisions.
- Elimination of one academic faculty position (salary + fringe): $98,737 (general education)
- Elimination of one CTE faculty position (salary + fringe): 65,361 (CTE)
- One CTE position reallocated to a growing program (Hospitality Management).

Non-instructional Programs

In fall 2020, in preparation for the next iteration of Non-Instructional PP, the report / scoring format was updated to focus on resources/ efficiency & effectiveness, where programs evaluated themselves against mandatory/ compliance driven services, necessary and essential services, and value-added activities. In each area the program explored the question, 'can the activity be eliminated?', and for each required/ essential activity, the program addressed opportunities for increased efficiency.

The reports were scored by the vice president/ president, and assigned to one of three groups, modeled after the instructional programs' quintiles.

Outcomes

Groupings. The 34 non-instructional programs were grouped as follows:

Group 1: 18 programs

Group 2: 16 programs

Group 3: 0 programs

Required Action/ Work Plan Components.

Each program developed a broad plan of action for the next one to three years, as guided by the established criteria. The format of plans was determined by the vice president/ president.

Group 1

- Sustainable/ Sustainable with minor modifications: aligns with the college's role and mission; through efficient and effective use of resources and/ or minor modifications, is sustainable or postured for growth/ enhanced operation.
- Required Action/ Work Plan (written plan):

- stretch targets to be accomplished over next three years.
- identify ways program operations may be streamlined or refined for enhanced efficiency and effectiveness.
- identify resources needed to support enhanced efficiency and effectiveness.

Group 2

- Sustainable with modifications: aligns with the college's role and mission; imbalance between available resources and program effectiveness.
- Required Action/ Work Plan (written plan):
  - targets to be accomplished over next three years.
  - identify ways program operations may be streamlined or refined for enhanced efficiency and effectiveness.
  - identify resources needed to support enhanced efficiency and effectiveness.

Group 3

- Not sustainable in current operational mode: aligns/ may align with the college's role and mission and/ or is a required/ compliance function; imbalance between available resources and program effectiveness, which may require reconfiguration, consolidation or elimination.
- Required Action/ Work Plan (written plan):
  - Conduct a full review or program operations, including an examination of other institutional models (peer institutions).
  - Develop immediate and aggressive action steps to increase program sustainability, efficiency and effectiveness, based on established targets or benchmarks, including reconfiguration, consolidation or elimination.

Action Plan Summary

In the coming year, non-instructional programs will continue to act upon actions identified in approved plans, and will report progress to the vice president / president in December.

Immediate Impacts per SBOE Policy III.F: Program Prioritization

5.a. Programs that will be improved through advancements in efficiency, quality, productivity, and focus.

The initial focus of the non-instructional programs' performance process focused on identifying efficiencies in systems and processes. Examples include grouping non-instructional units into coherent *programs*, establishing baselines/ stretch goals, and identifying additional data points to inform the work of programs. All programs are also critically evaluating any value-add services they provide to determine ways to maximize these efforts for increased program effectiveness or revenue generation, or to consider reduction or elimination of these efforts, given limitations of personnel and resources. Specific examples include:

- The bookstore selling and advertising NAIA World Series gifts and apparel.
- Reallocation of internal resources to upgrade KinderCollege space.

- Physical Plant using outcomes of deferred maintenance study to alleviate high maintenance areas.
- Increased academic advising by Early College staff to increase go-on-to-LC-State rate of dual credit students.
- The Math & Science Tutoring Center is increasing use of virtual tutoring, and augmenting its communication with students, to increase Center use.
- The Testing Center has increased its offering of tests from outside vendors, modestly increasing Center revenue.
- Athletics is maximizing team roster sizes.
- Enrollment Services Program will review and revise key performance indicators used to measure the college's enrollment. This will include a strategic partnership with Institutional Research and Effectiveness to devise a predictive analytical model and data dashboards.
- Student Engagement and Success Program will begin returning to in-person student programming.

5.b. Opportunities for improvements to organizational structure and function.

- The Student Safety and Well-being Program is comprised of representatives from both Student Affairs and Finance/Administration, eliminating administrative barriers in developing key campus policies centered on campus safety, and serves to establish more comprehensive responses to student behavioral issues.
- Institutional Research & Effectiveness continues to centralize data management to increase efficiencies across the institution.
- Office of Grants & Contracts continues to cultivate a grants' culture.

5.c. Programs considered for consolidation or discontinuation as based on cost of delivery and degree of relevance and impact.

- One immediate outcome of the non-instructional program performance effort is focusing the resources of various campus units into more coherent, macro-level *programs*. For example, in the Student Affairs area, 18 administrative units were combined to support three (3) superordinate programs. This increases program coherency by focusing on larger institutional goals rather than smaller departmental processes. Opportunities for similar approaches to measuring institutional program performance will be assessed. Additional program consolidations and/ or realignments may be forthcoming.
- The Library has critically evaluated its services, offerings, and staffing levels. There is a focused move toward reliance on e-Resources, elimination/ discontinuance of under-utilized electronic and paper resources, and a reduction in Library hours. Increased cross-training of employees is in process as well.

5.d. Estimated institutional savings and efficiencies created through implementation of recommendations.

As the initial focus of the Spring 2021 non-instructional programs' performance process focused on identifying efficiencies in systems and processes, and budget reduction reorganizations and downsizing had already impacted staff units extensively, there are no additional salary or other savings to report as a direct result of the PP process. As programs work through action plans, program re-organization (consolidation or expansion), impacts to program personnel (increase/ decrease), or costs (savings or investments) may occur.

Summary

LC State has successfully completed its second round of program performance (prioritization) for instructional and non-instructional programs, in accordance with SBOE Policy III.F. In addition to the immediate impacts noted above, instructional and non-instructional programs will continue to take actions based on approved plans, with regular reporting and review by the designated administrator. Additional impacts will be described / delineated in future reports to SBOE / OSBE.

Five-Year Report on Program Prioritization
Prepared for the Idaho State Board of Education
June 30, 2021

GENERAL REPORT

The University of Idaho has implemented two major Program Prioritization (PP) processes during the last five years. Evaluations concluded in academic years 2016-17 and 2019-20. Results were used to reallocate resources for institutional priorities and to meet budget reduction targets to balance the university budget.

Background: Program Prioritization prior to July 2016

Prior to 2013, UI conducted at least two PP processes that identified programs for both closure and investment. The State Board of Education required a PP effort in 2013-2015 which resulted in UI's "Focus for the Future" initiative to highlight the need for a renewed approach, given the Board's interest in an ongoing process. The process eventually led to six moved/restructured degrees, five program consolidations, one name change, and 19 discontinued programs.

A new provost worked with faculty senate in 2015-16 to recommend improvements to the previous PP process for implementation the following year.

See Attachment 1

2016-17

Data collection and PP evaluation took place during the 2016-17 academic year for both academic and non-academic programs. The criteria and procedure for ranking programs were refined by two separate work groups consisting of faculty and staff.

In this revised system, the Institutional Planning and Effectiveness Committee (IPEC) oversees the PP process. IPEC set out to develop a sustainable model of program prioritization that would enable UI to

meet State Board requirements while also helping to achieve the university goals that were framed within the Strategic Plan and determined by the University Budget and Finance Committee.

Though IPEC had initially planned for PP to operate by means of "position control" (only refilling certain high-priority faculty and staff lines), in the end, it was determined that this process would be detrimental to the well-being of the university, and instead recommended budget reallocations among academic and non-academic units.

See Attachments 2-7

2017-18

Further PP efforts took place in Fall 2017. Results were used to fund two institutional priorities: market-based compensation for employees and competitive compensation for teaching assistantships. The total cost was $4M ($1.7M and $2.3M respectively). Half of the funds ($2M) came from reallocation targets identified in PP. Throughout the PP process, programs received a relative ranking that was translated into a normalized score which determined reallocation amounts. The other half ($2M) came from other sources including tuition revenue and strategic reallocation of centrally managed funds.

See Attachments 8-15

2018-19

Baseline budgets for 2018-19 were adjusted for reallocations determined in the previous year according to PP. The university conducted a search for a new president during this time. No additional PP process was implemented.

2019-20

President Scott Green joined the University of Idaho in summer 2019 and charged IPEC to refresh our PP process, asking them to focus on academic units first. Non-academic programs would be evaluated later. Recommendations for improvements came from a cross-campus task force that evaluated the previous PP process. A revised process was carried out under the guidance of the Provost, IPEC, and the Academic Program Prioritization Subcommittee of IPEC.

The university implemented a two-step evaluation process of academic programs. The first step focused on quantifying sources of revenue and comparing revenue with expenditures, summarized by a metric referred to as "Return on Budget Allocated" or RBA. For programs with substantial negative RBA, additional analysis was conducted in a second step that included an opportunity for deans to self-identify programs for closure or those needing significant change in curriculum or structure. In addition, some recently established programs (without the degree conferrals vital to the calculation of RBA) were

removed from further review.

The process culminated in a final report (see Attachment 18) that outlines background information, relevant policy, evaluation criteria, process summary, and final recommendations. President Green approved these recommendations which resulted in the ongoing monitoring of 39 programs, restructuring three programs, merging eight academic units into four, and closing 10 programs. Total cost savings expected from PP decisions are expected to be $1,591,000 realized over time as the changes are implemented. The deans used the PP results as a tool to meet a $15.74 million budget reduction target in Academic Affairs, representing the majority of our university-wide budget reduction goal of $22 million for FY21. This approach demonstrates the commitment and resiliency of our community to make tough choices in hard times.

See Attachments 16-21

2020-21

The budget reduction decisions of Spring 2020 brought significant change. Our PP efforts during 2020-21 focused on implementation of those decisions. Curricular changes were developed to comply with PP recommendations or because of other program eliminations. Department reorganizations took place and the teach-out of eliminated programs commenced. The university's response to COVID-19 was a major focus for the institution during this year so the PP process for non-academic units was deferred until after the pandemic.

During this time, the university also developed a new budget model to work in tandem with our PP process. It is an incentive-based model in which budget metrics align with PP metrics. This model will be used annually to determine budgets for the following fiscal year.

Looking Forward: 2021-22 and Beyond

We are collecting data during 2021-22 for use in the new budget model that will determine 2022-23 budgets. These metrics are in general alignment with our PP metrics; therefore, our budget process and PP process will be congruent.

In addition, because academic programs went through PP in 2019-20, we plan to refine the process for non-academic programs during 2021-22 to align with the new budget model. That evaluation will be implemented in late 2021-22 or possibly 2022-23.

Conclusion

The University of Idaho continues to develop and refine its program prioritization process to align closely with budget allocation, programming decisions and strategic planning. UI completed two successful cycles of PP during the last five years that guided positive and significant institutional change.

LIST OF ATTACHMENTS

Background

Attachment 1 Update on program prioritization process (10/29/15)

FY 17

Attachment 2 Appointments to IPEC (10/10/16)
Attachment 3 Presentation to faculty senate (January 2017)
Attachment 4 Feedback on draft evaluation criteria (2/14/17)
Attachment 5 Revisions to program prioritization evaluation process and criteria (3/27/17)
Attachment 6 Memo: Revised program prioritization framework (4/10/17)
Attachment 7 Update on program prioritization evaluation progress (5/25/17)

FY 18

Attachment 8 Program Prioritization update (8/22/17)
Attachment 9 Program prioritization town hall sessions (9/6/17)
Attachment 10 Results of program prioritization process (9/7/17)
Attachment 11 Thank you for participation in program prioritization process (9/20/17)
Attachment 12 Input requested for student and academic affairs budget reallocations (9/21/17)
Attachment 13 Update on academic and student affairs budget reallocation (10/2/17)
Attachment 14 Reallocation targets for each college and mid-level in academic affairs (10/5/17)
Attachment 15 FY 18 Program prioritization data (complete results)

FY 20

Attachment 16 Update on Program prioritization at UI (August 2019)
Attachment 17 IPEC Committee Charge (11/22/19)
Attachment 18 Academic program prioritization task force report (April 2020)
Attachment 19 IPEC report on academic program prioritization taskforce report (4/14/20)
Attachment 20 Presidential program prioritization recommendations approved (4/30/20)
Attachment 21 Presidential final program changes decisions (5/27/20)

University of Idaho
Office of the Provost
& Executive Vice President
provost@uidaho.edu
www.uidaho.edu/provost

TO: University of Idaho Faculty and Staff

FROM: John M. Wiencek, Provost & Executive Vice President

DATE: October 29, 2015

SUBJECT: Update on Program Prioritization

As many of you know, a few years ago, the Idaho State Board of Education mandated each higher education institution develop and implement a program prioritization process. The board is now looking for the process to be embedded into the budget, strategic planning and program review processes in the state's four-year institutions. Our goal is to embed the prioritization process into these other processes in such a way that it is manageable and sustainable.

UI's response to the board's mandate was a program prioritization process we called Focus for the Future, or FFF. At the request of Faculty Senate leadership, I provided an overview of the FFF process from my perspective as a relative newcomer to the University of Idaho at the most recent Faculty Senate meeting. The PowerPoint slides from that presentation are available here. I took the liberty of suggesting improvements to the process as well as summarized current board and legislative expectations.

In summary, we have more work to do, but we also have learned quite a bit from the FFF process. I want to express thanks to Interim President Don Burnett and Interim Provost/EVP Katherine Aiken for envisioning the process and successfully completing a difficult task in a short time frame while faced with significant uncertainty.

The subsequent conversation within Faculty Senate about FFF was direct and productive, and, in general, Faculty Senate was in agreement that we have learned a great deal from the process, which will inform and improve the next version of program prioritization. The members were appreciative of the transparency of the overview and are willing to move toward an improved methodology.

Having secured the general agreement of Faculty Senate, I will constitute a committee in the near future that will seek to improve the program prioritization process and embed the process in our budget, strategic planning and program review processes. I look forward to attaining the best of ourselves and of our great University of Idaho.

University of Idaho
Office of the President
president@uidaho.edu
www.uidaho.edu/president

TO:	University of Idaho Faculty and Staff
FROM:	Chuck Staben, President
DATE:	October 10, 2016
SUBJECT:	Appointments to the Institutional Planning and Effectiveness Committee

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I am grateful to UI Faculty Senate, Staff Council and ASUI for nominating a group of Vandals to serve on the Institutional Planning and Effectiveness committee (IPEC). The IPEC will be comprised of:

- Cruz Botello, President, ASUI (or designee as needed)
- Elizabeth Brandt, Faculty Senate Chair and Professor of Law (interim appointment)
- Dan Ewart, Vice President for Infrastructure
- Brian Foisy, Vice President for Finance
- Mary Kay McFadden, Vice President for Advancement
- Janet Nelson, Vice President for Research and Economic Development
- Jodie Nicotra, Associate Chair, Associate Professor, English Department
- Janice Todish, Administration and Fiscal Operations Director, CLASS
- John Wiencek, Provost and Executive Vice President (Chair)

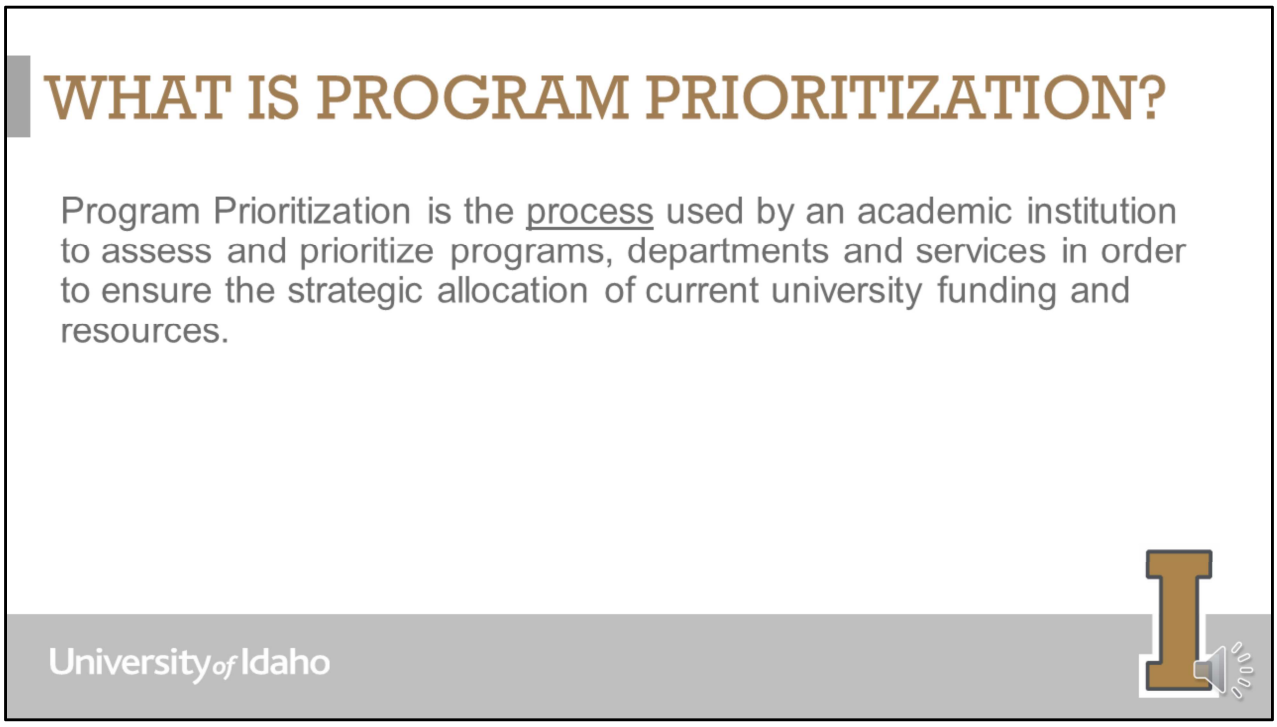
The IPEC will begin its work immediately and will likely establish subcommittees or working groups to help accomplish the tasks before the committee which include the following:

1. By February 2017, provide recommendations to incentivize enrollment growth.
2. Identify opportunities to gain efficiencies and effectiveness by consolidating key UI services such as information technology, development, finance, human resources, student advising, communications and marketing, research support (pre-award and post-award) and some facilities management functions by February 2017.
3. Successfully launch the new strategic plan by coordinating and aligning unit/college Cascaded Plans.
4. Advise and consult with the University Budget and Finance Committee (UBFC) to ensure the UBFC's recommendations are consistent with the strategic plan.
5. Implement a refreshed program prioritization process that is consistent with the State Board of Education's new policy.
6. Continue to explore opportunities to include a portion of unexpended year-end funds in the UBFC process.

Please join me in offering support, advice and constructive feedback to this committee as they begin their important work.



Hi, I'm John Wiencek, the Provost and the Executive Vice President of The University of Idaho. On behalf of the Institutional Planning and Effectiveness Committee (often called IPEC in this presentation), I want to use this opportunity to give the university community an overview of the what's, why's, and how's of The University of Idaho's program prioritization process. I also hope to solicit your feedback and advice on certain aspects of the process. At the end of the presentation, I'll tell you how to submit this feedback.



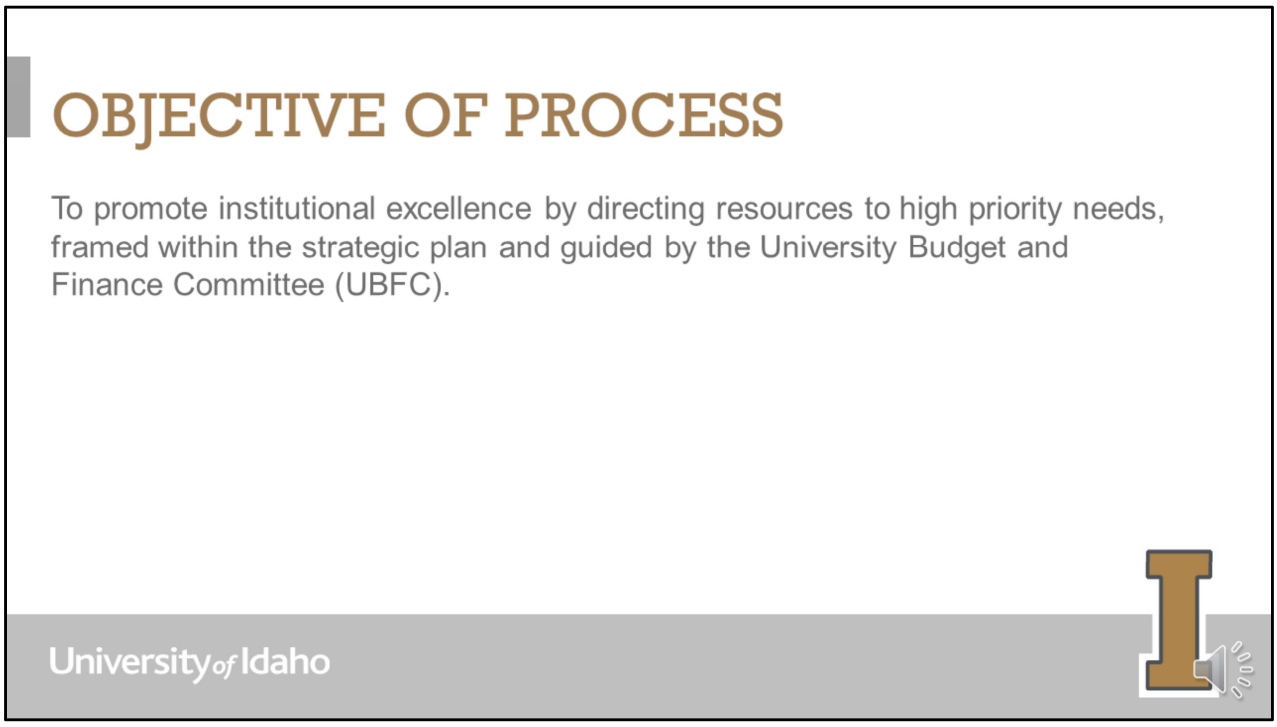
First, what is program prioritization? Basically, program prioritization is a process by which academic institutions assess and prioritize programs, departments and services in order to ensure that they're making the best use of their resources.



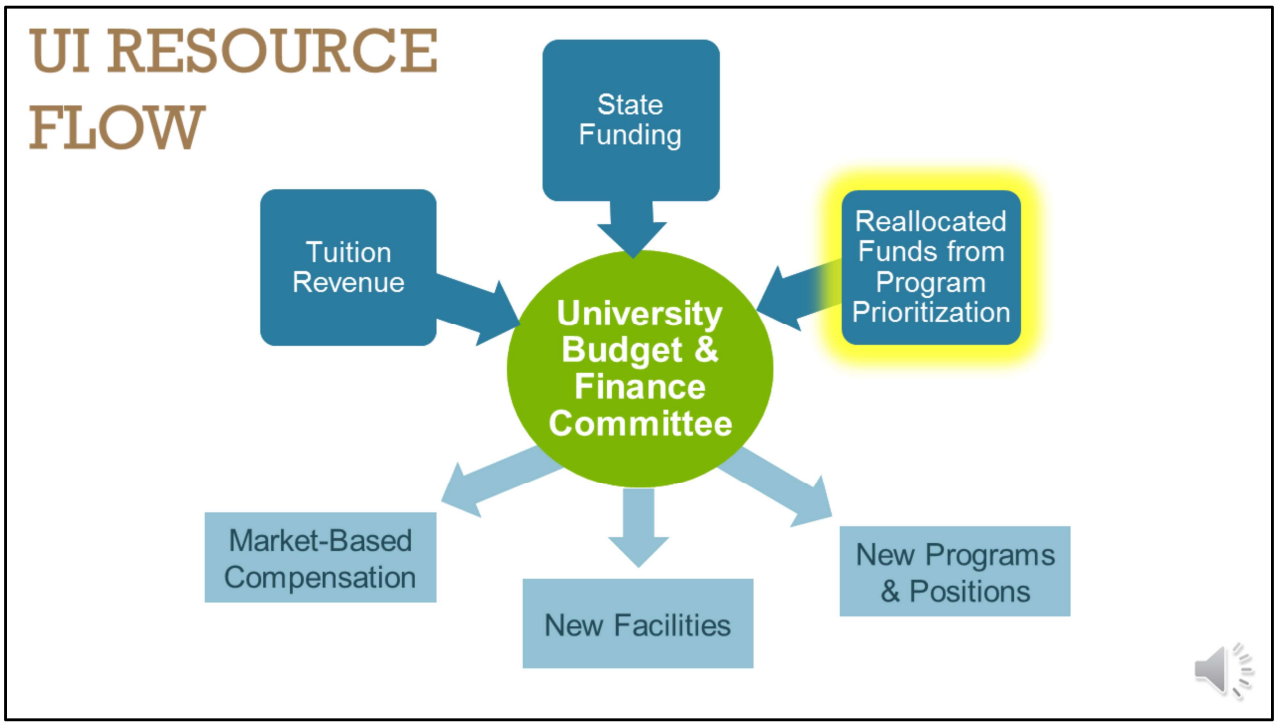
Why are we doing this, or how does program prioritization fit into the bigger picture of the university?

Well, there are two reasons. The first is quite simply because we have to: the Idaho State Board of Education has mandated that all state universities in Idaho report yearly on the program prioritization process. Because the State Board now requires program prioritization as part of the annual budget process, the university needs to develop a sustainable model.

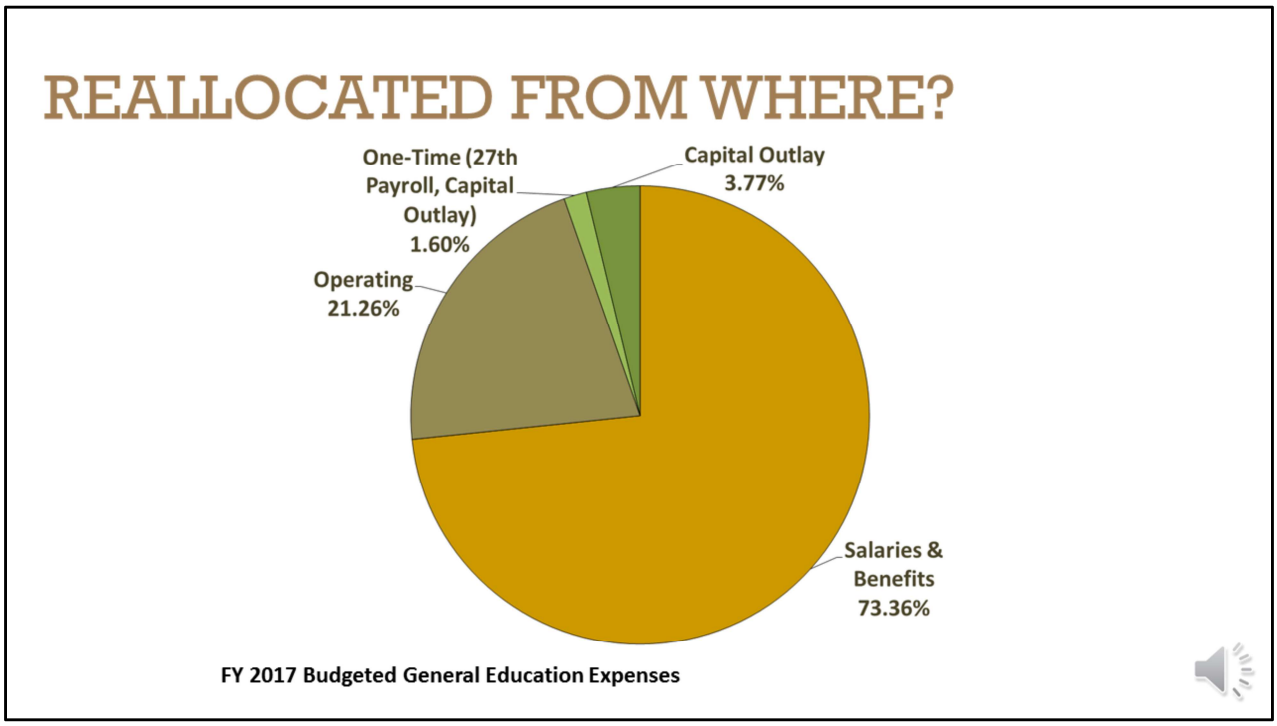
However, the second reason for program prioritization is to better use our resources to achieve the goals of the University's Strategic Plan, which aims to grow the university and make it evolve.



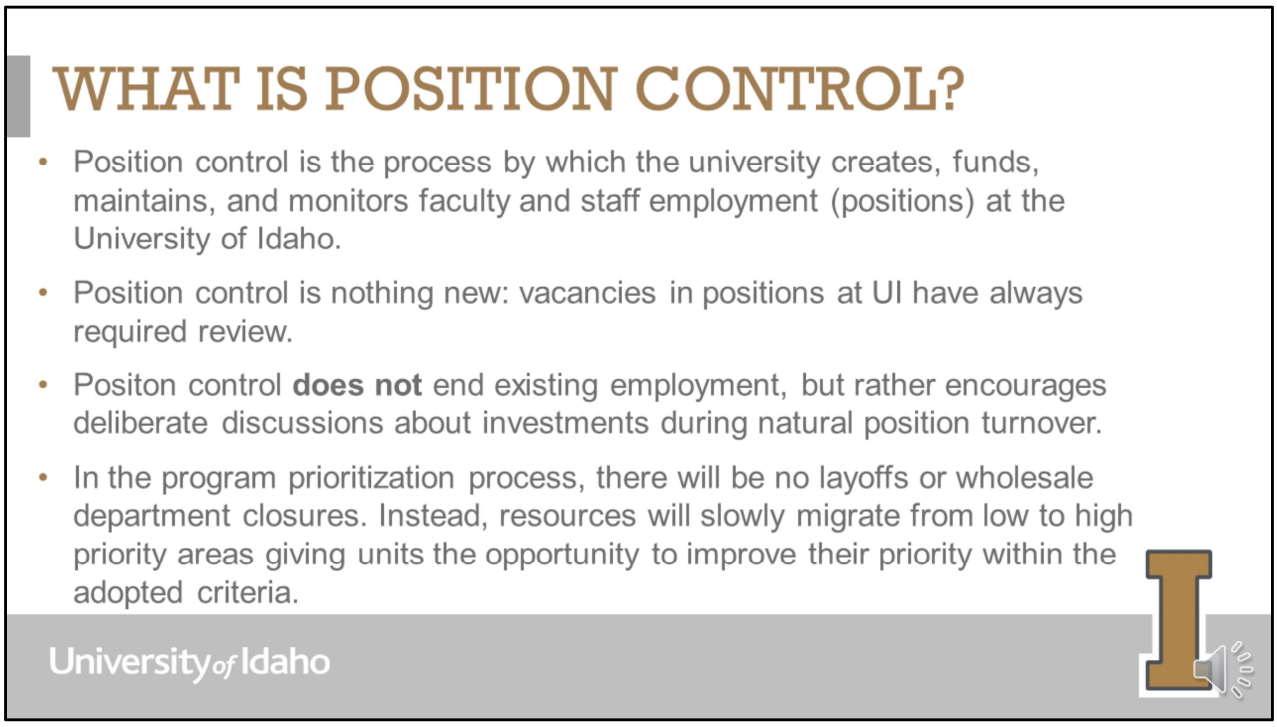
Our objective for program prioritization is to promote institutional excellence by directing resources to high priority needs, as framed within the strategic plan and guided by the University Budget and Finance Committee (also known as UBFC).



The UBFC is a shared governance committee - it's a subcommittee of Faculty Senate that includes both faculty and staff members, and is representative of the overall university constituents. As this graphic shows, the UBFC plays a central role in reallocating resources to help achieve the goals outlined in the strategic plan. These include things like increasing faculty and staff salaries through our market-based compensation plan, new facilities, and new programs and positions, among other initiatives, like those included in the cascaded plans submitted by the academic departments and support units.



So where will the resources to fund these initiatives come from? Some may come from increased tuition revenue from enrollment growth, and other sources of revenue, like gifts. But some of the revenue must come from within the university itself - and since we can't move large swaths of money around, we'll take marginal incremental amounts and move it to higher priorities. As this pie chart shows, since almost three quarters of university resources are tied up in salaries, a process called position control becomes the natural mechanism by which we can move money around without serious disruptions to university operations.



What is position control? Position control is the process by which the university creates, funds, maintains, and monitors faculty and staff employment (positions) at the University of Idaho.

Position control is nothing new: already, any time a vacancy naturally occurs in a department, whether it's because someone has retired or left for another job, it has always required approval to refill. The program prioritization process simply formalizes this.

In the program prioritization process, each academic department and support department will be ranked based on a set of criteria, and placed in one of five quintiles: Quintile 1 departments will be those that score in the top 20% based on the established criteria whereas Quintile 5 departments will be those that score in the bottom 20% of departments. The quintile will determine how resources from vacant positions in that academic department or support department will be reinvested.

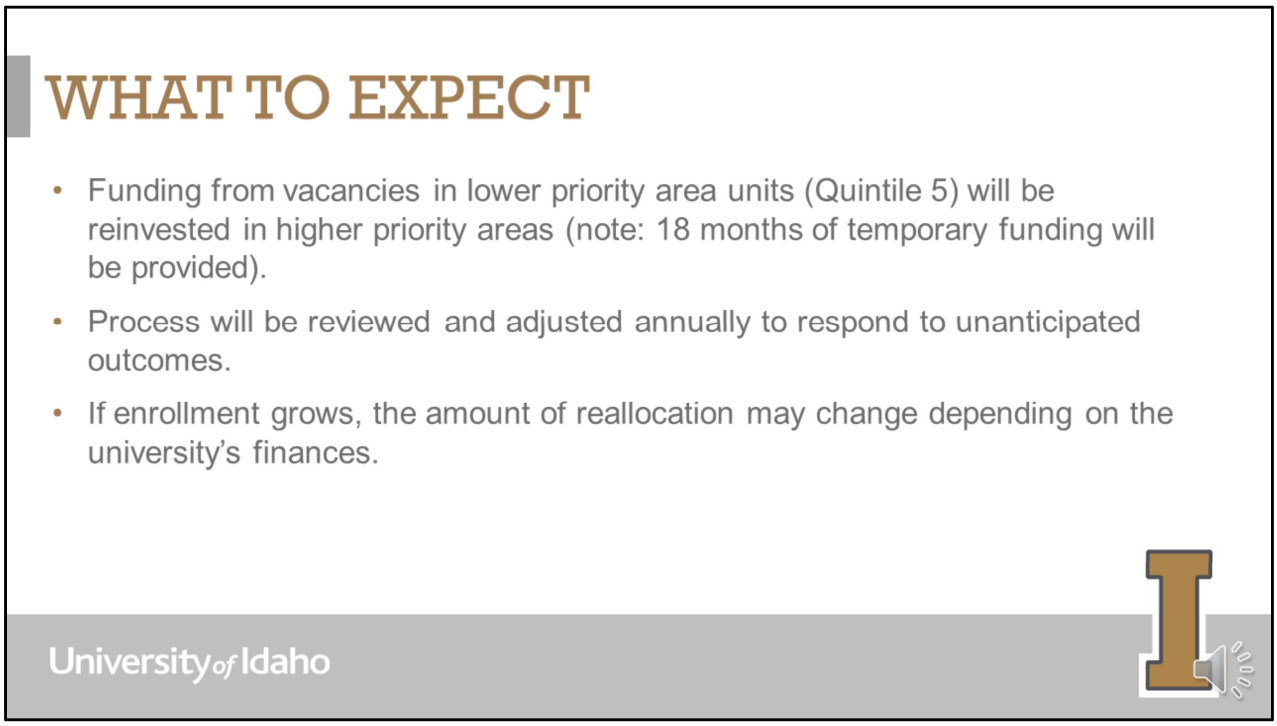
In the program prioritization process, there will be no layoffs or wholesale department closures. Instead, resources will slowly migrate from low to high priority areas as positions naturally turn over. This gradual reallocation will allow time for units to improve or transform their operations so as to improve their performance and ranking.



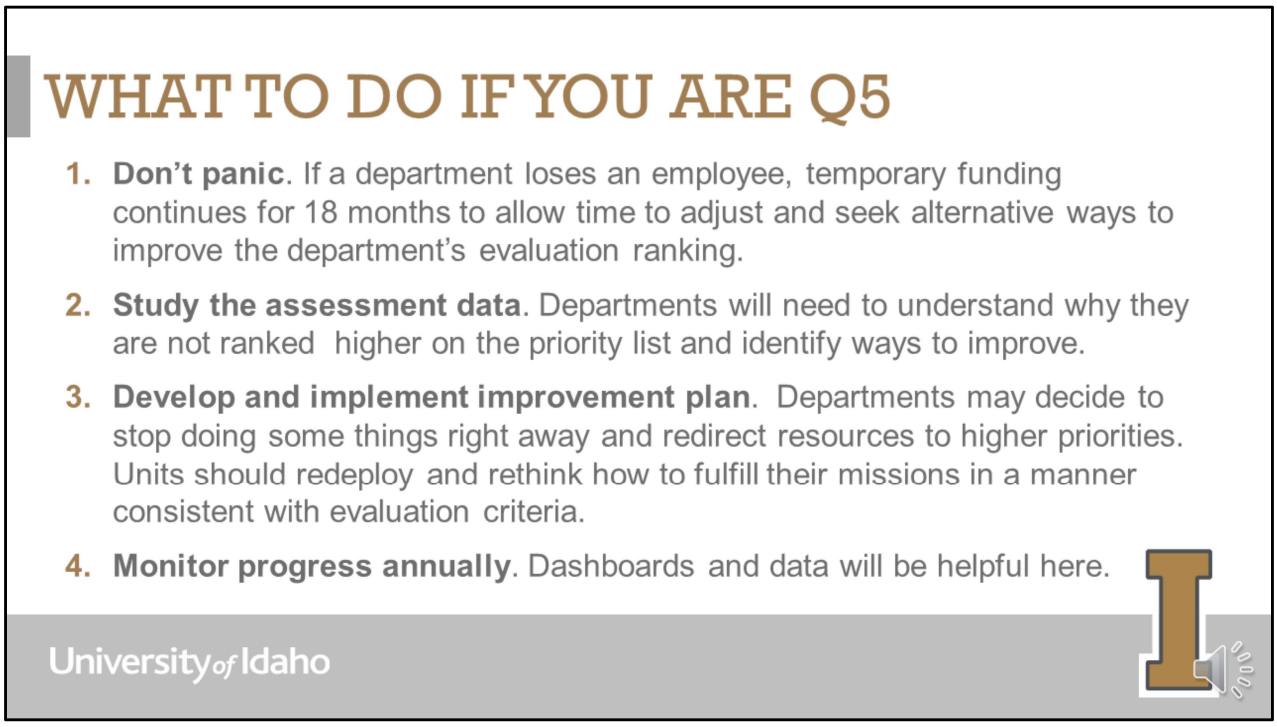
All employees at The University of Idaho are assigned to positions defined in Banner, the university's financial software system. These positions are paid from Banner-defined departments. Thus, a department head in the context of this presentation is anyone who is a supervisor of a group of people in a Banner-defined department. Even the President's Office is coded as a department within Banner and the president's team will be subject to this same departmental based position control process. Depending on where a given Banner-defined department is ranked via the program prioritization process, that department will have varying levels of authority to refill positions that have been vacated due to retirements, resignations, etc. Some or all of the money from vacated positions in departments in the lower quintiles will return to the University Budget and Finance Committee, where it will be reinvested to support the University's highest priorities.



As an example, let's look at how position control will work for academic departments funded by General Education funds. In Quintile 1, the unit will be able to retain the funds and refill the position with available funds. In Quintile 2, we're trying to encourage discussions within departments and between the dean and departments about the effectiveness of current operations. In Quintiles 3 and 4, the additional discussions will also include the provost or vice president. For Quintile 4, half of the funds from vacated positions will be directed to UBFC for reinvestment. And in Quintile 5, all base funding for those positions will be rolled back to the UBFC to fund other university priorities.



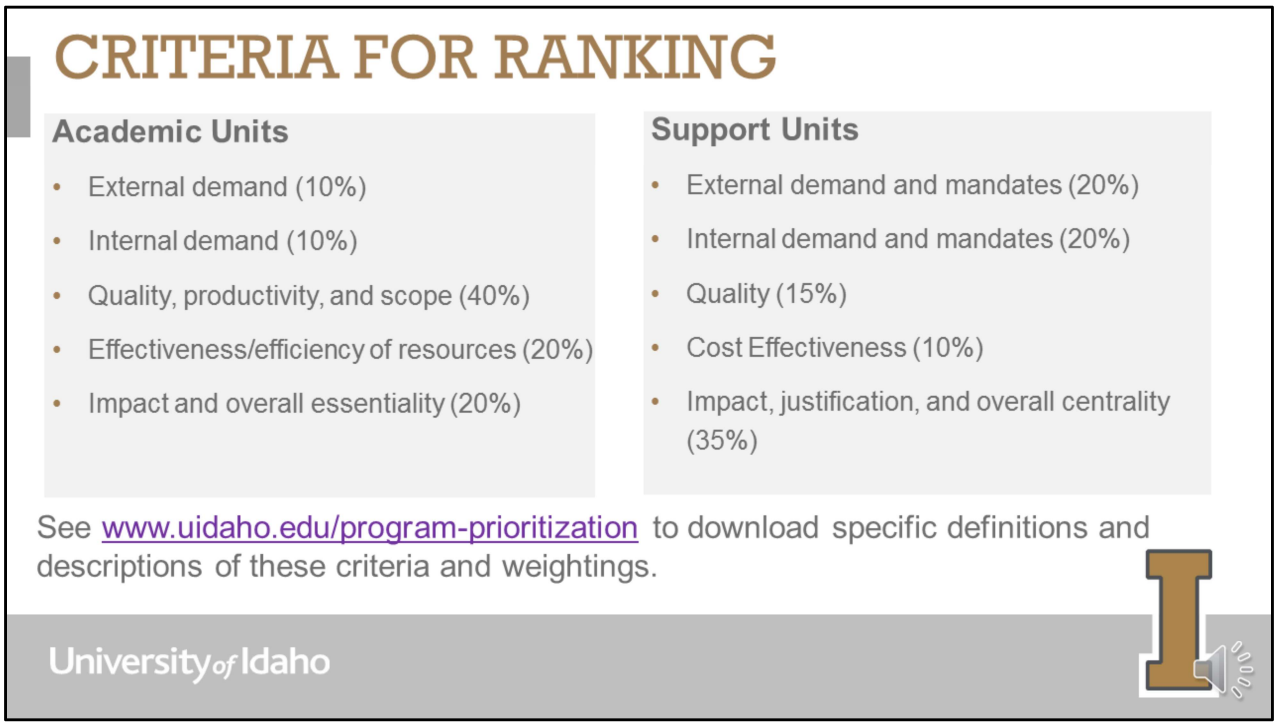
So what should you expect as we roll this out? Well, if your department is in Quintile 5 and a vacancy occurs, you will not be approved to refill the position. This funding will be reinvested in higher priorities, and those higher priorities will be determined by the University Budget and Finance Committee, guided by the goals of the Strategic Plan. Quintile 4 departments may be permitted to refill the position but this is not assured. This process will be reviewed annually and adjusted as necessary. And if enrollment grows, this may allow us to scale back on the amount of position reallocation conducted in a given year.



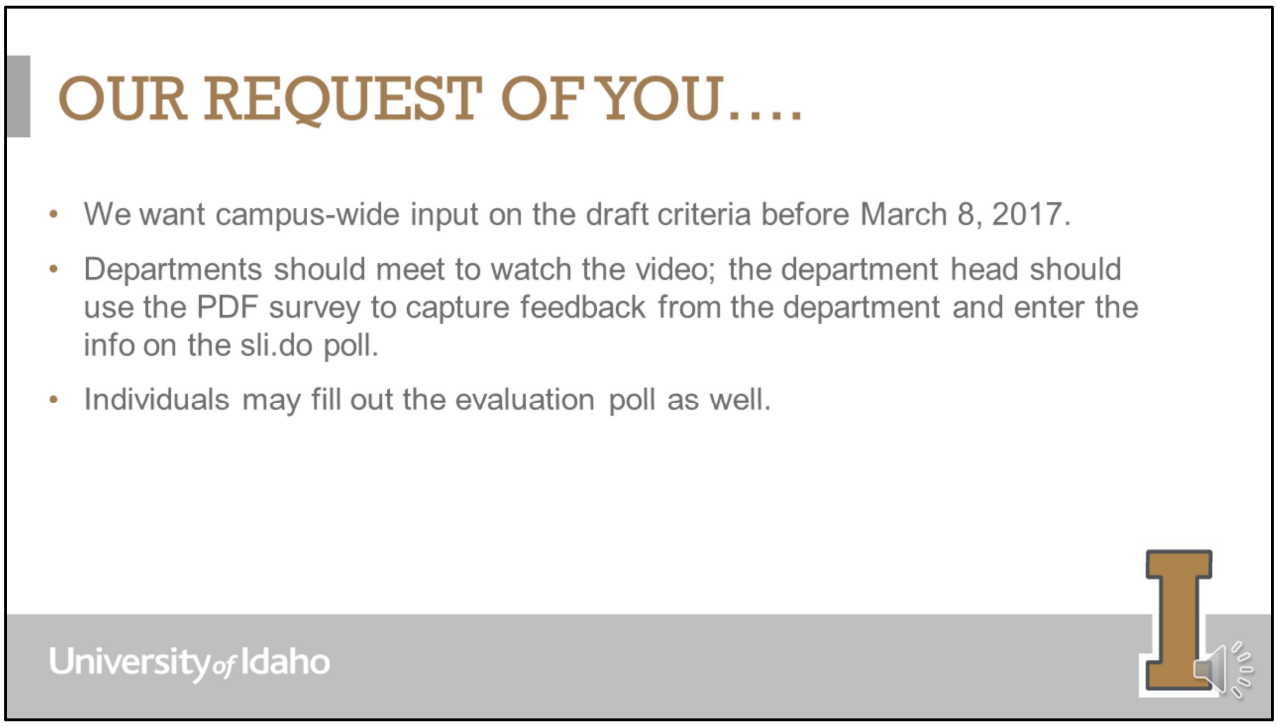
What would you do if you were in Quintile 5? First of all, don't panic. If your department loses an employee, you'll have 18 months of temporary funding. This will be the time to have discussions with department and university leadership about how to adjust. Second, I would encourage everyone to study their assessment data. All departments need to understand where they are, and how to improve their ranking. You might develop and implement an improvement plan, maybe having conversations about discontinuing some activities or programs that are damaging your overall operation and quintile ranking. Ideally, if this process works well, people will be proactive about internally reallocating resources. And finally, I would encourage you to monitor your progress annually.



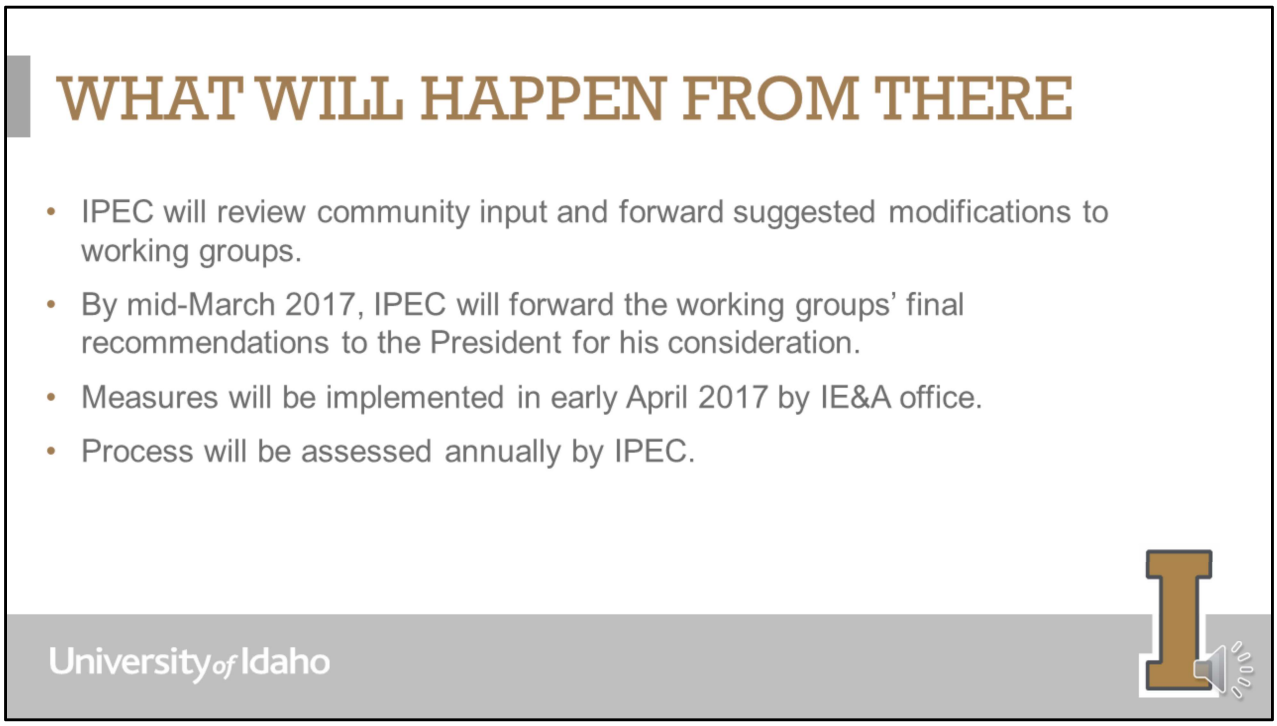
Two separate work groups developed a draft of the criteria, weights, and measures for ranking departments. Both of these workgroups were jointly appointed by Staff Council and Faculty Senate. The Academic Unit Prioritization Workgroup consisted of 15 faculty and 5 staff, and the Support Unit Prioritization Workgroup consisted of 15 staff and 5 faculty. Both workgroups received training and guidance from a nationally recognized expert and have developed a draft set of criteria and weights. To reiterate, we consider these criteria to be in draft format: we are now seeking your input on these criteria, weights, and measures. This is the key aspect of the program prioritization process for which we need your ideas and feedback. The final objective is to rank the Banner-defined departments and place them into quintiles. For academic departments, this outcome will be achieved by evaluating academic degree programs on appropriate metrics individually and then averaging those results to yield an overall quintile for the department.



The workgroups completed their work in late January and forwarded their draft criteria and measures to IPEC at that time. The draft criteria for academic and non-academic, or support, units are summarized here. For definitions and more specific weightings, please go to the link listed here and download the criteria in PDF form. Both workgroups have recommended the use of quantitative as well as qualitative data. For academic departments, the workgroup proposes quantifiable data for most of the criteria, and these metrics are consistent with our strategic plan institutional metrics. For non-academic or support departments, the workgroup proposes mainly qualitative assessments on the other hand. We will be asking you specific questions about these criteria in the feedback portion of the process.



Our request of you is simple. Watch this video and give us feedback. Since each department will be placed into quintiles as a whole, we are asking the department head to call a meeting for the entire department to watch this video. We have a survey instrument which will be used to capture the department's feedback on the proposed criteria. The department head can use the printed version of the poll to take notes during the department meeting. After the department has concluded its discussion, the department head will log on to SLI.DO and enter the data for use by the Institutional Planning and Effectiveness Committee as well as the faculty/staff workgroups. Individuals will also be able to fill out the same survey instrument which will be monitored and assessed by Faculty Senate and Staff Council and eventually forwarded to the IPE committee in summary form.



The deadline of March 8 will allow IPEC to summarize the feedback and provide recommended modifications to the working groups. The working groups will meet in mid March with the goal of finalizing their recommendations for the President. IPEC will work closely with the working groups and also be in communication with the President as needed or requested. The goal is the have the criteria finalized and approved by President Staben by the beginning of April. After the criteria are finalized, Institutional Effectiveness and Accreditation office will develop necessary data and survey instruments and conduct the prioritization process. Formalized position control would start with the beginning of the new fiscal year on July 1, 2017. The overall process will be assessed annually and adjusted to assure that the process is helping the university to thrive and excel.



All of the materials regarding program prioritization and the draft criteria may be found at this URL. In closing, the Institutional Planning and Effectiveness Committee would like to thank you for taking the time to be part of this very important decision. We are eager to hear your thoughts, your questions and feedback so that we can make this process better together.

University of Idaho

Office of the Provost
& Executive Vice President
provost@uidaho.edu
www.uidaho.edu/provost

TO:	University of Idaho Faculty and Staff
FROM:	John Wiencek, Provost & Executive Vice President
DATE:	February 14, 2017
SUBJECT:	Feedback on Draft Program Prioritization Evaluation Criteria

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As many of you are aware, a few years ago the Idaho State Board of Education required all four-year colleges and universities in the state to develop and implement a program prioritization process. Last year, the board implemented a new policy that requires all four-year colleges and universities to embed program prioritization into the annual budgeting and program review processes, and to provide annual progress reports. For this reason, the university is developing a refreshed program prioritization process in order to:

1. Fulfill the board's mandate in a manageable and sustainable way, and
2. Better use our resources to achieve the goals of the university's strategic plan, which aims to grow and evolve the university further toward the next level of excellence.

To ensure this critical work is done effectively, UI Faculty Senate, Staff Council and ASUI nominated a group of Vandals to serve on the Institutional Planning and Effectiveness Committee (IPEC), which is charged with many tasks, including implementing a refreshed program prioritization process consistent with the State Board of Education's policy. IPEC and two working groups of frontline faculty and staff — one for academic units, one for support units — have developed draft criteria we will use to evaluate and rank academic and support units.

We Need Your Input

In order to help our university community understand program prioritization and provide feedback on the draft evaluation criteria, we created an informational video presentation and support materials which are available at www.uidaho.edu/program-prioritization. Please watch the video, review the support materials and provide feedback by Wednesday, March 8.

How to Provide Input

IPEC asks each department head to call an all-department meeting and watch the video together as a team. After each department has watched the video, the department should discuss the draft criteria and offer feedback and suggestions for modification. Using notes taken at that department meeting, the department head will provide feedback using the survey created for this purpose (there are support materials available on the website to help guide these discussions). The survey results will be used to improve and revise the criteria if necessary. Individuals may fill out the same survey instrument if they would like.

Once the feedback is collected, IPEC will review it and forward any suggested modifications to the working groups. The working groups will meet in mid-March to finalize their recommendations for the president. The goal is to have final criteria approved by President Staben by early April. At that point, the Institutional Effectiveness and Accreditation Office will develop data and survey instruments and conduct the program prioritization process. The new process will be implemented on July 1, 2017.

We will assess and adjust the program prioritization process annually to ensure it is effectively helping the university thrive and excel.

Thank you for taking the time to participate in this important process and for providing your input. This is an important initiative — one that will help us to promote institutional excellence by directing resources to high priority needs, framed within the strategic plan — and we need your partnership to ensure it is effective.

University of Idaho

Office of the Provost & Executive Vice President
provost@uidaho.edu
www.uidaho.edu/provost

TO:	University of Idaho Faculty and Staff
FROM:	John Wiencek, Provost and Executive Vice President
DATE:	March 27, 2017
SUBJECT:	Revisions to Program Prioritization Evaluation Process and Criteria

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Thank you for providing input on the initial program prioritization draft evaluation criteria. Your feedback is very important to the process and we are making significant changes to the criteria based on that feedback. I want to thank the workgroups for their hard work in producing the initial criteria and their continued investment in doing this process well. A spreadsheet including all the feedback we received on the criteria is available on the Provost's Office website. A brief synopsis of the feedback and a reminder of next steps is below.

108 departments, 121 individual faculty and 54 individual staff completed the feedback tool. In addition, our office directly received several longer narrative emails and feedback. The detailed position control guidelines were not posted in a timely way on the provost's website, so there were many questions asked that are addressed in that document. Nonetheless, it is clear that some substantial changes in the approach and the criteria are recommended by our community.

Based on these comments and suggestions, revisions to the program prioritization process and outcomes should be adopted to ensure that the result will:

1. Align well with the strategic plan, using the same language and metrics. There was particular concern that research productivity was not properly measured or weighted in the initial draft criteria.
2. Allow more refinement so experts in a given area do the evaluation (especially for the non-academic units).
3. Account for or mitigate bias related to unit size.

4. Allow more nuanced evaluation that involves human wisdom and judgement. Avoid metrics and measures that treat units as "one size fits all."
5. Have a balanced mix of quantitative and qualitative measures and make sure that mix is consistent across all units (i.e. do not have many quantitative metrics for academics and none for other units).

The Institutional Planning and Effectiveness Committee (IPEC) will discuss ideas to address these concerns in the coming days. As discussed in earlier communications, IPEC will forward feedback to the workgroups with suggested changes. Given the feedback, it is clear the proposed changes will be substantial.

Based on typical employee turnover and the proposed position control policy, we estimate 3-4 percent of general education funds will be redirected to the University Budget and Finance Committee (UBFC) for use in funding high priorities. With those funds, we will make substantial headway on important institutional priorities, such as market-based compensation and in-state tuition waivers for teaching assistants. In addition, if we grow enrollment by 500 full-time undergraduate students, we will be able to adjust the position control policy so that less money is subject to reallocation. If we get an additional 1,000 undergraduate students (1,500 total above current enrollment), we will have the latitude to stop all mandatory reallocation based on quintiles if we so choose. For now, these reallocated funds will be our means to feed innovation and growth at the University of Idaho as we launch our strategic plan. Once enrollment picks up, we will be able to adjust the policy as we reap more revenue from new enrollments.

In closing, let me say again that we do not have the option of refusing to conduct program prioritization. This is a State Board of Education policy requirement that must be implemented in a sustainable and systemic way by the end of this fiscal year. We have complete latitude to design and adjust the process in ways that work best for our great institution, which is what we are doing now. We will have a process in place this summer and it will launch on July 1, 2017. It may not be perfect, but we can adjust the process each year based on our experience and understanding of the impact on the institution.

Thank you again for your participation in this important process. More information will be provided as we move through the next steps.

University of Idaho

Office of the Provost
& Executive Vice President
provost@uidaho.edu
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TO: University of Idaho Faculty and Staff

FROM: John Wiencek, Provost and Executive Vice President, IPEC Chair
Marla Kraut, Chair, Academic Banner Department Workgroup
Jeff Dodge, Chair, Support Banner Department Workgroup

DATE: April 10, 2017

SUBJECT: Revised Program Prioritization Framework

The Institutional Planning and Effectiveness Committee (IPEC) and the two Program Prioritization workgroups are recommending a revised evaluation framework in response to input provided by University of Idaho faculty and staff through a recent feedback survey. The revised evaluation framework has three key elements, which will be used to evaluate all Banner departments. This revised approach also aligns our Program Prioritization and strategic planning efforts. The three elements are:

1. Impact and essentiality to the University of Idaho's mission
2. Contribution to the University of Idaho strategic plan
3. Institutional investment

The first element, impact and essentiality to the University of Idaho's mission, was included in both workgroups' evaluation criteria. To ensure more consistency across all department types, this particular assessment tool will be jointly developed by the two workgroups and applied uniformly to all Banner departments at the university.

The second element, contribution to the strategic plan, will be assessed using focused tools specific to each of four key functional areas of the university:

1. Academic Banner departments
2. Student/Faculty service Banner departments
3. Research centers/Extension/Community engagement Banner departments
4. Centrally provided service Banner departments

These tools are being developed by the two workgroups and will incorporate specific feedback received from the recent survey. Given the expanded scope of work, the workgroups will augment current committee members as needed to ensure we have sufficient depth of knowledge in each of these key functional areas represented. Workgroups plan to complete their work by the end of April. This refined toolset will allow for more customized and relevant evaluation as suggested by the UI community feedback we received.

The third element, institutional investment, will measure the relative resources available to a Banner department so the contribution to the strategic plan element is appropriately scaled to the level of resources available to the Banner department. In this element, the highest ranked programs will have minimal or no institutional investment (i.e. General Education funding) thus mitigating any bias based on size. This element will be weighted appropriately to prevent bias against either small or large Banner departments as measured by their General Education funding levels. As in element one above, this element will be applied uniformly to all Banner departments at the university.

In closing, IPEC and the workgroups have addressed most of the concerns raised by our community in the revised framework. We have more details to iron out and some concerns may remain, but we are confident that we have made significant and meaningful improvements based on your feedback. Once again, thank you for participating in the feedback process.

I am extremely grateful to the workgroups for their continued hard work and investment in this process. We anticipate finalizing the assessment tools by the end of April and forwarding them to President Chuck Staben for approval in early May. Once finalized, I will provide another update to the university community.

University of Idaho

Office of the Provost
& Executive Vice President
provostevpwiencek@uidaho.edu
www.uidaho.edu/provost

TO:	University of Idaho Faculty and Staff
FROM:	John Wiencek, Provost and Executive Vice President
DATE:	May 25, 2017
SUBJECT:	Update on Program Prioritization Evaluation Progress

---

I am glad to report we are making good progress toward completing the evaluation component of our Program Prioritization initiative. After incorporating UI-wide feedback, we have collectively agreed to use three criteria to evaluate departments:

1. Essentiality to the University of Idaho's mission
2. Contribution to the University of Idaho's strategic plan
3. Institutional financial investment in Banner departments

In my last update, I shared the tools developed by the Institutional Planning Effectiveness Committee (IPEC) and the workgroups to assess Banner departments on criteria #1 and #3. At that time, the workgroups and IPEC were still working on tools and measurement weights for criterion #2. I want to thank the workgroups and IPEC for completing these remaining tasks last week.

The criterion #2 evaluation tools for each Banner department

subgroup (Academic, Student/Faculty Services, Research Centers/Extension/Community Outreach, Centrally Provided Services) can be found here. Each of these tools will require you to provide a narrative description of your contribution to the strategic plan and your Banner department will receive a request to provide this narrative description soon.

Initial weights for the three evaluation criteria will be assigned to eliminate any bias related to unit size. The workgroups have agreed to the methodology that will be used to set these weights, which will be documented in a final process development report expected in late summer.

IPEC and the workgroups acknowledge this process has extended beyond the spring semester, contrary to our planned goal and timeline. However, gathering university community feedback and making the necessary and substantial revisions was more important than being on schedule. We acknowledge the process unfolded piecemeal and may have caused some confusion about what was needed in the criterion #1 contextual statements. We will consider some last minute revisions to the contextual statements recently provided for criterion #1 if absolutely necessary, provided you contact us immediately. We plan to launch this evaluation tool on June 1, so we need any requested changes done in the next few days. If you have questions about whether you should make such changes, feel free to contact Lodi Price (lodi@uidaho.edu) or Peggy Lynd (plynd@uidaho.edu).

Please remember this process will be monitored annually. We will adjust for unintended or unanticipated outcomes. Thank you again for your support and participation in this critical process. We will become stronger and better together!

University of Idaho

Office of the President
president@uidaho.edu
www.uidaho.edu/president

TO: University of Idaho Faculty and Staff

FROM: Chuck Staben, President

DATE: August 22, 2017

SUBJECT: Program Prioritization Update

When classes ended last spring, there were several big projects pending or in motion, including State Board of Education required program prioritization. Program prioritization is a process that helps us to efficiently reallocate funds to high priority projects in support of our strategic goals.

The university has many priorities, but the most critical are funding for market-based compensation adjustments for staff and faculty and competitive compensation including tuition/fee waivers for teaching assistants. Funds identified by the program prioritization process will be reallocated to fund these two priorities.

The UI community provided input into the program prioritization process, which helped inform how we would evaluate and score every UI Banner department. Departments were evaluated using a mixture of quantitative data, financial data and surveys. The data have been analyzed and we will share the department scores in early September. We are planning open forums shortly thereafter to share information and help you understand the results and next steps.

The Institutional Planning and Effectiveness Committee, the vice presidents, the deans and I have reviewed the department scores and other data. We are now evaluating options for linking these scores to reallocations. Reallocation is not easy; but we know reallocated funds will return to units in the form of increased wages and support for teaching assistants, our highest priorities.

Each of us has a distinct leadership role at the University of Idaho and together our partnership will help UI rise to even higher levels of excellence. Thank you for working with us as we continue to improve our university. Additional information about program prioritization and the funding of our priorities will be shared in the coming weeks.

I thank Provost Wiencek, the Institutional Planning and Effectiveness Committee and all who participated in this important process.

University of Idaho

Office of the Provost &
Executive Vice President
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TO:	University of Idaho Faculty and Staff
FROM:	John Wiencek, Provost & Executive Vice President
DATE:	September 6, 2017
SUBJECT:	Program Prioritization Town Hall Sessions Sept. 11

As noted in a communication from President Chuck Staben on August 22, detailed information about program prioritization will be distributed later this week. In anticipation of that release, the Institutional Planning and Effectiveness Committee (IPEC) has scheduled two town hall meetings for Monday, September 11, to respond to questions and provide clarification about the process and next steps.

The first session will focus on academic departments; the second will focus on non-academic programs, including student and faculty support; centrally provided services; and research, outreach and Extension units. All employees are welcome to attend either session. The sessions will be live-streamed to our statewide centers.

- **Session 1 (academic departments):** 8:30-10 a.m. Pacific time, Monday, Sept. 11, Vandal Ballroom, Pitman Center
- **Session 2 (non-academic departments)**: 10:30 a.m. to noon Pacific time, Monday, Sept. 11, Vandal Ballroom, Pitman Center

Streaming locations:

- **Boise Water Center:** Room 248 (Session 1) and Room 162 (Session 2)
- **Boise Law and Justice Center:** Room 307
- **Coeur d'Alene:** Room 213
- **Idaho Falls:** Room TAB 320

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TO: University of Idaho Faculty and Staff
FROM: John Wiencek, Provost & Executive Vice President
DATE: September 7, 2017
SUBJECT: Results of the Program Prioritization Process

On behalf of the Institutional Planning and Effectiveness Committee (IPEC), I am writing to confirm our university goals as shaped by our strategic plan, and to explain how the result of the program prioritization process is helping to propel these goals into action.

As you may recall, the University Budget and Finance Committee (UBFC) recommended two highest priority projects for this fiscal year:

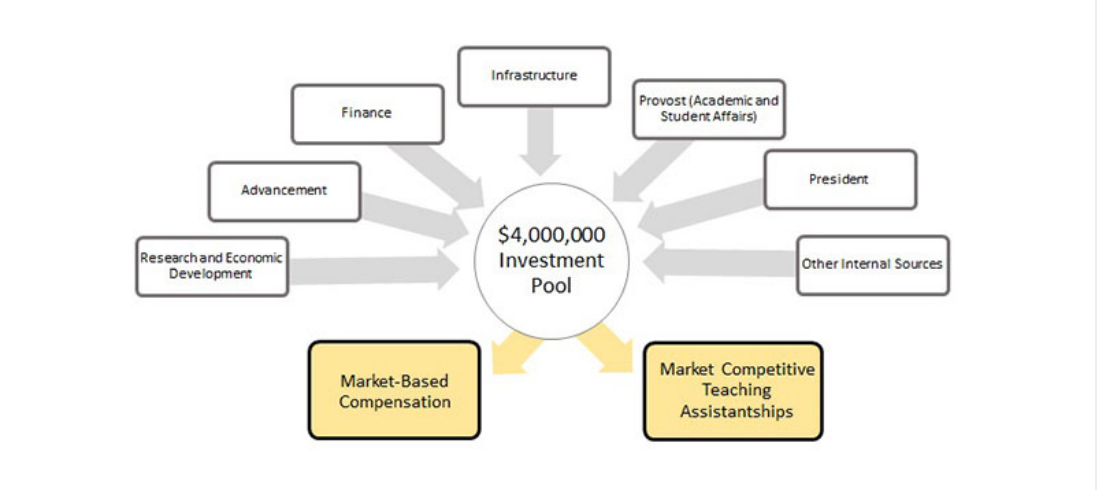
. Market-based compensation for faculty and staff, and

1. Fully-funded, competitive teaching assistantships (TAs).

These two priorities reflect the priorities of strategic plan Waypoint One (Goals 3 and 4); namely, growing student enrollment via retention and improving the workplace environment. With the help of the program prioritization process, we have identified $4 million, which will allow us to make significant headway toward funding these two priorities.

The graphic below shows the sources of these investment funds. Half of the funds ($2 million) will come from reallocation targets identified through the program prioritization process. The other half of the funds will come from other sources, including tuition revenue and strategic reallocation of centrally managed funds. The total $4

million of investment funds will fully fund the TA request and partially address the market-based compensation request.



To make progress toward market-based compensation for UI employees, this year we will implement mid-year raises. And to fund the TA compensation priority, College of Graduate Studies Dean Jerry McMurtry will work with the academic deans and the Graduate Council to address our funding of TA appointments so that we remain nationally competitive. Teaching assistants are an important component of meeting our enrollment and research goals stated in the strategic plan and, much like faculty and staff, their compensation has fallen out of step with the market.

As you may remember, through the program prioritization process, each program received a relative ranking that was translated into a normalized score. You can find the program prioritization results on the provost's webpage. IPEC has decided not to place programs into quintiles as originally planned. Instead, we recommended, and President Staben approved, modification of the reallocation methodology. Rather than a rigid position control methodology to recover salary dollars via position control, each vice president and the President's Office (which also includes University Communications and Marketing, Athletics, the Office of Equity and Diversity, etc.) will contribute funds, or reallocate funds, as illustrated in the chart above. The reallocation targets are directly linked to the normalized scores of Banner departments in a given executive's area. Executive-level officers will work with their respective teams to develop a reallocation plan, which will be approved by President Staben. Approved reallocation plans will be effective in FY19 (starting on July

1, 2018) so units have a year to plan for changes.

The current estimated impact for each executive area of responsibility (including both budget reductions and budget increases) is shown below. Please note that the estimated reallocation and market-based compensation amounts have been rounded, and may change to reflect additional data and input.

Executive Level	Total Gen Ed Salary Budget	Sources	Market-Based Compensation (Mid-Year)	Competitive TA Compensation	Net Resource Flow
President	$6,762,717	$(222,000)	$76,000	$ -	$(146,000)
Provost (Academic & Student Affairs)	$68,393,631	$(1,268,000)	$1,027,000	$2,300,000	$2,059,000
VP Advancement	$1,542,883	$(41,000)	$41,000	$ -	$ -
VP Research & Economic Dev.	$1,049,507	$(6,000)	$63,000	$ -	$57,000
VP Finance	$3,548,321	$(88,000)	$97,000	$ -	$9,000
VP Infrastructure	$11,827,637	$(375,000)	$396,000	$ -	$21,000
Other Internal Sources	$ -	$(2,000,000)	$ -	$ -	$(2,000,000)
Total	**$93,124,696**	**$(4,000,000)**	**$1,700,000**	**$2,300,000**	**$ -**

The current base salary budget is in the first column and the reallocation amount is in the second column (parenthesis represent budget reductions). New resources added back to each executive area of responsibility are in the third and fourth columns. The last column shows the difference between resources added and resources subtracted via reallocation.

As we finalize this process, IPEC will host two open forums to present and summarize the program prioritization process and answer questions. These open forums will be held on Monday, September 11, 2017, in the Vandal Ballroom, with connections statewide. See the statewide viewing locations here. The first forum will be held from 8:30-10 a.m. and the second forum will be held 10:30 a.m. to noon.

Thanks to all of you for your hard work and effort — both in your

daily contributions as well as in this important process. Though the process has been arduous, we are excited to be able to achieve our university community's strategic goals.

University of Idaho

Office of the President
president@uidaho.edu
www.uidaho.edu/president

TO: University of Idaho Faculty and Staff

FROM: Chuck Staben, President

DATE: September 20, 2017

SUBJECT: Thank You for Participating in Program Prioritization Process

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Thank you for participating in the Program Prioritization process and for attending the open forums regarding Program Prioritization last week. As I listened to each concern and comment, I was grateful for the open environment we have at UI and the transparent nature of the process - led by more than 50 staff and faculty members and engaging hundreds. Although our process was not perfect, it has provided useful information. We will use the rankings to identify reallocations we must make for progress.

One difficulty with rankings is that such a process can leave people feeling undervalued. Although the ranking process caused us to order programs in some fashion, each

member of the Vandal family is valued and appreciated. Program prioritization, particularly in the absence of new net revenue, is necessary to position ourselves to meet the lofty goals of our strategic plan – a plan developed by all of us to serve all of us. We are investing in UI to make it an even better place to work for our faculty and staff while we continue to serve Idaho as its higher education leader.

Rankings are never easy. With the rankings done, we quantified reallocations and we are now moving together to fund our two highest budget priorities: market-based compensation and teaching assistantships. All of you deserve to be paid equitably for the hard work you do every day for our university. The executive leadership team and I are committed to making this a reality.

I have asked each vice president to submit a reallocation plan for my consideration by December 1, 2017. This will allow sufficient time to finalize the plans by January 1, 2018. The reallocations will inform the budget setting process and fiscal year 2018-19 baseline budgets.

I encourage you to continue engaging in the process and to feel ownership in it as we strive to make the University of Idaho the best institution possible.

Go Vandals!

University of Idaho

Office of the Provost
& Executive Vice President
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TO:	Faculty and Staff in Academic and Student Affairs
FROM:	John Wiencek, Provost and Executive Vice President
DATE:	September 21, 2017
SUBJECT:	Input Requested for Student and Academic Affairs Budget Reallocations

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Dear Colleagues,

Consistent with the president's memo of yesterday, we must develop a plan to reallocate $1.268 million from the academic, strategic enrollment management and student affairs area by December 1, 2017. In several areas, we have put a hold on search processes until there is more clarity on the sources of these reallocated funds; thus, it would serve our interest to have our first draft to the president much sooner. This would allow for more certainty and the ability to get most of these searches underway. Our funds, combined with other VP area reallocations and newly identified internal sources, will underwrite the top University Budget and Finance Committee (UBFC) recommended initiatives. As part of those initiatives, our areas will see an additional $1.027 million for salary adjustments and $2.3 million for competitive teaching assistant compensation.

I want to assure everyone that this amount of money is not going to disrupt the normal course of work and service in academic and student affairs. This amounts to a 1.49% reallocation of the total $85.3 million base budget in our areas. The Budget Office estimates that there is more than $3 million of long-term vacant positions (vacant in excess of one year) and unallocated base

funds within the academic and student affairs areas. Thus, it is my intention to put some reasonable focus on using such funding as part of this reallocation process.

Within academic and student affairs, we will develop a set of guiding principles that will help us formulate a reallocation plan. I will be transparent in the process, as is my common practice, but I also will be nuanced in the implementation. Fundamentally, these decisions are fraught with high levels of impact both within any given department but also across the entire university. Thus, I will not be bound by formulas or monolithic criteria in recommending a final reallocation plan that can work for everyone in academic and student affairs.

I look forward to hearing from you on what our guiding principles for this reallocation should include. Let me start this conversation with some ideas. First, contribution toward the strategic plan remains very high on my list and, more specifically, contribution toward enrollment growth and student success. Thus, any reallocation must be designed to maintain and serve our current enrollment, as well as acknowledge and reward trends in enrollment. Second, the fiscal capacity of any given college or area to contribute to a reallocation should be part of our decision-making process. Finally, centrality to mission and scholarly excellence are important considerations as well; although, we have struggled to come to agreement on how best to measure such matters.

I would like to invite all of you to submit or to vote on other key guiding principles that should be considered in the reallocation process. Votes and feedback should be submitted through a tool called Sli.do, available at https://app.sli.do/event/7r0wijzh/ask. Although limited in the amount of characters (300) to state your idea, this tool allows for voting – both up and down — on these ideas as well as providing a feedback to perhaps improve or adjust an idea. Please take a few minutes to share your ideas under the "Questions" tab and to vote on ideas being suggested by others. We will accept this input through September 29, 2017. If you have questions about how to use Sli.do, please call Peggy Lynd or Lodi Price and they will be happy to assist you.

I will start the reallocation plan development with the deans, vice provosts and other direct reports within the next week. We will focus on narrowing the guiding principles and airing ideas and/or concerns. After getting input from the Sli.do poll, my staff will prepare related data and implications for additional discussion among the deans, vice provosts and other direct reports. After these two rounds of discussion, I will work with the team to finalize specific targets for each college, vice provost and student affairs area. I believe we can finish this work by mid-October.

Once we finalize reallocation plans across the entire university, the Institutional Planning and Effectiveness Committee (IPEC) will turn its attention toward continued improvement in the evaluation process supporting program prioritization. My sense of IPEC discussions to date indicate that the primary issue is criterion two — contribution toward strategic plan. A recurring question from many of you is, “how do I improve; what do I focus on?” given that the evaluation process needs improving. I am confident that if you focus on achieving the goals and targets spelled out in your cascaded plans, then you will fare well on criteria two during the next round of evaluations, scheduled for roughly two years from now. Specific modifications to criterion two will be the subject of additional university discussion this year, but my sense is that the evaluation of the contribution to the strategic plan is likely to flow from the cascaded plans that are already in place.

In closing, I truly believe we are at a pivotal moment for the University of Idaho. We are choosing to shape our own future by setting priorities, developing plans together and executing on those plans even when it is difficult to do so. These are all trademarks of excellence. I hope you can join me in taking pride in giving well-deserved salary and compensation adjustments to our faculty, staff and teaching assistants in the coming months.

Best wishes,
John

University of Idaho

Office of the Provost
& Executive Vice President
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www.uidaho.edu/provost

TO:	Faculty and Staff in Academic and Student Affairs
FROM:	John Wiencek, Provost and Executive Vice President
DATE:	October 2, 2017
SUBJECT:	Update on Academic and Student Affairs Budget Reallocations

---

Dear Faculty and Staff Colleagues,

I am following up on my earlier memo about the reallocation plan for Academic and Student Affairs. I have reviewed your suggestions posted on SLI.DO, and I appreciate the time many of you took to share your perspectives. In addition, I met with my direct reports, including the deans of the colleges, the vice provosts and the dean of students on September 25. Their feedback and your SLI.DO comments have resulted in the recommendations below.

Based on the conversations and SLI.DO postings, the guiding principles for our reallocation plan will include the following:

1. The program prioritization evaluations will remain an important factor in determining reallocation

targets. Some members of the team felt that there was significant effort expended to get to this point; therefore, the results need to be honored, given the community-based process that was utilized. Others recognized that the evaluation process has some room for improvement. In particular, the evaluation did not sufficiently recognize a few high enrollment programs, sending an inconsistent message about our strategic goals.

2. Consistent with the last statement, both SLI.DO responses and the leadership team recommend additional weight and scrutiny be placed on enrollment metrics such as majors (including pro-rated double majors), student credit hours delivered and enrollment growth. This is consistent with the strategic plan's waypoint one emphasis on enrollment.
3. Appropriate care will be taken to normalize any measurements by total teaching FTE (including only those positions funded by general education funds). Normalization will account for the relative productivity of units based on resources available to them.

I will continue to work with the leadership team to look at data (see points 1-3 above) and arrive at final reallocation targets and plans for each area. The goal is to finalize our plans no later than November 1. I will continue to update you at each step of the process.

Best wishes

John

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TO:	Faculty and Staff in Academic and Student Affairs
FROM:	John Wiencek, Provost and Executive Vice President
DATE:	October 5, 2017
SUBJECT:	Reallocation Targets for Each College and Mid-Level in Academic & Student Affairs

---

Dear Faculty and Staff Colleagues,

As promised, I am following up with the final recommendations for reallocation from units reporting to the provost. Consistent with next steps outlined in my last update, the original program prioritization reallocation targets have been assessed against enrollment measures such as student credit hours delivered per faculty, enrollment (majors) per general education budget, and enrollment trends (increase or decrease per year, over the last three years) per general education budget.

The enrollment picture and evaluation is complex and does not provide a simple correction to the current reallocation targets identified by program prioritization. Some metrics would suggest that those with higher teaching loads are also seeing higher reallocation targets. On the other hand, the enrollment trends (most colleges are losing enrollment) are consistent with the college reallocation targets suggested by program prioritization. In summary, the enrollment data do not support modifying the budget reallocation targets set by the program prioritization process. The reallocation targets are summarized in the table below.

The reallocations range from 1 to 2.5 percent nominally, with everyone contributing to the final reallocation plan. My direct reports (deans, vice provosts, etc.) will develop a reallocation plan, in consultation with their respective teams, and submit it to me by October 23. I will then finalize the overall plan and forward to President Staben for his consideration on November 1.

It is hard to make such difficult decisions, and we have spent hours deliberating on this matter. I appreciate all of your hard work and understanding as we seek to find ways to move our strategic goals forward together. These reallocated funds will come back to us in the form of increased faculty and staff compensation, as well as nationally competitive teaching assistant support. Our No. 1 goal for this year is to substantially grow tuition revenue via enrollment and, thus, minimize the amount of reallocation required in future years.

In closing, I want to reiterate my thanks to everyone who has participated in this process, a process that has taken over two years to complete. I am surrounded by loyal and dedicated faculty, staff and students and grateful that you are helping move us to higher levels of excellence.

Best wishes

John

Mid-level	Percent of General Education Budget
College of Agricultural & Life Sciences	1.09%
College of Letters, Arts & Social Sciences	2.33%
College of Art & Architecture	2.33%
College of Business & Economics	2.15%
College of Education, Health and Human Sciences	2.23%
College of Engineering	1.15%
College of Law	0.93%
College of Natural Resources	1.27%
College of Science	2.25%
College of Graduate Studies	0.54%
Strategic Enrollment Management	0.93%
General Library	0.52%
Provost/Executive Vice President Area	0.93%
Student Affairs	1.33%
University Outreach - Boise	2.64%
University Outreach - Idaho Falls	1.02%
University Outreach - Northern Idaho	1.03%
Vice Provost for Faculty	1.86%
Vice Provost for Academic Initiatives	1.68%

University of Idaho
Program Prioritization
FY18
Academic Programs
Summary

		Strategic Plan Contribution Score																	
	20%	Weight	0.20	0.35	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05			50%	30%			
Banner Department	Mission Fulfillment Score	Normed Score -->	Narrative 1	Narrative 2	Terminal Degrees	Research Expenditures	UG majors	GR/Prof majors	UG conferrals	GR/Prof Conferrals	SCH	Underrep Enrollment	Multicultural Fac/Staff	Weighted Raw Score	Rank by Criteria 2	Normed Criteria 2	Institutional Investment	Overall Raw Score	Overall Rank Academics	Normed Score Academics
Accounting	0.319149		0.170213	0.000000	0.223404	0.053191	0.617021	0.765957	0.787234	0.808511	0.702128	0.723404	0.063830	0.271277	44	0.085106	0.489362	0.253191	46	0.042553
Agr Economics & Rural Sociology	0.627660		0.893617	0.936170	0.223404	0.872340	0.425532	0.255319	0.340426	0.297872	0.212766	0.085106	0.446809	0.664362	13	0.744681	0.808511	0.740426	6	0.893617
Agricultural & Extension Education	0.691489		0.382979	0.808511	0.223404	0.553191	0.361702	0.212766	0.319149	0.212766	0.170213	0.085106	0.063830	0.469681	26	0.468085	0.851064	0.627660	11	0.787234
Animal & Veterinary Science	0.978723		0.787234	0.872340	0.585106	0.851064	0.765957	0.319149	0.680851	0.446809	0.361702	0.574468	0.553191	0.719681	7	0.872340	0.723404	0.848936	2	0.978723
Architecture	0.489362		0.297872	0.531915	0.978723	0.053191	0.574468	0.851064	0.553191	0.829787	0.425532	0.702128	0.893617	0.538830	20	0.595745	0.510638	0.548936	20.5	0.585106
Art & Design	0.170213		0.212766	0.468085	0.797872	0.191489	0.489362	0.382979	0.489362	0.329787	0.617021	0.510638	0.595745	0.426596	27	0.446809	0.680851	0.461702	26	0.468085
Biological & Agr Engineering	0.404255		0.574468	0.510638	0.223404	0.702128	0.191489	0.010638	0.127660	0.085106	0.042553	0.021277	0.936170	0.410638	29	0.404255	0.936170	0.563830	16	0.680851
Biological Engineering	0.574468		0.468085	0.319149	0.223404	0.531915	0.297872	0.234043	0.191489	0.085106	0.063830	0.170213	1.000000	0.345213	41	0.148936	0.787234	0.425532	32	0.340426
Biological Sciences	0.936170		0.957447	0.553191	0.851064	0.914894	0.957447	0.680851	0.819149	0.446809	0.872340	0.936170	0.287234	0.723404	5	0.914894	0.000000	0.644681	10	0.808511
Business	0.627660		0.446809	0.723404	0.223404	0.425532	1.000000	0.744681	1.000000	0.702128	1.000000	1.000000	0.829787	0.688830	11	0.787234	0.042553	0.531915	22	0.553191
Chemical & Materials Engineering	0.904255		0.829787	0.595745	0.638298	0.808511	0.680851	0.361702	0.425532	0.606383	0.297872	0.680851	0.978723	0.648404	15	0.702128	0.276596	0.614894	12	0.765957
Chemistry	0.659574		0.765957	0.340426	0.829787	0.893617	0.446809	0.638298	0.372340	0.404255	0.829787	0.553191	0.659574	0.553723	19	0.617021	0.085106	0.465957	25	0.489362
Civil Engineering	0.904255		0.680851	0.404255	0.638298	0.574468	0.595745	0.829787	0.531915	0.851064	0.446809	0.808511	0.617021	0.572340	17	0.659574	0.234043	0.580851	14	0.723404
CLASS General Studies	0.148936		0.074468	0.042553	0.223404	0.053191	0.829787	0.042553	0.872340	0.085106	0.127660	0.893617	0.063830	0.189362	46	0.042553	0.957447	0.338298	38	0.212766
College of Law	0.819149		0.595745	0.914894	1.000000	0.127660	0.053191	1.000000	0.053191	1.000000	0.851064	0.787234	0.287234	0.697340	9	0.829787	0.021277	0.585106	13	0.744681
Computer Science	0.787234		0.744681	0.234043	0.691489	0.510638	0.744681	0.723404	0.372340	0.723404	0.468085	0.659574	0.212766	0.486170	25	0.489362	0.382979	0.517021	23	0.531915
Department of Movement Sciences	0.063830		0.340426	0.287234	0.744681	0.382979	0.914894	0.936170	0.851064	0.787234	0.893617	0.872340	0.404255	0.507979	22	0.553191	0.319149	0.385106	35	0.276596
Department of Statistics	0.382979		0.531915	0.372340	0.223404	0.361702	0.053191	0.574468	0.053191	0.744681	0.489362	0.042553	0.872340	0.407447	31	0.361702	0.617021	0.442553	28.5	0.414894
Dept of Curriculum & Instruction	0.446809		0.404255	0.446809	0.223404	0.340426	0.893617	0.787234	0.914894	0.893617	0.914894	0.617021	0.255319	0.529255	21	0.574468	0.255319	0.453191	27	0.446809
Electrical & Computer Engineering	0.861702		0.914894	0.787234	0.797872	0.659574	0.808511	0.872340	0.648936	0.936170	0.531915	0.978723	0.744681	0.807447	2	0.978723	0.212766	0.725532	7	0.872340
English	0.723404		0.510638	0.680851	0.914894	0.255319	0.553191	0.914894	0.744681	0.872340	0.957447	0.638298	0.765957	0.671277	12	0.765957	0.106383	0.559574	17	0.659574
Family & Consumer Sciences	0.340426		0.106383	0.191489	0.223404	0.638298	0.851064	0.404255	0.957447	0.329787	0.680851	0.829787	0.361702	0.352128	40	0.170213	0.595745	0.331915	40	0.170213
Food Science	0.542553		0.872340	0.617021	0.531915	0.936170	0.170213	0.297872	0.148936	0.191489	0.191489	0.319149	0.723404	0.565957	18	0.638298	0.829787	0.676596	9	0.829787
Forest, Rangeland, & Fire Sciences	0.861702		1.000000	0.893617	0.223404	0.957447	0.702128	0.148936	0.723404	0.265957	0.553191	0.468085	0.148936	0.722340	6	0.893617	0.468085	0.759574	5	0.914894
Geography	0.510638		0.553191	0.287234	0.489362	0.765957	0.127660	0.510638	0.468085	0.510638	0.382979	0.127660	0.446809	0.402660	32	0.340426	0.425532	0.400000	34	0.297872
Geological Sciences	0.744681		0.489362	0.170213	0.585106	0.723404	0.212766	0.659574	0.297872	0.446809	0.404255	0.148936	0.191489	0.340957	42	0.127660	0.340426	0.314894	42	0.127660
Hampton School of Music	0.361702		0.702128	1.000000	0.223404	0.319149	0.638298	0.425532	0.510638	0.553191	0.765957	0.489362	0.382979	0.705851	8	0.851064	0.170213	0.548936	20.5	0.585106
History	0.425532		0.319149	0.425532	0.489362	0.276596	0.319149	0.276596	0.446809	0.234043	0.659574	0.223404	0.500000	0.384043	34	0.297872	0.574468	0.406383	33	0.319149
Interior Design	0.021277		0.021277	0.212766	0.223404	0.053191	0.276596	0.010638	0.223404	0.085106	0.106383	0.191489	0.063830	0.140426	47	0.021277	0.872340	0.276596	45	0.063830
Journalism and Mass Media	0.276596		0.148936	0.372340	0.223404	0.234043	0.872340	0.127660	0.936170	0.085106	0.595745	0.744681	0.319149	0.367021	38	0.212766	0.553191	0.327660	41	0.148936
Landscape Architecture	0.191489		0.276596	0.255319	0.893617	0.680851	0.148936	0.595745	0.170213	0.659574	0.148936	0.297872	0.659574	0.357447	39	0.191489	0.765957	0.363830	36	0.255319
Leadership and Counseling	0.042553		0.042553	0.021277	0.223404	0.212766	0.053191	0.957447	0.053191	0.978723	0.510638	0.340426	0.531915	0.209043	45	0.063830	0.404255	0.161702	48	0.000000
Martin Institute for Peace Studies	0.106383		0.000000	0.638298	0.223404	0.053191	0.468085	0.085106	0.595745	0.085106	0.085106	0.595745	0.914894	0.378723	35	0.276596	0.914894	0.434043	30	0.382979
Mathematics	0.765957		0.425532	0.106383	0.553191	0.617021	0.382979	0.446809	0.574468	0.680851	0.936170	0.265957	0.957447	0.393085	33	0.319149	0.127660	0.351064	37	0.234043
Mechanical Engineering	1.000000		0.659574	0.702128	0.638298	0.595745	0.978723	0.702128	0.819149	0.765957	0.744681	0.957447	0.851064	0.730319	4	0.936170	0.148936	0.712766	8	0.851064
Modern Languages and Cultures	0.297872		0.191489	0.574468	0.223404	0.148936	0.404255	0.170213	0.617021	0.085106	0.723404	0.223404	0.797872	0.409043	30	0.382979	0.744681	0.474468	24	0.510638
Natural Resources and Society	0.468085		0.851064	0.957447	0.957447	0.829787	0.723404	0.978723	0.765957	0.957447	0.340426	0.765957	0.659574	0.854255	1	1.000000	0.638298	0.785106	3	0.957447
Natural Resources Expt Station	0.234043		0.723404	0.765957	0.936170	0.978723	0.053191	0.893617	0.053191	0.914894	0.255319	0.361702	0.340426	0.652128	14	0.723404	0.063830	0.427660	31	0.361702
Physics	0.595745		0.638298	0.127660	0.691489	0.744681	0.255319	0.468085	0.223404	0.372340	0.638298	0.404255	0.170213	0.370745	36	0.255319	0.297872	0.336170	39	0.191489
Plant,Soil & Entomological Sciences	0.957447		0.936170	0.978723	0.744681	1.000000	0.234043	0.808511	0.276596	0.638298	0.574468	0.446809	0.702128	0.801064	3	0.957447	0.702128	0.880851	1	1.000000
Politics and Philosophy	0.127660		0.127660	0.148936	0.489362	0.297872	0.531915	0.340426	0.702128	0.510638	0.787234	0.531915	0.574468	0.315957	43	0.106383	0.446809	0.212766	47	0.021277
Psychology & Communication Studies	0.691489		0.234043	0.085106	0.223404	0.489362	0.936170	0.489362	0.978723	0.606383	0.978723	0.914894	0.234043	0.369149	37	0.234043	0.191489	0.312766	43	0.106383
Sociology & Anthropology	0.542553		0.361702	0.744681	0.223404	0.404255	0.787234	0.553191	0.893617	0.574468	0.808511	0.851064	0.446809	0.610106	16	0.680851	0.361702	0.557447	18.5	0.627660
Theatre Arts and Film	0.085106		0.255319	0.829787	0.872340	0.170213	0.340426	0.617021	0.255319	0.372340	0.319149	0.265957	0.063830	0.505319	23	0.531915	0.531915	0.442553	28.5	0.414894
UWP - Bioinfo & Computational Biol	0.255319		0.808511	0.489362	0.744681	0.053191	0.053191	0.531915	0.053191	0.265957	0.000000	0.085106	0.063830	0.425532	28	0.425532	0.978723	0.557447	18.5	0.627660
UWP - Bldg Sustainable Communities	0.000000		0.074468	0.063830	0.223404	0.446809	0.053191	0.191489	0.053191	0.510638	0.021277	0.000000	0.063830	0.115426	48	0.000000	1.000000	0.300000	44	0.085106
Virtual Technology and Design	0.212766		0.617021	0.659574	0.223404	0.468085	0.510638	0.063830	0.404255	0.085106	0.234043	0.425532	0.500000	0.500000	24	0.510638	0.893617	0.565957	15	0.702128
Wildlife Resources	0.819149		0.978723	0.851064	0.223404	0.787234	0.659574	0.106383	0.648936	0.085106	0.276596	0.382979	0.797872	0.692021	10	0.808511	0.659574	0.765957	4	0.936170

University of Idaho
Program Prioritization
FY18
Academic Programs
Mission Fulfillment

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Accounting	64.44%	29	20.00%	9	15.56%	7	0.744444	33	0.319149
Agr Economics & Rural Sociology	79.07%	34	16.28%	7	4.65%	2	0.872093	18.5	0.627660
Agricultural & Extension Education	80.49%	33	17.07%	7	2.44%	1	0.890244	15.5	0.691489
Animal & Veterinary Science	93.02%	40	6.98%	3	0.00%	0	0.965116	2	0.978723
Architecture	68.29%	28	24.39%	10	7.32%	3	0.804878	25	0.489362
Art & Design	57.78%	26	20.00%	9	22.22%	10	0.677778	40	0.170213
Biological & Agr Engineering	69.77%	30	16.28%	7	13.95%	6	0.779070	29	0.404255
Biological Engineering	70.45%	31	25.00%	11	4.55%	2	0.829545	21	0.574468
Biological Sciences	91.11%	41	6.67%	3	2.22%	1	0.944444	4	0.936170
Business	76.74%	33	20.93%	9	2.33%	1	0.872093	18.5	0.627660
Chemical & Materials Engineering	88.37%	38	11.63%	5	0.00%	0	0.941860	5.5	0.904255
Chemistry	77.27%	34	20.45%	9	2.27%	1	0.875000	17	0.659574
Civil Engineering	93.02%	40	2.33%	1	4.65%	2	0.941860	5.5	0.904255
CLASS General Studies	51.16%	22	32.56%	14	16.28%	7	0.674419	41	0.148936
College of Law	83.72%	36	16.28%	7	0.00%	0	0.918605	9.5	0.819149
Computer Science	85.11%	40	12.77%	6	2.13%	1	0.914894	11	0.787234
Department of Movement Sciences	46.51%	20	30.23%	13	23.26%	10	0.616279	45	0.063830
Department of Statistics	58.14%	25	37.21%	16	4.65%	2	0.767442	30	0.382979
Dept of Curriculum & Instruction	61.90%	26	35.71%	15	2.38%	1	0.797619	27	0.446809
Electrical & Computer Engineering	84.44%	38	15.56%	7	0.00%	0	0.922222	7.5	0.861702
English	78.26%	36	21.74%	10	0.00%	0	0.891304	14	0.723404
Family & Consumer Sciences	60.87%	28	28.26%	13	10.87%	5	0.750000	32	0.340426
Food Science	71.74%	33	19.57%	9	8.70%	4	0.815217	22.5	0.542553
Forest, Rangeland, & Fire Sciences	86.67%	39	11.11%	5	2.22%	1	0.922222	7.5	0.861702
Geography	72.09%	31	18.60%	8	9.30%	4	0.813953	24	0.510638
Geological Sciences	81.82%	36	15.91%	7	2.27%	1	0.897727	13	0.744681
Hampton School of Music	58.14%	25	34.88%	15	6.98%	3	0.755814	31	0.361702
History	65.85%	27	26.83%	11	7.32%	3	0.792683	28	0.425532
Interior Design	38.64%	17	36.36%	16	25.00%	11	0.568182	47	0.021277
Journalism and Mass Media	56.10%	23	31.71%	13	12.20%	5	0.719512	35	0.276596
Landscape Architecture	46.15%	18	43.59%	17	10.26%	4	0.679487	39	0.191489
Leadership and Counseling	28.57%	12	59.52%	25	11.90%	5	0.583333	46	0.042553
Martin Institute for Peace Studies	44.19%	19	41.86%	18	13.95%	6	0.651163	43	0.106383
Mathematics	85.71%	36	9.52%	4	4.76%	2	0.904762	12	0.765957
Mechanical Engineering	93.33%	42	6.67%	3	0.00%	0	0.966667	1	1.000000
Modern Languages and Cultures	60.42%	29	25.00%	12	14.58%	7	0.729167	34	0.297872
Natural Resources and Society	69.77%	30	20.93%	9	9.30%	4	0.802326	26	0.468085
Natural Resources Expt Station	47.62%	20	42.86%	18	9.52%	4	0.690476	37	0.234043
Physics	78.72%	37	14.89%	7	6.38%	3	0.861702	20	0.595745
Plant,Soil & Entomological Sciences	90.48%	38	9.52%	4	0.00%	0	0.952381	3	0.957447
Politics and Philosophy	52.38%	22	28.57%	12	19.05%	8	0.666667	42	0.127660
Psychology & Communication Studies	80.49%	33	17.07%	7	2.44%	1	0.890244	15.5	0.691489
Sociology & Anthropology	69.57%	32	23.91%	11	6.52%	3	0.815217	22.5	0.542553
Theatre Arts and Film	47.83%	22	28.26%	13	23.91%	11	0.619565	44	0.085106
UWP - Bioinfo & Computational Biol	57.14%	24	26.19%	11	16.67%	7	0.702381	36	0.255319
UWP - Bldg Sustainable Communities	20.45%	9	31.82%	14	47.73%	21	0.363636	48	0.000000
Virtual Technology and Design	52.50%	21	32.50%	13	15.00%	6	0.687500	38	0.212766
Wildlife Resources	86.05%	37	11.63%	5	2.33%	1	0.918605	9.5	0.819149

University of Idaho
Program Prioritization
FY18
Academic Programs
Narrative #1 Strategic Plan

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Accounting	10.17%	6	35.59%	21	54.24%	32	0.279661	40	0.170213
Agr Economics & Rural Sociology	57.97%	40	34.78%	24	7.25%	5	0.753623	6	0.893617
Agricultural & Extension Education	27.12%	16	30.51%	18	42.37%	25	0.423729	30	0.382979
Animal & Veterinary Science	50.77%	33	38.46%	25	10.77%	7	0.700000	11	0.787234
Architecture	14.29%	8	41.07%	23	44.64%	25	0.348214	34	0.297872
Art & Design	15.71%	11	27.14%	19	57.14%	40	0.292857	38	0.212766
Biological & Agr Engineering	34.33%	23	49.25%	33	16.42%	11	0.589552	21	0.574468
Biological Engineering	30.30%	20	42.42%	28	27.27%	18	0.515152	26	0.468085
Biological Sciences	64.38%	47	30.14%	22	5.48%	4	0.794521	3	0.957447
Business	26.09%	18	44.93%	31	28.99%	20	0.485507	27	0.446809
Chemical & Materials Engineering	54.17%	39	34.72%	25	11.11%	8	0.715278	9	0.829787
Chemistry	48.39%	30	37.10%	23	14.52%	9	0.669355	12	0.765957
Civil Engineering	40.85%	29	45.07%	32	14.08%	10	0.633803	16	0.680851
CLASS General Studies	10.61%	7	22.73%	15	66.67%	44	0.219697	44.5	0.074468
College of Law	40.00%	30	40.00%	30	20.00%	15	0.600000	20	0.595745
Computer Science	48.68%	37	34.21%	26	17.11%	13	0.657895	13	0.744681
Department of Movement Sciences	18.57%	13	40.00%	28	41.43%	29	0.385714	32	0.340426
Department of Statistics	38.57%	27	38.57%	27	22.86%	16	0.578571	23	0.531915
Dept of Curriculum & Instruction	28.57%	18	30.16%	19	41.27%	26	0.436508	29	0.404255
Electrical & Computer Engineering	55.56%	35	39.68%	25	4.76%	3	0.753968	5	0.914894
English	37.68%	26	39.13%	27	23.19%	16	0.572464	24	0.510638
Family & Consumer Sciences	8.06%	5	33.87%	21	58.06%	36	0.250000	43	0.106383
Food Science	59.42%	41	28.99%	20	11.59%	8	0.739130	7	0.872340
Forest, Rangeland, & Fire Sciences	81.82%	63	14.29%	11	3.90%	3	0.889610	1	1.000000
Geography	32.86%	23	51.43%	36	15.71%	11	0.585714	22	0.553191
Geological Sciences	36.62%	26	40.85%	29	22.54%	16	0.570423	25	0.489362
Hampton School of Music	47.14%	33	35.71%	25	17.14%	12	0.650000	15	0.702128
History	14.49%	10	46.38%	32	39.13%	27	0.376812	33	0.319149
Interior Design	4.35%	3	21.74%	15	73.91%	51	0.152174	47	0.021277
Journalism and Mass Media	17.14%	12	18.57%	13	64.29%	45	0.264286	41	0.148936
Landscape Architecture	8.70%	6	52.17%	36	39.13%	27	0.347826	35	0.276596
Leadership and Counseling	4.69%	3	25.00%	16	70.31%	45	0.171875	46	0.042553
Martin Institute for Peace Studies	4.23%	3	19.72%	14	76.06%	54	0.140845	48	0.000000
Mathematics	26.15%	17	41.54%	27	32.31%	21	0.469231	28	0.425532
Mechanical Engineering	44.26%	27	36.07%	22	19.67%	12	0.622951	17	0.659574
Modern Languages and Cultures	16.42%	11	23.88%	16	59.70%	40	0.283582	39	0.191489
Natural Resources and Society	63.49%	40	20.63%	13	15.87%	10	0.738095	8	0.851064
Natural Resources Expt Station	50.00%	31	30.65%	19	19.35%	12	0.653226	14	0.723404
Physics	36.11%	26	50.00%	36	13.89%	10	0.611111	18	0.638298
Plant,Soil & Entomological Sciences	69.57%	48	18.84%	13	11.59%	8	0.789855	4	0.936170
Politics and Philosophy	9.86%	7	30.99%	22	59.15%	42	0.253521	42	0.127660
Psychology & Communication Studies	10.14%	7	44.93%	31	44.93%	31	0.326087	37	0.234043
Sociology & Anthropology	22.06%	15	33.82%	23	44.12%	30	0.389706	31	0.361702
Theatre Arts and Film	18.42%	14	31.58%	24	50.00%	38	0.342105	36	0.255319
UWP - Bioinfo & Computational Biol	56.58%	43	27.63%	21	15.79%	12	0.703947	10	0.808511
UWP - Bldg Sustainable Communities	13.64%	9	16.67%	11	69.70%	46	0.219697	44.5	0.074468
Virtual Technology and Design	44.44%	32	31.94%	23	23.61%	17	0.604167	19	0.617021
Wildlife Resources	63.77%	44	33.33%	23	2.90%	2	0.804348	2	0.978723

University of Idaho
Program Prioritization
FY18
Academic Programs
Narrative #2 Strategic Plan

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Accounting	8.47%	5	32.20%	19	59.32%	35	0.245763	48	0.000000
Agr Economics & Rural Sociology	63.77%	44	26.09%	18	10.14%	7	0.768116	4	0.936170
Agricultural & Extension Education	47.46%	28	32.20%	19	20.34%	12	0.635593	10	0.808511
Animal & Veterinary Science	53.85%	35	30.77%	20	15.38%	10	0.692308	7	0.872340
Architecture	26.79%	15	46.43%	26	26.79%	15	0.500000	23	0.531915
Art & Design	30.00%	21	31.43%	22	38.57%	27	0.457143	26	0.468085
Biological & Agr Engineering	29.85%	20	37.31%	25	32.84%	22	0.485075	24	0.510638
Biological Engineering	19.70%	13	45.45%	30	34.85%	23	0.424242	33	0.319149
Biological Sciences	28.77%	21	43.84%	32	27.40%	20	0.506849	22	0.553191
Business	39.13%	27	36.23%	25	24.64%	17	0.572464	14	0.723404
Chemical & Materials Engineering	30.56%	22	43.06%	31	26.39%	19	0.520833	20	0.595745
Chemistry	25.81%	16	33.87%	21	40.32%	25	0.427419	32	0.340426
Civil Engineering	19.72%	14	47.89%	34	32.39%	23	0.436620	29	0.404255
CLASS General Studies	13.64%	9	31.82%	21	54.55%	36	0.295455	46	0.042553
College of Law	61.33%	46	25.33%	19	13.33%	10	0.740000	5	0.914894
Computer Science	21.05%	16	38.16%	29	40.79%	31	0.401316	37	0.234043
Department of Movement Sciences	22.86%	16	38.57%	27	38.57%	27	0.421429	34.5	0.287234
Department of Statistics	24.29%	17	38.57%	27	37.14%	26	0.435714	30.5	0.372340
Dept of Curriculum & Instruction	38.10%	24	14.29%	9	47.62%	30	0.452381	27	0.446809
Electrical & Computer Engineering	42.86%	27	36.51%	23	20.63%	13	0.611111	11	0.787234
English	39.13%	27	34.78%	24	26.09%	18	0.565217	16	0.680851
Family & Consumer Sciences	19.35%	12	38.71%	24	41.94%	26	0.387097	39	0.191489
Food Science	28.99%	20	47.83%	33	23.19%	16	0.528986	19	0.617021
Forest, Rangeland, & Fire Sciences	51.95%	40	36.36%	28	11.69%	9	0.701299	6	0.893617
Geography	20.00%	14	44.29%	31	35.71%	25	0.421429	34.5	0.287234
Geological Sciences	18.31%	13	39.44%	28	42.25%	30	0.380282	40	0.170213
Hampton School of Music	72.86%	51	18.57%	13	8.57%	6	0.821429	1	1.000000
History	24.64%	17	40.58%	28	34.78%	24	0.449275	28	0.425532
Interior Design	24.64%	17	28.99%	20	46.38%	32	0.391304	38	0.212766
Journalism and Mass Media	28.57%	20	30.00%	21	41.43%	29	0.435714	30.5	0.372340
Landscape Architecture	21.74%	15	37.68%	26	40.58%	28	0.405797	36	0.255319
Leadership and Counseling	12.50%	8	25.00%	16	62.50%	40	0.250000	47	0.021277
Martin Institute for Peace Studies	43.66%	31	21.13%	15	35.21%	25	0.542254	18	0.638298
Mathematics	16.92%	11	35.38%	23	47.69%	31	0.346154	43	0.106383
Mechanical Engineering	37.70%	23	37.70%	23	24.59%	15	0.565574	15	0.702128
Modern Languages and Cultures	35.82%	24	31.34%	21	32.84%	22	0.514925	21	0.574468
Natural Resources and Society	66.67%	42	23.81%	15	9.52%	6	0.785714	3	0.957447
Natural Resources Expt Station	45.16%	28	30.65%	19	24.19%	15	0.604839	12	0.765957
Physics	15.28%	11	38.89%	28	45.83%	33	0.347222	42	0.127660
Plant,Soil & Entomological Sciences	69.57%	48	20.29%	14	10.14%	7	0.797101	2	0.978723
Politics and Philosophy	23.94%	17	22.54%	16	53.52%	38	0.352113	41	0.148936
Psychology & Communication Studies	24.64%	17	18.84%	13	56.52%	39	0.340580	44	0.085106
Sociology & Anthropology	42.65%	29	32.35%	22	25.00%	17	0.588235	13	0.744681
Theatre Arts and Film	51.32%	39	31.58%	24	17.11%	13	0.671053	9	0.829787
UWP - Bioinfo & Computational Biol	28.95%	22	38.16%	29	32.89%	25	0.480263	25	0.489362
UWP - Bldg Sustainable Communities	19.70%	13	24.24%	16	56.06%	37	0.318182	45	0.063830
Virtual Technology and Design	36.11%	26	37.50%	27	26.39%	19	0.548611	17	0.659574
Wildlife Resources	49.28%	34	36.23%	25	14.49%	10	0.673913	8	0.851064

University of Idaho
Program Prioritization
FY18
Academic Programs
Terminal Degrees

Banner Department	Three Year Average	Rank	Normed Score
Accounting	0	37.5	0.223404
Agr Economics & Rural Sociology	0	37.5	0.223404
Agricultural & Extension Education	0	37.5	0.223404
Animal & Veterinary Science	2	20.5	0.585106
Architecture	26.333	2	0.978723
Art & Design	4	10.5	0.797872
Biological & Agr Engineering	0	37.5	0.223404
Biological Engineering	0	37.5	0.223404
Biological Sciences	5.333	8	0.851064
Business	0	37.5	0.223404
Chemical & Materials Engineering	2.667	18	0.638298
Chemistry	4.333	9	0.829787
Civil Engineering	2.667	18	0.638298
CLASS General Studies	0	37.5	0.223404
College of Law	114.667	1	1.000000
Computer Science	3	15.5	0.691489
Department of Movement Sciences	3.333	13	0.744681
Department of Statistics	0	37.5	0.223404
Dept of Curriculum & Instruction	0	37.5	0.223404
Electrical & Computer Engineering	4	10.5	0.797872
English	12	5	0.914894
Family & Consumer Sciences	0	37.5	0.223404
Food Science	1.5	23	0.531915
Forest, Rangeland, & Fire Sciences	0	37.5	0.223404
Geography	1	25	0.489362
Geological Sciences	2	20.5	0.585106
Hampton School of Music	0	37.5	0.223404
History	1	25	0.489362
Interior Design	0	37.5	0.223404
Journalism and Mass Media	0	37.5	0.223404
Landscape Architecture	10.667	6	0.893617
Leadership and Counseling	0	37.5	0.223404
Martin Institute for Peace Studies	0	37.5	0.223404
Mathematics	1.667	22	0.553191
Mechanical Engineering	2.667	18	0.638298
Modern Languages and Cultures	0	37.5	0.223404
Natural Resources and Society	20.667	3	0.957447
Natural Resources Expt Station	12.667	4	0.936170
Physics	3	15.5	0.691489
Plant,Soil & Entomological Sciences	3.333	13	0.744681
Politics and Philosophy	1	25	0.489362
Psychology & Communication Studies	0	37.5	0.223404
Sociology & Anthropology	0	37.5	0.223404
Theatre Arts and Film	6	7	0.872340
UWP - Bioinfo & Computational Biol	3.333	13	0.744681
UWP - Bldg Sustainable Communities	0	37.5	0.223404
Virtual Technology and Design	0	37.5	0.223404
Wildlife Resources	0	37.5	0.223404

University of Idaho
Program Prioritization
FY18
Academic Programs
Research Expenditures

Banner Department	Sum of Total Research Expenditures	Rank	Normed Score
Accounting	-	45.5	0.053191
Agr Economics & Rural Sociology	1,902,561.45	7	0.872340
Agricultural & Extension Education	306,573.15	22	0.553191
Animal & Veterinary Science	1,664,788.80	8	0.851064
Architecture	-	45.5	0.053191
Art & Design	11,079.08	39	0.191489
Biological & Agr Engineering	702,385.06	15	0.702128
Biological Engineering	211,623.56	23	0.531915
Biological Sciences	2,463,979.79	5	0.914894
Business	78,144.19	28	0.425532
Chemical & Materials Engineering	1,345,129.19	10	0.808511
Chemistry	2,051,295.06	6	0.893617
Civil Engineering	345,124.62	21	0.574468
CLASS General Studies	-	45.5	0.053191
College of Law	2,148.43	42	0.127660
Computer Science	193,244.86	24	0.510638
Department of Movement Sciences	65,020.19	30	0.382979
Department of Statistics	57,815.40	31	0.361702
Dept of Curriculum & Instruction	35,513.51	32	0.340426
Electrical & Computer Engineering	600,084.11	17	0.659574
English	20,033.80	36	0.255319
Family & Consumer Sciences	418,480.09	18	0.638298
Food Science	2,487,750.50	4	0.936170
Forest, Rangeland, & Fire Sciences	2,578,311.34	3	0.957447
Geography	1,160,388.10	12	0.765957
Geological Sciences	858,303.73	14	0.723404
Hampton School of Music	31,732.78	33	0.319149
History	23,411.02	35	0.276596
Interior Design	-	45.5	0.053191
Journalism and Mass Media	19,967.82	37	0.234043
Landscape Architecture	624,176.65	16	0.680851
Leadership and Counseling	12,047.22	38	0.212766
Martin Institute for Peace Studies	-	45.5	0.053191
Mathematics	376,043.35	19	0.617021
Mechanical Engineering	370,058.57	20	0.595745
Modern Languages and Cultures	3,200.50	41	0.148936
Natural Resources and Society	1,546,207.23	9	0.829787
Natural Resources Expt Station	3,145,749.33	2	0.978723
Physics	974,032.83	13	0.744681
Plant,Soil & Entomological Sciences	13,841,545.42	1	1.000000
Politics and Philosophy	26,351.29	34	0.297872
Psychology & Communication Studies	185,072.40	25	0.489362
Sociology & Anthropology	72,246.27	29	0.404255
Theatre Arts and Film	9,850.25	40	0.170213
UWP - Bioinfo & Computational Biol	-	45.5	0.053191
UWP - Bldg Sustainable Communities	113,519.56	27	0.446809
Virtual Technology and Design	118,163.01	26	0.468085
Wildlife Resources	1,304,676.05	11	0.787234

University of Idaho
Program Prioritization
FY18
Academic Programs
Undergraduate Majors

Banner Department	Three Year Average	Rank	Normed Score
Accounting	167.044	19	0.617021
Agr Economics & Rural Sociology	95.041	28	0.425532
Agricultural & Extension Education	83.963	31	0.361702
Animal & Veterinary Science	189	12	0.765957
Architecture	134.422	21	0.574468
Art & Design	106.911	25	0.489362
Biological & Agr Engineering	41.822	39	0.191489
Biological Engineering	58.556	34	0.297872
Biological Sciences	396.23	3	0.957447
Business	914.589	1	1.000000
Chemical & Materials Engineering	174.226	16	0.680851
Chemistry	100.807	27	0.446809
Civil Engineering	164.156	20	0.595745
CLASS General Studies	277.422	9	0.829787
College of Law	0	45.5	0.053191
Computer Science	183.189	13	0.744681
Department of Movement Sciences	339.722	5	0.914894
Department of Statistics	0	45.5	0.053191
Dept of Curriculum & Instruction	332.785	6	0.893617
Electrical & Computer Engineering	265.052	10	0.808511
English	131.248	22	0.553191
Family & Consumer Sciences	278.948	8	0.851064
Food Science	37.233	40	0.170213
Forest, Rangeland, & Fire Sciences	174.504	15	0.702128
Geography	22.663	42	0.127660
Geological Sciences	48.815	38	0.212766
Hampton School of Music	167.619	18	0.638298
History	71.881	33	0.319149
Interior Design	56.367	35	0.276596
Journalism and Mass Media	280.622	7	0.872340
Landscape Architecture	27.989	41	0.148936
Leadership and Counseling	0	45.5	0.053191
Martin Institute for Peace Studies	104.885	26	0.468085
Mathematics	86.807	30	0.382979
Mechanical Engineering	418.085	2	0.978723
Modern Languages and Cultures	92.259	29	0.404255
Natural Resources and Society	178.967	14	0.723404
Natural Resources Expt Station	0	45.5	0.053191
Physics	56.341	36	0.255319
Plant,Soil & Entomological Sciences	55.985	37	0.234043
Politics and Philosophy	118.126	23	0.531915
Psychology & Communication Studies	386.719	4	0.936170
Sociology & Anthropology	214.537	11	0.787234
Theatre Arts and Film	73.681	32	0.340426
UWP - Bioinfo & Computational Biol	0	45.5	0.053191
UWP - Bldg Sustainable Communities	0	45.5	0.053191
Virtual Technology and Design	117.822	24	0.510638
Wildlife Resources	170.4	17	0.659574

University of Idaho
Program Prioritization
FY18
Academic Programs
Graduate/Professional Majors

Banner Department	Three Year Average	Rank	Normed Score
Accounting	28.482	12	0.765957
Agr Economics & Rural Sociology	5.567	36	0.255319
Agricultural & Extension Education	4.75	38	0.212766
Animal & Veterinary Science	10.333	33	0.319149
Architecture	39.077	8	0.851064
Art & Design	13.639	30	0.382979
Biological & Agr Engineering	0	47.5	0.010638
Biological Engineering	5	37	0.234043
Biological Sciences	20.798	16	0.680851
Business	22.849	13	0.744681
Chemical & Materials Engineering	13.528	31	0.361702
Chemistry	19.125	18	0.638298
Civil Engineering	38.417	9	0.829787
CLASS General Studies	0.188	46	0.042553
College of Law	341.698	1	1.000000
Computer Science	22.222	14	0.723404
Department of Movement Sciences	89.319	4	0.936170
Department of Statistics	17.097	21	0.574468
Dept of Curriculum & Instruction	30.347	11	0.787234
Electrical & Computer Engineering	41.208	7	0.872340
English	57.319	5	0.914894
Family & Consumer Sciences	14.222	29	0.404255
Food Science	8.417	34	0.297872
Forest, Rangeland, & Fire Sciences	0.755	41	0.148936
Geography	16.139	24	0.510638
Geological Sciences	19.75	17	0.659574
Hampton School of Music	14.331	28	0.425532
History	7.806	35	0.276596
Interior Design	0	47.5	0.010638
Journalism and Mass Media	0.687	42	0.127660
Landscape Architecture	17.694	20	0.595745
Leadership and Counseling	92.483	3	0.957447
Martin Institute for Peace Studies	0.583	44	0.085106
Mathematics	14.361	27	0.446809
Mechanical Engineering	21.778	15	0.702128
Modern Languages and Cultures	1.841	40	0.170213
Natural Resources and Society	128.116	2	0.978723
Natural Resources Expt Station	50.509	6	0.893617
Physics	15.833	26	0.468085
Plant,Soil & Entomological Sciences	30.403	10	0.808511
Politics and Philosophy	11.145	32	0.340426
Psychology & Communication Studies	15.992	25	0.489362
Sociology & Anthropology	16.911	22	0.553191
Theatre Arts and Film	18.097	19	0.617021
UWP - Bioinfo & Computational Biol	16.792	23	0.531915
UWP - Bldg Sustainable Communities	4.538	39	0.191489
Virtual Technology and Design	0.396	45	0.063830
Wildlife Resources	0.646	43	0.106383

University of Idaho
Program Prioritization
FY18
Academic Programs
Undergraduate Conferrals

Banner Department	Three Year Average	Rank	Normed Score
Accounting	53	11	0.787234
Agr Economics & Rural Sociology	21.667	32	0.340426
Agricultural & Extension Education	19.333	33	0.319149
Animal & Veterinary Science	42.667	16	0.680851
Architecture	32.667	22	0.553191
Art & Design	30.333	25	0.489362
Biological & Agr Engineering	7.333	42	0.127660
Biological Engineering	12.333	39	0.191489
Biological Sciences	77	9.5	0.819149
Business	277	1	1.000000
Chemical & Materials Engineering	26.333	28	0.425532
Chemistry	22	30.5	0.372340
Civil Engineering	31.333	23	0.531915
CLASS General Studies	79.667	7	0.872340
College of Law	0	45.5	0.053191
Computer Science	22	30.5	0.372340
Department of Movement Sciences	77.333	8	0.851064
Department of Statistics	0	45.5	0.053191
Dept of Curriculum & Instruction	91.667	5	0.914894
Electrical & Computer Engineering	40	17.5	0.648936
English	45.333	13	0.744681
Family & Consumer Sciences	98	3	0.957447
Food Science	8.667	41	0.148936
Forest, Rangeland, & Fire Sciences	44.667	14	0.723404
Geography	29.333	26	0.468085
Geological Sciences	17.333	34	0.297872
Hampton School of Music	31	24	0.510638
History	27.333	27	0.446809
Interior Design	12.667	37.5	0.223404
Journalism and Mass Media	92	4	0.936170
Landscape Architecture	10.667	40	0.170213
Leadership and Counseling	0	45.5	0.053191
Martin Institute for Peace Studies	38.667	20	0.595745
Mathematics	35.333	21	0.574468
Mechanical Engineering	77	9.5	0.819149
Modern Languages and Cultures	39	19	0.617021
Natural Resources and Society	47.333	12	0.765957
Natural Resources Expt Station	0	45.5	0.053191
Physics	12.667	37.5	0.223404
Plant,Soil & Entomological Sciences	16	35	0.276596
Politics and Philosophy	43	15	0.702128
Psychology & Communication Studies	142.667	2	0.978723
Sociology & Anthropology	87.333	6	0.893617
Theatre Arts and Film	15.667	36	0.255319
UWP - Bioinfo & Computational Biol	0	45.5	0.053191
UWP - Bldg Sustainable Communities	0	45.5	0.053191
Virtual Technology and Design	22.667	29	0.404255
Wildlife Resources	40	17.5	0.648936

University of Idaho
Program Prioritization
FY18
Academic Programs
Graduate/Professional Conferrals

Banner Department	Three Year Average	Rank	Normed Score
Accounting	25.667	10	0.808511
Agr Economics & Rural Sociology	5	34	0.297872
Agricultural & Extension Education	2.667	38	0.212766
Animal & Veterinary Science	6.667	27	0.446809
Architecture	26.667	9	0.829787
Art & Design	5.333	32.5	0.329787
Biological & Agr Engineering	0	44	0.085106
Biological Engineering	0	44	0.085106
Biological Sciences	6.667	27	0.446809
Business	12.667	15	0.702128
Chemical & Materials Engineering	8.333	19.5	0.606383
Chemistry	6.333	29	0.404255
Civil Engineering	30	8	0.851064
CLASS General Studies	0	44	0.085106
College of Law	114.667	1	1.000000
Computer Science	15	14	0.723404
Department of Movement Sciences	25.333	11	0.787234
Department of Statistics	15.333	13	0.744681
Dept of Curriculum & Instruction	32.333	6	0.893617
Electrical & Computer Engineering	41.667	4	0.936170
English	31	7	0.872340
Family & Consumer Sciences	5.333	32.5	0.329787
Food Science	2.333	39	0.191489
Forest, Rangeland, & Fire Sciences	4.333	35.5	0.265957
Geography	7	24	0.510638
Geological Sciences	6.667	27	0.446809
Hampton School of Music	7.333	22	0.553191
History	3	37	0.234043
Interior Design	0	44	0.085106
Journalism and Mass Media	0	44	0.085106
Landscape Architecture	10.667	17	0.659574
Leadership and Counseling	112.667	2	0.978723
Martin Institute for Peace Studies	0	44	0.085106
Mathematics	11.333	16	0.680851
Mechanical Engineering	17.667	12	0.765957
Modern Languages and Cultures	0	44	0.085106
Natural Resources and Society	76.333	3	0.957447
Natural Resources Expt Station	33.333	5	0.914894
Physics	6	30.5	0.372340
Plant,Soil & Entomological Sciences	10	18	0.638298
Politics and Philosophy	7	24	0.510638
Psychology & Communication Studies	8.333	19.5	0.606383
Sociology & Anthropology	8	21	0.574468
Theatre Arts and Film	6	30.5	0.372340
UWP - Bioinfo & Computational Biol	4.333	35.5	0.265957
UWP - Bldg Sustainable Communities	7	24	0.510638
Virtual Technology and Design	0	44	0.085106
Wildlife Resources	0	44	0.085106

University of Idaho
Program Prioritization
FY18
Academic Programs
Student Credit Hours

Banner Department	Three Year Average	Rank	Normed Score
Accounting	6522	15	0.702128
Agr Economics & Rural Sociology	1706	38	0.212766
Agricultural & Extension Education	1120	40	0.170213
Animal & Veterinary Science	3229	31	0.361702
Architecture	3930	28	0.425532
Art & Design	5724	19	0.617021
Biological & Agr Engineering	557	46	0.042553
Biological Engineering	673	45	0.063830
Biological Sciences	11888	7	0.872340
Business	21371	1	1.000000
Chemical & Materials Engineering	2978	34	0.297872
Chemistry	9415	9	0.829787
Civil Engineering	4068	27	0.446809
CLASS General Studies	828	42	0.127660
College of Law	10085	8	0.851064
Computer Science	4119	26	0.468085
Department of Movement Sciences	14165	6	0.893617
Department of Statistics	4129	25	0.489362
Dept of Curriculum & Instruction	14807	5	0.914894
Electrical & Computer Engineering	4548	23	0.531915
English	18922	3	0.957447
Family & Consumer Sciences	6476	16	0.680851
Food Science	1475	39	0.191489
Forest, Rangeland, & Fire Sciences	4559	22	0.553191
Geography	3371	30	0.382979
Geological Sciences	3727	29	0.404255
Hampton School of Music	7142	12	0.765957
History	6379	17	0.659574
Interior Design	805	43	0.106383
Journalism and Mass Media	5186	20	0.595745
Landscape Architecture	1106	41	0.148936
Leadership and Counseling	4183	24	0.510638
Martin Institute for Peace Studies	714	44	0.085106
Mathematics	17864	4	0.936170
Mechanical Engineering	6804	13	0.744681
Modern Languages and Cultures	6660	14	0.723404
Natural Resources and Society	3112	32	0.340426
Natural Resources Expt Station	1868	36	0.255319
Physics	6106	18	0.638298
Plant,Soil & Entomological Sciences	5021	21	0.574468
Politics and Philosophy	7410	11	0.787234
Psychology & Communication Studies	21060	2	0.978723
Sociology & Anthropology	8951	10	0.808511
Theatre Arts and Film	3009	33	0.319149
UWP - Bioinfo & Computational Biol	6	48	0.000000
UWP - Bldg Sustainable Communities	41	47	0.021277
Virtual Technology and Design	1715	37	0.234043
Wildlife Resources	2375	35	0.276596

University of Idaho
Program Prioritization
FY18
Academic Programs
Underrepresented Student Enrollment

Banner Department	Three Year Average	Rank	Normed Score
Accounting	59	14	0.723404
Agr Economics & Rural Sociology	8	44	0.085106
Agricultural & Extension Education	8	44	0.085106
Animal & Veterinary Science	37.667	21	0.574468
Architecture	57.333	15	0.702128
Art & Design	26.667	24	0.510638
Biological & Agr Engineering	1.667	47	0.021277
Biological Engineering	14.333	40	0.170213
Biological Sciences	105	4	0.936170
Business	248.333	1	1.000000
Chemical & Materials Engineering	52.333	16	0.680851
Chemistry	37	22	0.553191
Civil Engineering	71.667	10	0.808511
CLASS General Studies	100.333	6	0.893617
College of Law	67	11	0.787234
Computer Science	52	17	0.659574
Department of Movement Sciences	98.333	7	0.872340
Department of Statistics	6	46	0.042553
Dept of Curriculum & Instruction	46.333	19	0.617021
Electrical & Computer Engineering	123.333	2	0.978723
English	48.333	18	0.638298
Family & Consumer Sciences	76	9	0.829787
Food Science	18	33	0.319149
Forest, Rangeland, & Fire Sciences	25.667	26	0.468085
Geography	8.333	42	0.127660
Geological Sciences	10	41	0.148936
Hampton School of Music	26.333	25	0.489362
History	15.333	37.5	0.223404
Interior Design	15	39	0.191489
Journalism and Mass Media	59.667	13	0.744681
Landscape Architecture	16.667	34	0.297872
Leadership and Counseling	19.667	32	0.340426
Martin Institute for Peace Studies	38.333	20	0.595745
Mathematics	15.667	35.5	0.265957
Mechanical Engineering	105.667	3	0.957447
Modern Languages and Cultures	15.333	37.5	0.223404
Natural Resources and Society	61.333	12	0.765957
Natural Resources Expt Station	20	31	0.361702
Physics	23.667	29	0.404255
Plant,Soil & Entomological Sciences	24.667	27	0.446809
Politics and Philosophy	30	23	0.531915
Psychology & Communication Studies	103.333	5	0.914894
Sociology & Anthropology	76.333	8	0.851064
Theatre Arts and Film	15.667	35.5	0.265957
UWP - Bioinfo & Computational Biol	8	44	0.085106
UWP - Bldg Sustainable Communities	1	48	0.000000
Virtual Technology and Design	24.333	28	0.425532
Wildlife Resources	23	30	0.382979

University of Idaho
Program Prioritization
FY18
Academic Programs
Multicultural Faculty and Staff

Banner Department	% Multicultural Faculty and Staff	Rank	Normed Score
Accounting	0.00%	45	0.063830
Agr Economics & Rural Sociology	13.33%	27	0.446809
Agricultural & Extension Education	0.00%	45	0.063830
Animal & Veterinary Science	16.13%	22	0.553191
Architecture	31.58%	6	0.893617
Art & Design	17.65%	20	0.595745
Biological & Agr Engineering	35.71%	4	0.936170
Biological Engineering	61.90%	1	1.000000
Biological Sciences	9.72%	34.5	0.287234
Business	29.41%	9	0.829787
Chemical & Materials Engineering	58.06%	2	0.978723
Chemistry	22.22%	17	0.659574
Civil Engineering	20.00%	19	0.617021
CLASS General Studies	0.00%	45	0.063830
College of Law	9.72%	34.5	0.287234
Computer Science	8.70%	38	0.212766
Department of Movement Sciences	12.90%	29	0.404255
Department of Statistics	30.77%	7	0.872340
Dept of Curriculum & Instruction	9.52%	36	0.255319
Electrical & Computer Engineering	26.92%	13	0.744681
English	27.27%	12	0.765957
Family & Consumer Sciences	10.71%	31	0.361702
Food Science	25.93%	14	0.723404
Forest, Rangeland, & Fire Sciences	2.56%	41	0.148936
Geography	13.33%	27	0.446809
Geological Sciences	5.26%	39	0.191489
Hampton School of Music	12.00%	30	0.382979
History	14.29%	24.5	0.500000
Interior Design	0.00%	45	0.063830
Journalism and Mass Media	10.00%	33	0.319149
Landscape Architecture	22.22%	17	0.659574
Leadership and Counseling	15.00%	23	0.531915
Martin Institute for Peace Studies	33.33%	5	0.914894
Mathematics	50.00%	3	0.957447
Mechanical Engineering	30.30%	8	0.851064
Modern Languages and Cultures	27.78%	10.5	0.797872
Natural Resources and Society	22.22%	17	0.659574
Natural Resources Expt Station	10.53%	32	0.340426
Physics	4.00%	40	0.170213
Plant,Soil & Entomological Sciences	24.64%	15	0.702128
Politics and Philosophy	16.67%	21	0.574468
Psychology & Communication Studies	9.38%	37	0.234043
Sociology & Anthropology	13.33%	27	0.446809
Theatre Arts and Film	0.00%	45	0.063830
UWP - Bioinfo & Computational Biol	0.00%	45	0.063830
UWP - Bldg Sustainable Communities	0.00%	45	0.063830
Virtual Technology and Design	14.29%	24.5	0.500000
Wildlife Resources	27.78%	10.5	0.797872

University of Idaho
Program Prioritization
FY18
Academic Programs
Institutional Investment

Banner Department	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Accounting	$ 767,350.00	25	0.489362
Agr Economics & Rural Sociology	$ 319,202.00	10	0.808511
Agricultural & Extension Education	$ 263,030.00	8	0.851064
Animal & Veterinary Science	$ 461,791.00	14	0.723404
Architecture	$ 724,323.00	24	0.510638
Art & Design	$ 550,954.00	16	0.680851
Biological & Agr Engineering	$ 141,428.00	4	0.936170
Biological Engineering	$ 341,610.00	11	0.787234
Biological Sciences	$ 3,209,060.00	48	0.000000
Business	$ 2,733,242.00	46	0.042553
Chemical & Materials Engineering	$ 1,236,978.00	35	0.276596
Chemistry	$ 1,952,277.00	44	0.085106
Civil Engineering	$ 1,324,018.00	37	0.234043
CLASS General Studies	$ 129,979.00	3	0.957447
College of Law	$ 2,996,489.00	47	0.021277
Computer Science	$ 1,015,871.00	30	0.382979
Department of Movement Sciences	$ 1,060,426.00	33	0.319149
Department of Statistics	$ 623,636.00	19	0.617021
Dept of Curriculum & Instruction	$ 1,323,553.00	36	0.255319
Electrical & Computer Engineering	$ 1,430,735.00	38	0.212766
English	$ 1,886,724.00	43	0.106383
Family & Consumer Sciences	$ 653,651.00	20	0.595745
Food Science	$ 288,895.00	9	0.829787
Forest, Rangeland, & Fire Sciences	$ 876,840.00	26	0.468085
Geography	$ 940,467.00	28	0.425532
Geological Sciences	$ 1,046,888.00	32	0.340426
Hampton School of Music	$ 1,574,771.00	40	0.170213
History	$ 678,500.00	21	0.574468
Interior Design	$ 239,364.00	7	0.872340
Journalism and Mass Media	$ 682,444.00	22	0.553191
Landscape Architecture	$ 361,814.00	12	0.765957
Leadership and Counseling	$ 948,795.00	29	0.404255
Martin Institute for Peace Studies	$ 152,386.00	5	0.914894
Mathematics	$ 1,670,629.00	42	0.127660
Mechanical Engineering	$ 1,578,036.00	41	0.148936
Modern Languages and Cultures	$ 454,903.00	13	0.744681
Natural Resources and Society	$ 613,625.00	18	0.638298
Natural Resources Expt Station	$ 2,169,979.00	45	0.063830
Physics	$ 1,165,928.00	34	0.297872
Plant,Soil & Entomological Sciences	$ 543,584.00	15	0.702128
Politics and Philosophy	$ 898,240.00	27	0.446809
Psychology & Communication Studies	$ 1,476,270.00	39	0.191489
Sociology & Anthropology	$ 1,021,579.00	31	0.361702
Theatre Arts and Film	$ 721,397.00	23	0.531915
UWP - Bioinfo & Computational Biol	$ 72,303.00	2	0.978723
UWP - Bldg Sustainable Communities	$ 41,026.00	1	1.000000
Virtual Technology and Design	$ 233,233.00	6	0.893617
Wildlife Resources	$ 602,669.00	17	0.659574

University of Idaho
Program Prioritization
FY18
Student/Faculty Service Departments
Summary

	20%	50%	30%			
Banner Department	Normed Mission Fulfillment Score	Normed Strategic Plan Contribution Score	Normed Institutional Investment	Overall Raw Score	Overall Rank SFS Departments	Normed Score SFS Departments
Academic Advising	0.916667	0.805556	0.750000	0.811111	2	0.972222
Academic Support Programs	0.861111	1.000000	0.527778	0.830556	1	1.000000
Campus Recreation	0.361111	0.500000	1.000000	0.622222	9	0.777778
Career Center	0.527778	0.722222	0.222222	0.533333	22	0.416667
College of Education-Off Campus	0.694444	0.694444	0.250000	0.561111	18	0.527778
College of Graduate Studies	0.972222	0.861111	0.027778	0.633333	8	0.805556
Counseling & Testing Center	0.611111	0.888889	0.166667	0.616667	11	0.722222
Dean of Students	0.722222	0.777778	0.194444	0.591667	14	0.638889
Distance Education	0.888889	0.611111	0.777778	0.716667	4	0.916667
Engineering Outreach	0.944444	0.638889	0.305556	0.600000	13	0.666667
Honors Programs	0.833333	0.583333	0.472222	0.600000	12	0.694444
Idaho Commons	0.444444	0.444444	0.361111	0.419444	23	0.388889
International Programs (IPO)	0.805556	0.916667	0.333333	0.719444	3	0.944444
Law Library	0.666667	0.388889	0.000000	0.327778	27	0.277778
Men's Basketball	0.305556	0.305556	0.277778	0.297222	31	0.166667
Men's Football	0.250000	0.250000	0.055556	0.191667	37	0.000000
Men's Golf	0.111111	0.013889	0.861111	0.287500	33	0.111111
Men's Tennis	0.000000	0.055556	0.902778	0.298611	30	0.194444
Men's Track	0.027778	0.111111	0.680556	0.265278	34	0.083333
Native American Student Center	0.583333	0.555556	0.500000	0.544444	21	0.444444
Office of Multicultural Affairs	0.555556	0.833333	0.555556	0.694444	6	0.861111
Officer Education-Army	0.638889	0.416667	0.944444	0.619444	10	0.750000
Officer Education-Navy	0.388889	0.361111	0.972222	0.550000	20	0.472222
Professional Golf Mgmt (PGM)	0.333333	0.333333	0.583333	0.408333	24	0.361111
Registrars Office	0.777778	0.750000	0.138889	0.572222	16	0.583333
Student Financial Aid	1.000000	0.944444	0.111111	0.705556	5	0.888889
UG Admissions-Recruitment	0.750000	0.972222	0.083333	0.661111	7	0.833333
Vice Provost for Faculty	0.416667	0.472222	0.833333	0.569444	17	0.555556
ViceProvost for AcademicInitiatives	0.500000	0.666667	0.416667	0.558333	19	0.500000
Women's Basketball	0.277778	0.277778	0.388889	0.311111	28.5	0.236111
Women's Center	0.472222	0.527778	0.722222	0.575000	15	0.611111
Women's Golf	0.055556	0.013889	0.805556	0.259722	35	0.055556
Women's Soccer	0.083333	0.166667	0.638889	0.291667	32	0.138889
Women's Swimming	0.152778	0.194444	0.611111	0.311111	28.5	0.236111
Women's Tennis	0.152778	0.083333	0.902778	0.343056	26	0.305556
Women's Track	0.222222	0.222222	0.680556	0.359722	25	0.333333
Women's Volleyball	0.194444	0.138889	0.444444	0.241667	36	0.027778

University of Idaho
Program Prioritization
FY18
Student/Faculty Service Departments
Mission Fulfillment

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Academic Advising	43.18%	19	45.45%	20	11.36%	5	0.659091	4	0.916667
Academic Support Programs	34.09%	15	59.09%	26	6.82%	3	0.636364	6	0.861111
Campus Recreation	10.26%	4	33.33%	13	56.41%	22	0.269231	24	0.361111
Career Center	14.63%	6	53.66%	22	31.71%	13	0.414634	18	0.527778
College of Education-Off Campus	28.57%	12	57.14%	24	14.29%	6	0.571429	12	0.694444
College of Graduate Studies	56.25%	27	27.08%	13	16.67%	8	0.697917	2	0.972222
Counseling & Testing Center	23.81%	10	52.38%	22	23.81%	10	0.500000	15	0.611111
Dean of Students	34.88%	15	51.16%	22	13.95%	6	0.604651	11	0.722222
Distance Education	42.86%	18	42.86%	18	14.29%	6	0.642857	5	0.888889
Engineering Outreach	48.84%	21	39.53%	17	11.63%	5	0.686047	3	0.944444
Honors Programs	40.48%	17	45.24%	19	14.29%	6	0.630952	7	0.833333
Idaho Commons	9.52%	4	52.38%	22	38.10%	16	0.357143	21	0.444444
International Programs (IPO)	32.56%	14	58.14%	25	9.30%	4	0.616279	8	0.805556
Law Library	20.00%	8	70.00%	28	10.00%	4	0.550000	13	0.666667
Men's Basketball	0.00%	-	20.93%	9	79.07%	34	0.104651	26	0.305556
Men's Football	2.27%	1	13.64%	6	84.09%	37	0.090909	28	0.250000
Men's Golf	0.00%	-	9.09%	4	90.91%	40	0.045455	33	0.111111
Men's Tennis	0.00%	-	0.00%	-	100.00%	44	0.000000	37	0.000000
Men's Track	0.00%	-	2.27%	1	97.73%	43	0.011364	36	0.027778
Native American Student Center	23.26%	10	48.84%	21	27.91%	12	0.476744	16	0.583333
Office of Multicultural Affairs	15.56%	7	62.22%	28	22.22%	10	0.466667	17	0.555556
Officer Education-Army	32.61%	15	41.30%	19	26.09%	12	0.532609	14	0.638889
Officer Education-Navy	18.18%	8	31.82%	14	50.00%	22	0.340909	23	0.388889
Professional Golf Mgmt (PGM)	11.90%	5	26.19%	11	61.90%	26	0.250000	25	0.333333
Registrars Office	43.18%	19	36.36%	16	20.45%	9	0.613636	9	0.777778
Student Financial Aid	52.38%	22	38.10%	16	9.52%	4	0.714286	1	1.000000
UG Admissions-Recruitment	40.48%	17	40.48%	17	19.05%	8	0.607143	10	0.750000
Vice Provost for Faculty	9.52%	4	50.00%	21	40.48%	17	0.345238	22	0.416667
ViceProvost for AcademicInitiatives	15.91%	7	43.18%	19	40.91%	18	0.375000	19	0.500000
Women's Basketball	0.00%	-	19.05%	8	80.95%	34	0.095238	27	0.277778
Women's Center	17.07%	7	39.02%	16	43.90%	18	0.365854	20	0.472222
Women's Golf	0.00%	-	4.44%	2	95.56%	43	0.022222	35	0.055556
Women's Soccer	0.00%	-	6.67%	3	93.33%	42	0.033333	34	0.083333
Women's Swimming	0.00%	-	10.87%	5	89.13%	41	0.054348	31.5	0.152778
Women's Tennis	0.00%	-	10.87%	5	89.13%	41	0.054348	31.5	0.152778
Women's Track	0.00%	-	17.07%	7	82.93%	34	0.085366	29	0.222222
Women's Volleyball	0.00%	-	13.64%	6	86.36%	38	0.068182	30	0.194444

University of Idaho
Program Prioritization
FY18
Student/Faculty Service Departments
Strategic Plan Contribution

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Academic Advising	68.18%	30	22.73%	10	9.09%	4	0.795455	8	0.805556
Academic Support Programs	81.25%	39	18.75%	9	0.00%	-	0.906250	1	1.000000
Campus Recreation	26.67%	12	51.11%	23	22.22%	10	0.522222	19	0.500000
Career Center	58.14%	25	32.56%	14	9.30%	4	0.744186	11	0.722222
College of Education-Off Campus	46.51%	20	46.51%	20	6.98%	3	0.697674	12	0.694444
College of Graduate Studies	70.45%	31	20.45%	9	9.09%	4	0.806818	6	0.861111
Counseling & Testing Center	68.89%	31	24.44%	11	6.67%	3	0.811111	5	0.888889
Dean of Students	63.27%	31	26.53%	13	10.20%	5	0.765306	9	0.777778
Distance Education	45.65%	21	41.30%	19	13.04%	6	0.663043	15	0.611111
Engineering Outreach	47.37%	18	39.47%	15	13.16%	5	0.671053	14	0.638889
Honors Programs	45.65%	21	39.13%	18	15.22%	7	0.652174	16	0.583333
Idaho Commons	22.45%	11	48.98%	24	28.57%	14	0.469388	21	0.444444
International Programs (IPO)	70.73%	29	24.39%	10	4.88%	2	0.829268	4	0.916667
Law Library	21.28%	10	40.43%	19	38.30%	18	0.414894	23	0.388889
Men's Basketball	2.27%	1	40.91%	18	56.82%	25	0.227273	26	0.305556
Men's Football	4.44%	2	31.11%	14	64.44%	29	0.200000	28	0.250000
Men's Golf	0.00%	-	2.33%	1	97.67%	42	0.011628	36.5	0.013889
Men's Tennis	0.00%	-	4.35%	2	95.65%	44	0.021739	35	0.055556
Men's Track	0.00%	-	8.89%	4	91.11%	41	0.044444	33	0.111111
Native American Student Center	39.02%	16	43.90%	18	17.07%	7	0.609756	17	0.555556
Office of Multicultural Affairs	69.77%	30	20.93%	9	9.30%	4	0.802326	7	0.833333
Officer Education-Army	20.45%	9	52.27%	23	27.27%	12	0.465909	22	0.416667
Officer Education-Navy	18.75%	9	41.67%	20	39.58%	19	0.395833	24	0.361111
Professional Golf Mgmt (PGM)	16.28%	7	23.26%	10	60.47%	26	0.279070	25	0.333333
Registrars Office	59.57%	28	31.91%	15	8.51%	4	0.755319	10	0.750000
Student Financial Aid	69.57%	32	28.26%	13	2.17%	1	0.836957	3	0.944444
UG Admissions-Recruitment	80.49%	33	14.63%	6	4.88%	2	0.878049	2	0.972222
Vice Provost for Faculty	27.50%	11	40.00%	16	32.50%	13	0.475000	20	0.472222
ViceProvost for AcademicInitiatives	47.83%	22	43.48%	20	8.70%	4	0.695652	13	0.666667
Women's Basketball	6.38%	3	31.91%	15	61.70%	29	0.223404	27	0.277778
Women's Center	35.42%	17	50.00%	24	14.58%	7	0.604167	18	0.527778
Women's Golf	0.00%	-	2.33%	1	97.67%	42	0.011628	36.5	0.013889
Women's Soccer	1.92%	1	15.38%	8	82.69%	43	0.096154	31	0.166667
Women's Swimming	2.50%	1	17.50%	7	80.00%	32	0.112500	30	0.194444
Women's Tennis	0.00%	-	6.38%	3	93.62%	44	0.031915	34	0.083333
Women's Track	2.04%	1	28.57%	14	69.39%	34	0.163265	29	0.222222
Women's Volleyball	0.00%	-	13.04%	6	86.96%	40	0.065217	32	0.138889

University of Idaho
Program Prioritization
FY18
Student/Faculty Service Departments
Institutional Investment

Banner Department	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Academic Advising	$ 81,876.00	10	0.750000
Academic Support Programs	$ 127,026.00	18	0.527778
Campus Recreation	$ 25,472.00	1	1.000000
Career Center	$ 641,653.00	29	0.222222
College of Education-Off Campus	$ 560,524.00	28	0.250000
College of Graduate Studies	$ 1,673,443.00	36	0.027778
Counseling & Testing Center	$ 769,951.00	31	0.166667
Dean of Students	$ 748,712.00	30	0.194444
Distance Education	$ 71,577.00	9	0.777778
Engineering Outreach	$ 435,241.00	26	0.305556
Honors Programs	$ 205,193.00	20	0.472222
Idaho Commons	$ 324,282.00	24	0.361111
International Programs (IPO)	$ 370,100.00	25	0.333333
Law Library	$ 2,296,592.00	37	0.000000
Men's Basketball	$ 530,930.00	27	0.277778
Men's Football	$ 1,380,692.00	35	0.055556
Men's Golf	$ 54,644.00	6	0.861111
Men's Tennis	$ 54,628.00	4.5	0.902778
Men's Track	$ 105,066.00	12.5	0.680556
Native American Student Center	$ 190,781.00	19	0.500000
Office of Multicultural Affairs	$ 125,251.00	17	0.555556
Officer Education-Army	$ 37,639.00	3	0.944444
Officer Education-Navy	$ 37,548.00	2	0.972222
Professional Golf Mgmt (PGM)	$ 122,450.00	16	0.583333
Registrars Office	$ 1,035,673.00	32	0.138889
Student Financial Aid	$ 1,051,917.00	33	0.111111
UG Admissions-Recruitment	$ 1,169,498.00	34	0.083333
Vice Provost for Faculty	$ 54,738.00	7	0.833333
ViceProvost for AcademicInitiatives	$ 319,343.00	22	0.416667
Women's Basketball	$ 321,353.00	23	0.388889
Women's Center	$ 97,750.00	11	0.722222
Women's Golf	$ 64,095.00	8	0.805556
Women's Soccer	$ 107,440.00	14	0.638889
Women's Swimming	$ 112,979.00	15	0.611111
Women's Tennis	$ 54,628.00	4.5	0.902778
Women's Track	$ 105,066.00	12.5	0.680556
Women's Volleyball	$ 239,909.00	21	0.444444

University of Idaho
Program Prioritization
FY18
Centrally Provided Services Departments
Summary

Banner Department	20% Normed Mission Fulfillment Score	50% Normed Strategic Plan Contribution Score	30% Normed Institutional Investment	Overall Raw Score	Overall Rank CPS Departments	Normed Score CPS Departments
Utility/HVAC Maint & Operations	0.245614	0.140351	0.228070	0.187719	58	0.000000
Athletics Admin	0.000000	0.052632	0.543860	0.189474	57	0.017544
Custodial Services	0.289474	0.228070	0.087719	0.198246	56	0.035088
Landscape and Exterior Services	0.228070	0.263158	0.157895	0.224561	55	0.052632
Business Process	0.070175	0.070175	0.754386	0.275439	54	0.070175
Creative Services	0.122807	0.105263	0.701754	0.287719	53	0.087719
Faculty Secretary	0.035088	0.017544	0.929825	0.294737	52	0.105263
Children's Center	0.070175	0.000000	0.947368	0.298246	51	0.122807
General-Program Support	0.017544	0.201754	0.649123	0.299123	50	0.140351
Accounts Payable	0.157895	0.201754	0.561404	0.300877	49	0.157895
Civil Rights and Investigations	0.263158	0.157895	0.666667	0.331579	48	0.175439
Facility Management	0.491228	0.315789	0.298246	0.345614	47	0.192982
Purchasing	0.140351	0.175439	0.771930	0.347368	46	0.210526
Asset Accounting	0.192982	0.035088	0.982456	0.350877	45	0.228070
UI Sustainability Center	0.105263	0.122807	1.000000	0.382456	44	0.245614
Professional Development & Learning	0.070175	0.245614	0.824561	0.384211	43	0.263158
Architectural & Engineering Service	0.175439	0.447368	0.456140	0.395614	42	0.280702
Building Maintenance	0.377193	0.614035	0.052632	0.398246	41	0.298246
Environmental Health and Safety	0.543860	0.368421	0.385965	0.408772	40	0.315789
Accounts Receivable	0.438596	0.350877	0.526316	0.421053	39	0.333333
Urban Design Center	0.614035	0.087719	0.859649	0.424561	38	0.350877
Boise Center - Treasure Valley	0.824561	0.333333	0.315789	0.426316	37	0.368421
University Communications	0.403509	0.666667	0.122807	0.450877	36	0.385965
Human Resource Services	0.596491	0.447368	0.421053	0.469298	35	0.403509
Infrastructure	0.473684	0.596491	0.280702	0.477193	34	0.421053
Instl Effectiveness & Accreditation	0.561404	0.385965	0.596491	0.484211	33	0.438596
Admin Operations/Capital Planning	0.315789	0.298246	0.912281	0.485965	32	0.456140
Public Safety & Security	0.333333	0.403509	0.736842	0.489474	31	0.473684
General Counsel	0.377193	0.543860	0.473684	0.489474	30	0.491228
University Advancement	0.508772	0.578947	0.350877	0.496491	29	0.508772
Risk Management	0.350877	0.280702	0.964912	0.500000	28	0.526316
ITS-Administrative Technologies	0.736842	0.719298	0.017544	0.512281	27	0.543860
General Accounting	0.456140	0.421053	0.719298	0.517544	26	0.561404
University Development	0.675439	0.771930	0.035088	0.531579	25	0.578947
Payroll	0.289474	0.473684	0.807018	0.536842	24	0.596491
Benefit Services	0.210526	0.526316	0.789474	0.542105	23	0.614035
General Library	0.877193	0.736842	0.000000	0.543860	22	0.631579
Art & Architecture Admin	0.754386	0.491228	0.508772	0.549123	21	0.649123
Coeur d'Alene Center	0.789474	0.631579	0.263158	0.552632	20	0.666667
Provost Office	0.771930	0.824561	0.070175	0.587719	19	0.684211
Finance	0.675439	0.701754	0.368421	0.596491	18	0.701754
Idaho Falls Center	0.859649	0.754386	0.175439	0.601754	17	0.719298
Budget Office	0.526316	0.649123	0.578947	0.603509	16	0.736842
VP Res and Econ Dev	0.842105	0.842105	0.105263	0.621053	15	0.754386
President's Office	0.807018	0.807018	0.192982	0.622807	14	0.771930
Col of Letters, Arts & Soc Sci	0.947368	0.789474	0.140351	0.626316	13	0.789474
Summer Session	0.421053	0.561404	0.894737	0.633333	11.5	0.815789
Tribal Relations	0.578947	0.508772	0.877193	0.633333	11.5	0.815789
Controller	0.649123	0.684211	0.684211	0.677193	10	0.842105
College of Education	0.929825	0.929825	0.245614	0.724561	9	0.859649
College of Engineering	0.964912	0.947368	0.210526	0.729825	8	0.877193
College of Business & Economics	0.912281	0.912281	0.333333	0.738596	7	0.894737
UG Admissions-Processing	0.701754	0.859649	0.614035	0.754386	6	0.912281
Enrollment Management	0.631579	0.894737	0.631579	0.763158	5	0.929825
College of Science	0.894737	0.964912	0.491228	0.808772	4	0.947368
College of Natural Resources	0.982456	0.982456	0.438596	0.819298	3	0.964912
College of Agriculture	1.000000	1.000000	0.403509	0.821053	2	0.982456
Student Affairs	0.719298	0.877193	0.842105	0.835088	1	1.000000

University of Idaho
Program Prioritization
FY18
Centrally Provided Services Departments
Mission Fulfillment

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Accounts Payable	9.52%	4	28.57%	12	61.90%	26	0.238095	49	0.157895
Accounts Receivable	14.29%	6	40.48%	17	45.24%	19	0.345238	33	0.438596
Admin Operations/Capital Planning	13.95%	6	34.88%	15	51.16%	22	0.313953	40	0.315789
Architectural & Engineering Service	6.67%	3	37.78%	17	55.56%	25	0.255556	48	0.175439
Art & Architecture Admin	38.64%	17	40.91%	18	20.45%	9	0.590909	15	0.754386
Asset Accounting	13.04%	6	28.26%	13	58.70%	27	0.271739	47	0.192982
Athletics Admin	2.27%	1	11.36%	5	86.36%	38	0.079545	58	0.000000
Benefit Services	9.52%	4	35.71%	15	54.76%	23	0.273810	46	0.210526
Boise Center - Treasure Valley	51.22%	21	36.59%	15	12.20%	5	0.695122	11	0.824561
Budget Office	17.78%	8	40.00%	18	42.22%	19	0.377778	28	0.526316
Building Maintenance	12.50%	5	40.00%	16	47.50%	19	0.325000	36.5	0.377193
Business Process	5.00%	2	25.00%	10	70.00%	28	0.175000	54	0.070175
Children's Center	7.50%	3	20.00%	8	72.50%	29	0.175000	54	0.070175
Civil Rights and Investigations	9.30%	4	39.53%	17	51.16%	22	0.290698	43	0.263158
Coeur d'Alene Center	46.51%	20	44.19%	19	9.30%	4	0.686047	13	0.789474
Col of Letters, Arts & Soc Sci	85.71%	36	9.52%	4	4.76%	2	0.904762	4	0.947368
College of Agriculture	88.37%	38	11.63%	5	0.00%	-	0.941860	1	1.000000
College of Business & Economics	75.00%	30	20.00%	8	5.00%	2	0.850000	6	0.912281
College of Education	80.00%	32	15.00%	6	5.00%	2	0.875000	5	0.929825
College of Engineering	85.00%	34	15.00%	6	0.00%	-	0.925000	3	0.964912
College of Natural Resources	86.96%	40	13.04%	6	0.00%	-	0.934783	2	0.982456
College of Science	75.00%	33	18.18%	8	6.82%	3	0.840909	7	0.894737
Controller	30.95%	13	35.71%	15	33.33%	14	0.488095	21	0.649123
Creative Services	4.65%	2	30.23%	13	65.12%	28	0.197674	51	0.122807
Custodial Services	9.52%	4	40.48%	17	50.00%	21	0.297619	41.5	0.289474
Enrollment Management	30.23%	13	34.88%	15	34.88%	15	0.476744	22	0.631579
Environmental Health and Safety	18.60%	8	41.86%	18	39.53%	17	0.395349	27	0.543860
Facility Management	20.00%	9	33.33%	15	46.67%	21	0.366667	30	0.491228
Faculty Secretary	2.27%	1	27.27%	12	70.45%	31	0.159091	56	0.035088
Finance	28.89%	13	40.00%	18	31.11%	14	0.488889	19.5	0.675439
General Accounting	14.63%	6	41.46%	17	43.90%	18	0.353659	32	0.456140
General Counsel	5.00%	2	55.00%	22	40.00%	16	0.325000	36.5	0.377193
General Library	60.00%	27	37.78%	17	2.22%	1	0.788889	8	0.877193
General-Program Support	2.38%	1	11.90%	5	85.71%	36	0.083333	57	0.017544
Human Resource Services	26.19%	11	40.48%	17	33.33%	14	0.464286	24	0.596491
Idaho Falls Center	53.33%	24	42.22%	19	4.44%	2	0.744444	9	0.859649
Infrastructure	14.63%	6	43.90%	18	41.46%	17	0.365854	31	0.473684
Instl Effectiveness & Accreditation	12.20%	5	58.54%	24	29.27%	12	0.414634	26	0.561404
ITS-Administrative Technologies	31.82%	14	52.27%	23	15.91%	7	0.579545	16	0.736842
Landscape and Exterior Services	7.69%	3	41.03%	16	51.28%	20	0.282051	45	0.228070
Payroll	14.29%	6	30.95%	13	54.76%	23	0.297619	41.5	0.289474
President's Office	54.17%	26	29.17%	14	16.67%	8	0.687500	12	0.807018
Professional Development & Learning	7.50%	3	20.00%	8	72.50%	29	0.175000	54	0.070175
Provost Office	43.48%	20	36.96%	17	19.57%	9	0.619565	14	0.771930
Public Safety & Security	14.63%	6	34.15%	14	51.22%	21	0.317073	39	0.333333
Purchasing	8.89%	4	26.67%	12	64.44%	29	0.222222	50	0.140351
Risk Management	15.91%	7	31.82%	14	52.27%	23	0.318182	38	0.350877
Student Affairs	26.67%	12	55.56%	25	17.78%	8	0.544444	17	0.719298
Summer Session	13.64%	6	40.91%	18	45.45%	20	0.340909	34	0.421053
Tribal Relations	21.74%	10	43.48%	20	34.78%	16	0.434783	25	0.578947
UG Admissions-Processing	31.71%	13	43.90%	18	24.39%	10	0.536585	18	0.701754
UI Sustainability Center	2.38%	1	30.95%	13	66.67%	28	0.178571	52	0.105263
University Advancement	16.67%	7	40.48%	17	42.86%	18	0.369048	29	0.508772
University Communications	6.98%	3	51.16%	22	41.86%	18	0.325581	35	0.403509
University Development	26.67%	12	44.44%	20	28.89%	13	0.488889	19.5	0.675439
Urban Design Center	23.08%	9	48.72%	19	28.21%	11	0.474359	23	0.614035
Utility/HVAC Maint & Operations	9.09%	4	38.64%	17	52.27%	23	0.284091	44	0.245614
VP Res and Econ Dev	52.27%	23	38.64%	17	9.09%	4	0.715909	10	0.842105

University of Idaho
Program Prioritization
FY18
Centrally Provided Services Departments
Strategic Plan Contribution

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Accounts Payable	22.03%	13	44.07%	26	33.90%	20	0.440678	46.5	0.201754
Accounts Receivable	26.32%	15	45.61%	26	28.07%	16	0.491228	38	0.350877
Admin Operations/Capital Planning	25.42%	15	40.68%	24	33.90%	20	0.457627	41	0.298246
Architectural & Engineering Service	30.65%	19	45.16%	28	24.19%	15	0.532258	32.5	0.447368
Art & Architecture Admin	39.66%	23	32.76%	19	27.59%	16	0.560345	30	0.491228
Asset Accounting	11.48%	7	39.34%	24	49.18%	30	0.311475	56	0.035088
Athletics Admin	19.40%	13	26.87%	18	53.73%	36	0.328358	55	0.052632
Benefit Services	30.00%	18	53.33%	32	16.67%	10	0.566667	28	0.526316
Boise Center - Treasure Valley	33.93%	19	28.57%	16	37.50%	21	0.482143	39	0.333333
Budget Office	42.42%	28	42.42%	28	15.15%	10	0.636364	21	0.649123
Building Maintenance	35.48%	22	51.61%	32	12.90%	8	0.612903	23	0.614035
Business Process	20.75%	11	26.42%	14	52.83%	28	0.339623	54	0.070175
Children's Center	11.67%	7	26.67%	16	61.67%	37	0.250000	58	0.000000
Civil Rights and Investigations	18.64%	11	45.76%	27	35.59%	21	0.415254	49	0.157895
Coeur d'Alene Center	42.62%	26	37.70%	23	19.67%	12	0.614754	22	0.631579
Col of Letters, Arts & Soc Sci	61.90%	39	23.81%	15	14.29%	9	0.738095	13	0.789474
College of Agriculture	85.00%	51	10.00%	6	5.00%	3	0.900000	1	1.000000
College of Business & Economics	71.43%	45	22.22%	14	6.35%	4	0.825397	6	0.912281
College of Education	77.97%	46	16.95%	10	5.08%	3	0.864407	5	0.929825
College of Engineering	80.00%	48	15.00%	9	5.00%	3	0.875000	4	0.947368
College of Natural Resources	82.81%	53	12.50%	8	4.69%	3	0.890625	2	0.982456
College of Science	79.31%	46	17.24%	10	3.45%	2	0.879310	3	0.964912
Controller	45.45%	30	42.42%	28	12.12%	8	0.666667	19	0.684211
Creative Services	15.63%	10	39.06%	25	45.31%	29	0.351563	52	0.105263
Custodial Services	18.03%	11	52.46%	32	29.51%	18	0.442623	45	0.228070
Enrollment Management	72.13%	44	16.39%	10	11.48%	7	0.803279	7	0.894737
Environmental Health and Safety	25.00%	16	48.44%	31	26.56%	17	0.492188	37	0.368421
Facility Management	19.35%	12	53.23%	33	27.42%	17	0.459677	40	0.315789
Faculty Secretary	12.31%	8	33.85%	22	53.85%	35	0.292308	57	0.017544
Finance	45.76%	27	44.07%	26	10.17%	6	0.677966	18	0.701754
General Accounting	22.22%	12	59.26%	32	18.52%	10	0.518519	34	0.421053
General Counsel	34.48%	20	48.28%	28	17.24%	10	0.586207	27	0.543860
General Library	55.56%	35	30.16%	19	14.29%	9	0.706349	16	0.736842
General-Program Support	23.73%	14	40.68%	24	35.59%	21	0.440678	46.5	0.201754
Human Resource Services	22.58%	14	61.29%	38	16.13%	10	0.532258	32.5	0.447368
Idaho Falls Center	61.40%	35	22.81%	13	15.79%	9	0.728070	15	0.754386
Infrastructure	42.86%	24	35.71%	20	21.43%	12	0.607143	24	0.596491
Instl Effectiveness & Accreditation	28.36%	19	44.78%	30	26.87%	18	0.507463	36	0.385965
ITS-Administrative Technologies	51.52%	34	37.88%	25	10.61%	7	0.704545	17	0.719298
Landscape and Exterior Services	21.88%	14	45.31%	29	32.81%	21	0.445313	43	0.263158
Payroll	35.48%	22	37.10%	23	27.42%	17	0.540323	31	0.473684
President's Office	62.90%	39	22.58%	14	14.52%	9	0.741935	12	0.807018
Professional Development & Learning	19.05%	12	50.79%	32	30.16%	19	0.444444	44	0.245614
Provost Office	62.71%	37	23.73%	14	13.56%	8	0.745763	11	0.824561
Public Safety & Security	20.97%	13	59.68%	37	19.35%	12	0.508065	35	0.403509
Purchasing	17.74%	11	51.61%	32	30.65%	19	0.435484	48	0.175439
Risk Management	22.39%	15	46.27%	31	31.34%	21	0.455224	42	0.280702
Student Affairs	72.58%	45	14.52%	9	12.90%	8	0.798387	8	0.877193
Summer Session	42.62%	26	32.79%	20	24.59%	15	0.590164	26	0.561404
Tribal Relations	39.34%	24	34.43%	21	26.23%	16	0.565574	29	0.508772
UG Admissions-Processing	58.21%	39	37.31%	25	4.48%	3	0.768657	9	0.859649
UI Sustainability Center	24.59%	15	21.31%	13	54.10%	33	0.352459	51	0.122807
University Advancement	38.98%	23	40.68%	24	20.34%	12	0.593220	25	0.578947
University Communications	44.12%	30	44.12%	30	11.76%	8	0.661765	20	0.666667
University Development	62.71%	37	20.34%	12	16.95%	10	0.728814	14	0.771930
Urban Design Center	18.03%	11	32.79%	20	49.18%	30	0.344262	53	0.087719
Utility/HVAC Maint & Operations	16.07%	9	39.29%	22	44.64%	25	0.357143	50	0.140351
VP Res and Econ Dev	66.67%	42	15.87%	10	17.46%	11	0.746032	10	0.842105

University of Idaho
Program Prioritization
FY18
Centrally Provided Services Departments
Institutional Investment

Banner Department	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Accounts Payable	$ 386,731.00	26	0.561404
Accounts Receivable	$ 540,538.00	28	0.526316
Admin Operations/Capital Planning	$ 116,880.00	6	0.912281
Architectural & Engineering Service	$ 597,679.00	32	0.456140
Art & Architecture Admin	$ 567,487.00	29	0.508772
Asset Accounting	$ 78,107.00	2	0.982456
Athletics Admin	$ 492,077.00	27	0.543860
Benefit Services	$ 185,924.00	13	0.789474
Boise Center - Treasure Valley	$ 726,519.00	40	0.315789
Budget Office	$ 370,450.00	25	0.578947
Building Maintenance	$ 2,460,574.00	55	0.052632
Business Process	$ 226,850.00	15	0.754386
Children's Center	$ 95,536.00	4	0.947368
Civil Rights and Investigations	$ 261,583.00	20	0.666667
Coeur d'Alene Center	$ 905,500.00	43	0.263158
Col of Letters, Arts & Soc Sci	$ 1,766,096.00	50	0.140351
College of Agriculture	$ 612,395.00	35	0.403509
College of Business & Economics	$ 725,633.00	39	0.333333
College of Education	$ 1,055,264.00	44	0.245614
College of Engineering	$ 1,346,032.00	46	0.210526
College of Natural Resources	$ 600,167.00	33	0.438596
College of Science	$ 569,268.00	30	0.491228
Controller	$ 261,185.00	19	0.684211
Creative Services	$ 260,474.00	18	0.701754
Custodial Services	$ 2,100,354.00	53	0.087719
Enrollment Management	$ 331,648.00	22	0.631579
Environmental Health and Safety	$ 657,323.00	36	0.385965
Facility Management	$ 786,721.00	41	0.298246
Faculty Secretary	$ 97,600.00	5	0.929825
Finance	$ 688,793.00	37	0.368421
General Accounting	$ 237,789.00	17	0.719298
General Counsel	$ 588,606.00	31	0.473684
General Library	$ 6,909,810.00	58	0.000000
General-Program Support	$ 278,213.00	21	0.649123
Human Resource Services	$ 611,912.00	34	0.421053
Idaho Falls Center	$ 1,572,768.00	48	0.175439
Infrastructure	$ 831,681.00	42	0.280702
Instl Effectiveness & Accreditation	$ 352,683.00	24	0.596491
ITS-Administrative Technologies	$ 4,892,825.00	57	0.017544
Landscape and Exterior Services	$ 1,756,465.00	49	0.157895
Payroll	$ 178,181.00	12	0.807018
President's Office	$ 1,534,506.00	47	0.192982
Professional Development & Learning	$ 170,536.00	11	0.824561
Provost Office	$ 2,166,710.00	54	0.070175
Public Safety & Security	$ 231,379.00	16	0.736842
Purchasing	$ 190,711.00	14	0.771930
Risk Management	$ 82,718.00	3	0.964912
Student Affairs	$ 165,711.00	10	0.842105
Summer Session	$ 123,671.00	7	0.894737
Tribal Relations	$ 132,751.00	8	0.877193
UG Admissions-Processing	$ 338,233.00	23	0.614035
UI Sustainability Center	$ 70,848.00	1	1.000000
University Advancement	$ 723,639.00	38	0.350877
University Communications	$ 1,829,646.00	51	0.122807
University Development	$ 2,859,676.00	56	0.035088
Urban Design Center	$ 151,367.00	9	0.859649
Utility/HVAC Maint & Operations	$ 1,219,912.00	45	0.228070
VP Res and Econ Dev	$ 1,953,453.00	52	0.105263

University of Idaho
Program Prioritization
FY18
Research Centers/Extension/Community Engagement Departments
Summary

	20%	50%	30%			
Banner Department	**Normed Mission Fulfillment Score**	**Normed Strategic Plan Contribution Score**	**Normed Institutional Investment**	**Overall Raw Score**	**Overall Rank REC Departments**	**Normed Score REC Departments**
Alumni Office	0.176471	0.058824	0.058824	0.082353	18	0.000000
Anthropology Lab	0.647059	0.176471	0.823529	0.464706	12	0.352941
Aquaculture	0.941176	0.823529	0.117647	0.635294	4	0.823529
CAA Gallery	0.058824	0.235294	0.470588	0.270588	16	0.117647
Ctr for Ecohydraulics Research	0.588235	0.647059	0.588235	0.617647	7	0.647059
Ctr on Disabilities & Human Dev	0.235294	0.705882	0.647059	0.594118	8	0.588235
Ctr Secure & Dependable Software	0.411765	0.294118	0.705882	0.441176	13	0.294118
Engineering Experiment Station	0.705882	0.882353	0.000000	0.582353	9	0.529412
Idaho Space Grant	0.470588	0.529412	0.882353	0.623529	6	0.705882
Institute for Bioinfo & Evol Study	0.764706	0.941176	0.235294	0.694118	2	0.941176
Jazz Festival	0.117647	0.117647	1.000000	0.382353	15	0.176471
McClure Ctr Public Policy Res	0.294118	0.411765	0.411765	0.388235	14	0.235294
NIATT	0.352941	0.588235	0.529412	0.523529	11	0.411765
Palouse Rsrch Ext Education Ctr	0.823529	0.470588	0.764706	0.629412	5	0.764706
Special Allocations	0.000000	0.000000	0.294118	0.088235	17	0.058824
STEM Education	1.000000	0.764706	0.352941	0.688235	3	0.882353
Taylor Wilderness Research Station	0.529412	0.352941	0.941176	0.564706	10	0.470588
Water/Energy Resources Res Inst	0.882353	1.000000	0.176471	0.729412	1	1.000000

University of Idaho
Program Prioritization
FY18
Research Centers/Extension/Community Engagement Departments
Mission Fulfillment

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Alumni Office	13.64%	6	45.45%	20	40.91%	18	0.363636	15	0.176471
Anthropology Lab	34.78%	16	47.83%	22	17.39%	8	0.586957	7	0.647059
Aquaculture	51.16%	22	44.19%	19	4.65%	2	0.732558	2	0.941176
CAA Gallery	4.76%	2	30.95%	13	64.29%	27	0.202381	17	0.058824
Ctr for Ecohydraulics Research	30.00%	12	55.00%	22	15.00%	6	0.575000	8	0.588235
Ctr on Disabilities & Human Dev	19.57%	9	47.83%	22	32.61%	15	0.434783	14	0.235294
Ctr Secure & Dependable Software	26.83%	11	48.78%	20	24.39%	10	0.512195	11	0.411765
Engineering Experiment Station	42.86%	18	42.86%	18	14.29%	6	0.642857	6	0.705882
Idaho Space Grant	24.39%	10	56.10%	23	19.51%	8	0.524390	10	0.470588
Institute for Bioinfo & Evol Study	46.34%	19	41.46%	17	12.20%	5	0.670732	5	0.764706
Jazz Festival	7.32%	3	31.71%	13	60.98%	25	0.231707	16	0.117647
McClure Ctr Public Policy Res	20.45%	9	47.73%	21	31.82%	14	0.443182	13	0.294118
NIATT	27.27%	12	45.45%	20	27.27%	12	0.500000	12	0.352941
Palouse Rsrch Ext Education Ctr	53.33%	24	37.78%	17	8.89%	4	0.722222	4	0.823529
Special Allocations	0.00%	-	9.30%	4	90.70%	39	0.046512	18	0.000000
STEM Education	53.33%	24	40.00%	18	6.67%	3	0.733333	1	1.000000
Taylor Wilderness Research Station	23.91%	11	63.04%	29	13.04%	6	0.554348	9	0.529412
Water/Energy Resources Res Inst	58.70%	27	28.26%	13	13.04%	6	0.728261	3	0.882353

University of Idaho
Program Prioritization
FY18
Research Centers/Extension/Community Engagement Departments
Strategic Plan Contribution

Banner Department	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Alumni Office	16.13%	5	22.58%	7	61.29%	19	0.274194	17	0.058824
Anthropology Lab	9.68%	3	41.94%	13	48.39%	15	0.306452	15	0.176471
Aquaculture	40.00%	12	46.67%	14	13.33%	4	0.633333	4	0.823529
CAA Gallery	17.50%	7	27.50%	11	55.00%	22	0.312500	14	0.235294
Ctr for Ecohydraulics Research	33.33%	11	42.42%	14	24.24%	8	0.545455	7	0.647059
Ctr on Disabilities & Human Dev	36.67%	11	43.33%	13	20.00%	6	0.583333	6	0.705882
Ctr Secure & Dependable Software	21.62%	8	32.43%	12	45.95%	17	0.378378	13	0.294118
Engineering Experiment Station	54.55%	18	27.27%	9	18.18%	6	0.681818	3	0.882353
Idaho Space Grant	36.84%	14	21.05%	8	42.11%	16	0.473684	9	0.529412
Institute for Bioinfo & Evol Study	58.33%	21	27.78%	10	13.89%	5	0.722222	2	0.941176
Jazz Festival	18.18%	6	24.24%	8	57.58%	19	0.303030	16	0.117647
McClure Ctr Public Policy Res	25.00%	8	34.38%	11	40.63%	13	0.421875	11	0.411765
NIATT	29.41%	10	38.24%	13	32.35%	11	0.485294	8	0.588235
Palouse Rsrch Ext Education Ctr	25.00%	7	39.29%	11	35.71%	10	0.446429	10	0.470588
Special Allocations	12.50%	4	15.63%	5	71.88%	23	0.203125	18	0.000000
STEM Education	41.18%	14	44.12%	15	14.71%	5	0.632353	5	0.764706
Taylor Wilderness Research Station	19.35%	6	38.71%	12	41.94%	13	0.387097	12	0.352941
Water/Energy Resources Res Inst	67.65%	23	29.41%	10	2.94%	1	0.823529	1	1.000000

University of Idaho
Program Prioritization
FY18
Research Centers/Extension/Community Engagement Departments
Institutional Investment

Banner Department	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Alumni Office	$ 617,290.00	17	0.058824
Anthropology Lab	$ 59,343.00	4	0.823529
Aquaculture	$ 445,702.00	16	0.117647
CAA Gallery	$ 110,606.00	10	0.470588
Ctr for Ecohydraulics Research	$ 94,325.00	8	0.588235
Ctr on Disabilities & Human Dev	$ 67,814.00	7	0.647059
Ctr Secure & Dependable Software	$ 60,135.00	6	0.705882
Engineering Experiment Station	$ 1,235,592.00	18	0.000000
Idaho Space Grant	$ 45,716.00	3	0.882353
Institute for Bioinfo & Evol Study	$ 222,862.00	14	0.235294
Jazz Festival	$ 30,452.00	1	1.000000
McClure Ctr Public Policy Res	$ 134,979.00	11	0.411765
NIATT	$ 102,435.00	9	0.529412
Palouse Rsrch Ext Education Ctr	$ 59,840.00	5	0.764706
Special Allocations	$ 159,474.00	13	0.294118
STEM Education	$ 147,046.00	12	0.352941
Taylor Wilderness Research Station	$ 36,649.00	2	0.941176
Water/Energy Resources Res Inst	$ 302,556.00	15	0.176471

University of Idaho
Program Prioritization
FY18
Other Departments
Summary

		20%	50%	30%			
Banner Department	**Functional Area**	**Normed Mission Fulfillment Score**	**Normed Strategic Plan Contribution Score**	**Normed Institutional Investment**	**Overall Raw Score**	**Overall Rank REC Departments**	**Normed Score REC Departments**
AA Integrated Design Lab	Academic	0.000000	0.500000	0.500000	0.400000	2	0.500000
CLASS North Idaho	Academic	0.500000	0.000000	0.500000	0.250000	3	0.000000
Medical Education Program	Academic	1.000000	1.000000	0.500000	0.850000	1	1.000000
ASUI-Kibbie Activity Center	Centrally Provided Services	0.531250	0.218750	0.312500	0.309375	24	0.281250
Auditing Services	Centrally Provided Services	0.281250	0.468750	0.406250	0.412500	19	0.437500
BAAS Fixed Costs	Centrally Provided Services	0.187500	0.125000	0.250000	0.175000	32	0.031250
Caine Center Administration	Centrally Provided Services	0.625000	0.281250	0.843750	0.518750	16	0.531250
CALS Communications	Centrally Provided Services	0.718750	0.656250	0.843750	0.725000	7	0.812500
Capital Projects	Centrally Provided Services	0.593750	0.781250	0.437500	0.640625	13	0.625000
Central Summer & Intersession	Centrally Provided Services	0.406250	0.312500	0.093750	0.265625	27.5	0.171875
Central University	Centrally Provided Services	0.250000	0.625000	0.000000	0.362500	20	0.406250
College of Education-Project Fds	Centrally Provided Services	0.812500	0.812500	0.843750	0.821875	3	0.937500
Commencement	Centrally Provided Services	0.375000	0.500000	0.468750	0.465625	18	0.468750
Econ Dev & Tech Transfer	Centrally Provided Services	0.875000	0.875000	0.343750	0.715625	10	0.718750
Engineering in Boise	Centrally Provided Services	0.843750	0.562500	0.593750	0.628125	14	0.593750
Equity and Diversity	Centrally Provided Services	0.781250	0.843750	0.562500	0.746875	4	0.906250
Facilities Management-Shops/Misc.	Centrally Provided Services	0.687500	0.687500	0.843750	0.734375	5	0.875000
Facilities Stores	Centrally Provided Services	0.312500	0.375000	0.843750	0.503125	17	0.500000
General Athletic Support	Centrally Provided Services	0.468750	0.093750	0.187500	0.196875	30.5	0.078125
General-Vandal Scholarship Fund	Centrally Provided Services	0.500000	0.750000	0.843750	0.728125	6	0.843750
Liability & Fidelity Insurance	Centrally Provided Services	0.093750	0.187500	0.375000	0.225000	29	0.125000
McCall Field Campus	Centrally Provided Services	0.937500	0.937500	0.843750	0.909375	1	1.000000
Men's Gifts	Centrally Provided Services	0.062500	0.000000	0.843750	0.265625	27.5	0.171875
Parking & Transportation Services	Centrally Provided Services	0.156250	0.250000	0.531250	0.315625	23	0.312500
Property Insurance Fixed Costs	Centrally Provided Services	0.343750	0.031250	0.218750	0.150000	33	0.000000
Research Assurances	Centrally Provided Services	0.906250	0.906250	0.281250	0.718750	9	0.750000
Research Development	Centrally Provided Services	1.000000	1.000000	0.500000	0.850000	2	0.968750
Security Fixed Costs	Centrally Provided Services	0.218750	0.406250	0.125000	0.284375	25.5	0.234375
Sponsored Programs	Centrally Provided Services	0.968750	0.968750	0.156250	0.725000	8	0.781250
Staff Council	Centrally Provided Services	0.562500	0.531250	0.625000	0.565625	15	0.562500
Twin Falls Center - Magic Valley	Centrally Provided Services	0.750000	0.593750	0.656250	0.643750	12	0.656250

		20%	50%	30%			
Banner Department	Functional Area	Normed Mission Fulfillment Score	Normed Strategic Plan Contribution Score	Normed Institutional Investment	Overall Raw Score	Overall Rank REC Departments	Normed Score REC Departments
UI Golf	Centrally Provided Services	0.125000	0.156250	0.843750	0.356250	22	0.343750
University Debt Service	Centrally Provided Services	0.031250	0.343750	0.062500	0.196875	30.5	0.078125
University Support Services	Centrally Provided Services	0.437500	0.718750	0.843750	0.700000	11	0.687500
Utilities	Centrally Provided Services	0.656250	0.437500	0.031250	0.359375	21	0.375000
Women's Gifts	Centrally Provided Services	0.000000	0.062500	0.843750	0.284375	25.5	0.234375
4-H Programs	Research Centers/Extension/Community Engagement	0.472222	0.777778	0.541667	0.645833	10	0.750000
Ag & Extension Distance Education	Research Centers/Extension/Community Engagement	0.138889	0.472222	0.541667	0.426389	22	0.416667
Ag Extension-Counties	Research Centers/Extension/Community Engagement	0.972222	0.861111	0.541667	0.787500	3.5	0.930556
Branch Stations-Aberdeen	Research Centers/Extension/Community Engagement	0.638889	0.388889	0.541667	0.484722	19	0.500000
Branch Stations-Caldwell	Research Centers/Extension/Community Engagement	0.888889	0.555556	0.541667	0.618056	15	0.611111
Branch Stations-Dubois	Research Centers/Extension/Community Engagement	0.055556	0.055556	0.541667	0.201389	33	0.111111
Branch Stations-Hagerman	Research Centers/Extension/Community Engagement	0.805556	0.166667	0.541667	0.406944	24.5	0.347222
Branch Stations-Kimberly	Research Centers/Extension/Community Engagement	0.750000	0.500000	0.541667	0.562500	17	0.555556
Branch Stations-Parma	Research Centers/Extension/Community Engagement	0.375000	0.250000	0.541667	0.362500	28	0.250000
Branch Stations-Tetonia	Research Centers/Extension/Community Engagement	0.305556	0.194444	0.541667	0.320833	30	0.194444
Caine Center Clinics	Research Centers/Extension/Community Engagement	0.000000	0.000000	0.541667	0.162500	35	0.055556
Center for Advanced Energy Studies	Research Centers/Extension/Community Engagement	0.833333	0.916667	0.541667	0.787500	3.5	0.930556
Center of Resilient Communities	Research Centers/Extension/Community Engagement	0.083333	0.222222	0.541667	0.290278	31	0.166667
CMCI	Research Centers/Extension/Community Engagement	0.416667	0.527778	0.541667	0.509722	18	0.527778
Confucius Institute	Research Centers/Extension/Community Engagement	0.027778	0.027778	0.541667	0.181944	34	0.083333
District III	Research Centers/Extension/Community Engagement	0.444444	0.416667	0.541667	0.459722	20	0.472222
Eastern District	Research Centers/Extension/Community Engagement	0.708333	0.666667	0.541667	0.637500	12	0.694444
Executive Education	Research Centers/Extension/Community Engagement	0.250000	0.083333	0.055556	0.108333	36	0.027778
Extension Forestry	Research Centers/Extension/Community Engagement	0.527778	0.611111	0.541667	0.573611	16	0.583333
F&W-Coop Unit	Research Centers/Extension/Community Engagement	0.375000	0.361111	0.541667	0.418056	23	0.388889
Fire Science Program	Research Centers/Extension/Community Engagement	0.555556	1.000000	0.541667	0.773611	6	0.861111
Fish & Wildlife Resources	Research Centers/Extension/Community Engagement	1.000000	0.944444	0.541667	0.834722	2	0.972222
Fisheries Unit	Research Centers/Extension/Community Engagement	0.916667	0.583333	0.541667	0.637500	12	0.694444
Forest Utilization Research	Research Centers/Extension/Community Engagement	0.777778	0.805556	0.541667	0.720833	7.5	0.819444
Idaho Geological Survey	Research Centers/Extension/Community Engagement	0.277778	0.305556	0.541667	0.370833	27	0.277778
INBRE	Research Centers/Extension/Community Engagement	0.861111	0.888889	0.541667	0.779167	5	0.888889
N. Cummings Rsrch Ext Ed Ctr	Research Centers/Extension/Community Engagement	0.611111	0.694444	0.541667	0.631944	14	0.638889
Northern District	Research Centers/Extension/Community Engagement	0.333333	0.333333	0.541667	0.395833	26	0.305556
Northwest Knowledge Network	Research Centers/Extension/Community Engagement	0.111111	0.444444	0.541667	0.406944	24.5	0.347222
Southern District	Research Centers/Extension/Community Engagement	0.666667	0.722222	0.541667	0.656944	9	0.777778
State Funding CDA Computer Science	Research Centers/Extension/Community Engagement	0.194444	0.111111	0.000000	0.094444	37	0.000000
Stillinger	Research Centers/Extension/Community Engagement	0.166667	0.277778	0.541667	0.334722	29	0.222222

		20%	50%	30%			
Banner Department	**Functional Area**	**Normed Mission Fulfillment Score**	**Normed Strategic Plan Contribution Score**	**Normed Institutional Investment**	**Overall Raw Score**	**Overall Rank REC Departments**	**Normed Score REC Departments**
Tree Nutrition Coop (IFTNC)	Research Centers/Extension/Community Engagement	0.222222	0.138889	0.541667	0.276389	32	0.138889
TRIO Pre-College Projects	Research Centers/Extension/Community Engagement	0.500000	0.750000	0.541667	0.637500	12	0.694444
UI Experimental Forest	Research Centers/Extension/Community Engagement	0.708333	0.833333	0.541667	0.720833	7.5	0.819444
UI Forest Research Nursery	Research Centers/Extension/Community Engagement	0.583333	0.638889	0.027778	0.444444	21	0.444444
University Research - EPSCoR	Research Centers/Extension/Community Engagement	0.944444	0.972222	0.541667	0.837500	1	1.000000
ASUI Communications	Student/Faculty Service	0.285714	0.142857	0.642857	0.321429	12	0.214286
ASUI General	Student/Faculty Service	0.714286	0.928571	0.642857	0.800000	1	1.000000
Auxiliary Services	Student/Faculty Service	0.142857	0.071429	0.642857	0.257143	13	0.142857
Independent Study	Student/Faculty Service	0.642857	0.428571	0.642857	0.535714	7	0.571429
International Programs (CALS)	Student/Faculty Service	1.000000	0.571429	0.642857	0.678571	5	0.714286
LGBTQA	Student/Faculty Service	0.214286	0.285714	0.642857	0.378571	11	0.285714
Officer Education-Air Force	Student/Faculty Service	0.857143	0.357143	0.214286	0.414286	10	0.357143
State CCI Funding	Student/Faculty Service	0.928571	1.000000	0.071429	0.707143	3	0.857143
Student Assistance Matching	Student/Faculty Service	0.357143	0.714286	0.000000	0.428571	9	0.428571
Student Benefits, Health, &Wellness	Student/Faculty Service	0.571429	0.642857	0.642857	0.628571	6	0.642857
Student Union	Student/Faculty Service	0.428571	0.500000	0.642857	0.528571	8	0.500000
University Bookstore	Student/Faculty Service	0.071429	0.000000	0.642857	0.207143	14	0.071429
University Housing	Student/Faculty Service	0.785714	0.857143	0.642857	0.778571	2	0.928571
Women's Scholarships	Student/Faculty Service	0.000000	0.214286	0.142857	0.150000	15	0.000000
Work Study	Student/Faculty Service	0.500000	0.785714	0.642857	0.685714	4	0.785714

University of Idaho
Program Prioritization
FY18
Other Departments
Mission Fulfillment

Banner Department	Functional Area	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
AA Integrated Design Lab	Academic	25.00%	10	50.00%	20	25.00%	10	0.500000	3	0.000000
CLASS North Idaho	Academic	38.10%	16	50.00%	21	11.90%	5	0.630952	2	0.500000
Medical Education Program	Academic	80.00%	36	15.56%	7	4.44%	2	0.877778	1	1.000000
ASUI-Kibbie Activity Center	Centrally Provided Services	6.98%	3	23.26%	10	69.77%	30	0.186047	16	0.531250
Auditing Services	Centrally Provided Services	9.30%	4	4.65%	2	86.05%	37	0.116279	24	0.281250
BAAS Fixed Costs	Centrally Provided Services	4.76%	2	7.14%	3	88.10%	37	0.083333	27	0.187500
Caine Center Administration	Centrally Provided Services	10.87%	5	28.26%	13	60.87%	28	0.250000	13	0.625000
CALS Communications	Centrally Provided Services	11.90%	5	38.10%	16	50.00%	21	0.309524	10	0.718750
Capital Projects	Centrally Provided Services	9.09%	4	22.73%	10	68.18%	30	0.204545	14	0.593750
Central Summer & Intersession	Centrally Provided Services	4.65%	2	18.60%	8	76.74%	33	0.139535	20	0.406250
Central University	Centrally Provided Services	2.33%	1	16.28%	7	81.40%	35	0.104651	25	0.250000
College of Education-Project Fds	Centrally Provided Services	22.22%	10	44.44%	20	33.33%	15	0.444444	7	0.812500
Commencement	Centrally Provided Services	0.00%	-	26.83%	11	73.17%	30	0.134146	21	0.375000
Econ Dev & Tech Transfer	Centrally Provided Services	11.63%	5	72.09%	31	16.28%	7	0.476744	5	0.875000
Engineering in Boise	Centrally Provided Services	22.73%	10	47.73%	21	29.55%	13	0.465909	6	0.843750
Equity and Diversity	Centrally Provided Services	16.67%	7	50.00%	21	33.33%	14	0.416667	8	0.781250
Facilities Management-Shops/Misc.	Centrally Provided Services	9.09%	4	43.18%	19	47.73%	21	0.306818	11	0.687500
Facilities Stores	Centrally Provided Services	0.00%	-	24.44%	11	75.56%	34	0.122222	23	0.312500
General Athletic Support	Centrally Provided Services	4.65%	2	23.26%	10	72.09%	31	0.162791	18	0.468750
General-Vandal Scholarship Fund	Centrally Provided Services	2.50%	1	30.00%	12	67.50%	27	0.175000	17	0.500000
Liability & Fidelity Insurance	Centrally Provided Services	2.22%	1	6.67%	3	91.11%	41	0.055556	30	0.093750
McCall Field Campus	Centrally Provided Services	30.00%	12	57.50%	23	12.50%	5	0.587500	3	0.937500
Men's Gifts	Centrally Provided Services	0.00%	-	6.98%	3	93.02%	40	0.034884	31	0.062500
Parking & Transportation Services	Centrally Provided Services	0.00%	-	15.00%	6	85.00%	34	0.075000	28	0.156250
Property Insurance Fixed Costs	Centrally Provided Services	2.17%	1	21.74%	10	76.09%	35	0.130435	22	0.343750
Research Assurances	Centrally Provided Services	25.58%	11	55.81%	24	18.60%	8	0.534884	4	0.906250
Research Development	Centrally Provided Services	35.71%	15	54.76%	23	9.52%	4	0.630952	1	1.000000
Security Fixed Costs	Centrally Provided Services	2.17%	1	15.22%	7	82.61%	38	0.097826	26	0.218750
Sponsored Programs	Centrally Provided Services	40.91%	18	43.18%	19	15.91%	7	0.625000	2	0.968750
Staff Council	Centrally Provided Services	4.88%	2	29.27%	12	65.85%	27	0.195122	15	0.562500
Twin Falls Center - Magic Valley	Centrally Provided Services	26.83%	11	19.51%	8	53.66%	22	0.365854	9	0.750000
UI Golf	Centrally Provided Services	0.00%	-	12.20%	5	87.80%	36	0.060976	29	0.125000
University Debt Service	Centrally Provided Services	0.00%	-	6.82%	3	93.18%	41	0.034091	32	0.031250
University Support Services	Centrally Provided Services	2.56%	1	23.08%	9	74.36%	29	0.141026	19	0.437500
Utilities	Centrally Provided Services	11.63%	5	32.56%	14	55.81%	24	0.279070	12	0.656250
Women's Gifts	Centrally Provided Services	0.00%	-	2.50%	1	97.50%	39	0.012500	33	0.000000
4-H Programs	Research Centers/Extension/Community Engagement	41.46%	17	39.02%	16	19.51%	8	0.609756	20	0.472222
Ag & Extension Distance Education	Research Centers/Extension/Community Engagement	29.55%	13	29.55%	13	40.91%	18	0.443182	32	0.138889
Ag Extension-Counties	Research Centers/Extension/Community Engagement	60.47%	26	37.21%	16	2.33%	1	0.790698	2	0.972222

Banner Department	Functional Area	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Branch Stations-Aberdeen	Research Centers/Extension/Community Engagement	41.30%	19	47.83%	22	10.87%	5	0.652174	14	0.638889
Branch Stations-Caldwell	Research Centers/Extension/Community Engagement	57.78%	26	33.33%	15	8.89%	4	0.744444	5	0.888889
Branch Stations-Dubois	Research Centers/Extension/Community Engagement	17.07%	7	31.71%	13	51.22%	21	0.329268	35	0.055556
Branch Stations-Hagerman	Research Centers/Extension/Community Engagement	46.51%	20	41.86%	18	11.63%	5	0.674419	8	0.805556
Branch Stations-Kimberly	Research Centers/Extension/Community Engagement	43.90%	18	43.90%	18	12.20%	5	0.658537	10	0.750000
Branch Stations-Parma	Research Centers/Extension/Community Engagement	36.59%	15	46.34%	19	17.07%	7	0.597561	23.5	0.375000
Branch Stations-Tetonia	Research Centers/Extension/Community Engagement	31.71%	13	51.22%	21	17.07%	7	0.573171	26	0.305556
Caine Center Clinics	Research Centers/Extension/Community Engagement	4.65%	2	30.23%	13	65.12%	28	0.197674	37	0.000000
Center for Advanced Energy Studies	Research Centers/Extension/Community Engagement	44.19%	19	48.84%	21	6.98%	3	0.686047	7	0.833333
Center of Resilient Communities	Research Centers/Extension/Community Engagement	14.63%	6	53.66%	22	31.71%	13	0.414634	34	0.083333
CMCI	Research Centers/Extension/Community Engagement	33.33%	15	53.33%	24	13.33%	6	0.600000	22	0.416667
Confucius Institute	Research Centers/Extension/Community Engagement	2.38%	1	42.86%	18	54.76%	23	0.238095	36	0.027778
District III	Research Centers/Extension/Community Engagement	38.10%	16	45.24%	19	16.67%	7	0.607143	21	0.444444
Eastern District	Research Centers/Extension/Community Engagement	42.22%	19	46.67%	21	11.11%	5	0.655556	11.5	0.708333
Executive Education	Research Centers/Extension/Community Engagement	24.44%	11	51.11%	23	24.44%	11	0.500000	28	0.250000
Extension Forestry	Research Centers/Extension/Community Engagement	35.71%	15	54.76%	23	9.52%	4	0.630952	18	0.527778
F&W-Coop Unit	Research Centers/Extension/Community Engagement	43.90%	18	31.71%	13	24.39%	10	0.597561	23.5	0.375000
Fire Science Program	Research Centers/Extension/Community Engagement	42.22%	19	42.22%	19	15.56%	7	0.633333	17	0.555556
Fish & Wildlife Resources	Research Centers/Extension/Community Engagement	86.36%	38	13.64%	6	0.00%	-	0.931818	1	1.000000
Fisheries Unit	Research Centers/Extension/Community Engagement	52.50%	21	45.00%	18	2.50%	1	0.750000	4	0.916667
Forest Utilization Research	Research Centers/Extension/Community Engagement	48.89%	22	35.56%	16	15.56%	7	0.666667	9	0.777778
Idaho Geological Survey	Research Centers/Extension/Community Engagement	32.61%	15	41.30%	19	26.09%	12	0.532609	27	0.277778
INBRE	Research Centers/Extension/Community Engagement	50.00%	22	38.64%	17	11.36%	5	0.693182	6	0.861111
N. Cummings Rsrch Ext Ed Ctr	Research Centers/Extension/Community Engagement	39.53%	17	51.16%	22	9.30%	4	0.651163	15	0.611111
Northern District	Research Centers/Extension/Community Engagement	38.64%	17	40.91%	18	20.45%	9	0.590909	25	0.333333
Northwest Knowledge Network	Research Centers/Extension/Community Engagement	16.67%	7	54.76%	23	28.57%	12	0.440476	33	0.111111
Southern District	Research Centers/Extension/Community Engagement	43.59%	17	43.59%	17	12.82%	5	0.653846	13	0.666667
State Funding CDA Computer Science	Research Centers/Extension/Community Engagement	19.51%	8	58.54%	24	21.95%	9	0.487805	30	0.194444
Stillinger	Research Centers/Extension/Community Engagement	13.33%	6	64.44%	29	22.22%	10	0.455556	31	0.166667
Tree Nutrition Coop (IFTNC)	Research Centers/Extension/Community Engagement	25.00%	11	47.73%	21	27.27%	12	0.488636	29	0.222222
TRIO Pre-College Projects	Research Centers/Extension/Community Engagement	43.18%	19	36.36%	16	20.45%	9	0.613636	19	0.500000
UI Experimental Forest	Research Centers/Extension/Community Engagement	46.67%	21	37.78%	17	15.56%	7	0.655556	11.5	0.708333
UI Forest Research Nursery	Research Centers/Extension/Community Engagement	42.86%	18	42.86%	18	14.29%	6	0.642857	16	0.583333
University Research - EPSCoR	Research Centers/Extension/Community Engagement	60.00%	27	33.33%	15	6.67%	3	0.766667	3	0.944444

Banner Department	Functional Area	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
ASUI Communications	Student/Faculty Service	9.30%	4	34.88%	15	55.81%	24	0.267442	11	0.285714
ASUI General	Student/Faculty Service	20.93%	9	39.53%	17	39.53%	17	0.406977	5	0.714286
Auxiliary Services	Student/Faculty Service	13.95%	6	20.93%	9	65.12%	28	0.244186	13	0.142857
Independent Study	Student/Faculty Service	24.39%	10	31.71%	13	43.90%	18	0.402439	6	0.642857
International Programs (CALS)	Student/Faculty Service	37.50%	15	40.00%	16	22.50%	9	0.575000	1	1.000000
LGBTQA	Student/Faculty Service	4.55%	2	40.91%	18	54.55%	24	0.250000	12	0.214286
Officer Education-Air Force	Student/Faculty Service	23.81%	10	42.86%	18	33.33%	14	0.452381	3	0.857143
State CCI Funding	Student/Faculty Service	20.00%	9	55.56%	25	24.44%	11	0.477778	2	0.928571
Student Assistance Matching	Student/Faculty Service	17.50%	7	22.50%	9	60.00%	24	0.287500	10	0.357143
Student Benefits, Health, &Wellness	Student/Faculty Service	13.95%	6	46.51%	20	39.53%	17	0.372093	7	0.571429
Student Union	Student/Faculty Service	4.35%	2	60.87%	28	34.78%	16	0.347826	9	0.428571
University Bookstore	Student/Faculty Service	4.76%	2	21.43%	9	73.81%	31	0.154762	14	0.071429
University Housing	Student/Faculty Service	22.22%	10	42.22%	19	35.56%	16	0.433333	4	0.785714
Women's Scholarships	Student/Faculty Service	8.51%	4	10.64%	5	80.85%	38	0.138298	15	0.000000
Work Study	Student/Faculty Service	12.82%	5	46.15%	18	41.03%	16	0.358974	8	0.500000

University of Idaho
Program Prioritization
FY18
Other Departments- Academics Only
Strategic Plan Contribution

		Strategic Plan Contribution Score														
		Weight	0.20	0.35	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05	0.05			
Banner Department	Functional Area	Normed Score -->	Narrative 1	Narrative 2	Terminal Degrees	Research Expenditures	UG majors	GR/Prof majors	UG conferrals	GR/Prof Conferrals	SCH	Underrep Enrollment	Multicultural Fac/Staff	Weighted Raw Score	Rank by Criteria 2	Normed Criteria 2
AA Integrated Design Lab	Academic		0.24	0.20	0.24	0.70	0.07	0.26	0.07	0.22	0.02	0.06	0.72	0.24	2	0.5
CLASS North Idaho	Academic		-	-	0.24	0.06	0.34	0.04	0.53	0.20	-	0.40	0.07	0.09	3	0
Medical Education Program	Academic		0.50	0.76	0.24	0.36	0.07	0.88	0.07	0.09	0.12	0.04	0.57	0.49	1	1

University of Idaho
Program Prioritization
FY18
Other Departments
Strategic Plan Contribution

Banner Department	Functional Area	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
ASUI-Kibbie Activity Center	Centrally Provided Services	5.26%	3	28.07%	16	66.67%	38	0.192982	26	0.218750
Auditing Services	Centrally Provided Services	10.17%	6	35.59%	21	54.24%	32	0.279661	18	0.468750
BAAS Fixed Costs	Centrally Provided Services	7.81%	5	18.75%	12	73.44%	47	0.171875	29	0.125000
Caine Center Administration	Centrally Provided Services	10.53%	6	19.30%	11	70.18%	40	0.201754	24	0.281250
CALS Communications	Centrally Provided Services	23.33%	14	38.33%	23	38.33%	23	0.425000	12	0.656250
Capital Projects	Centrally Provided Services	32.79%	20	49.18%	30	18.03%	11	0.573770	8	0.781250
Central Summer & Intersession	Centrally Provided Services	10.17%	6	22.03%	13	67.80%	40	0.211864	23	0.312500
Central University	Centrally Provided Services	27.87%	17	26.23%	16	45.90%	28	0.409836	13	0.625000
College of Education-Project Fds	Centrally Provided Services	44.64%	25	26.79%	15	28.57%	16	0.580357	7	0.812500
Commencement	Centrally Provided Services	15.52%	9	27.59%	16	56.90%	33	0.293103	17	0.500000
Econ Dev & Tech Transfer	Centrally Provided Services	45.00%	27	35.00%	21	20.00%	12	0.625000	5	0.875000
Engineering in Boise	Centrally Provided Services	21.74%	15	34.78%	24	43.48%	30	0.391304	15	0.562500
Equity and Diversity	Centrally Provided Services	42.11%	24	33.33%	19	24.56%	14	0.587719	6	0.843750
Facilities Management-Shops/Misc.	Centrally Provided Services	20.97%	13	48.39%	30	30.65%	19	0.451613	11	0.687500
Facilities Stores	Centrally Provided Services	9.43%	5	26.42%	14	64.15%	34	0.226415	21	0.375000
General Athletic Support	Centrally Provided Services	7.69%	4	15.38%	8	76.92%	40	0.153846	30	0.093750
General-Vandal Scholarship Fund	Centrally Provided Services	35.09%	20	38.60%	22	26.32%	15	0.543860	9	0.750000
Liability & Fidelity Insurance	Centrally Provided Services	6.35%	4	25.40%	16	68.25%	43	0.190476	27	0.187500
McCall Field Campus	Centrally Provided Services	62.07%	36	13.79%	8	24.14%	14	0.689655	3	0.937500
Men's Gifts	Centrally Provided Services	3.08%	2	16.92%	11	80.00%	52	0.115385	33	0.000000
Parking & Transportation Services	Centrally Provided Services	6.45%	4	25.81%	16	67.74%	42	0.193548	25	0.250000
Property Insurance Fixed Costs	Centrally Provided Services	5.36%	3	12.50%	7	82.14%	46	0.116071	32	0.031250
Research Assurances	Centrally Provided Services	47.46%	28	38.98%	23	13.56%	8	0.669492	4	0.906250
Research Development	Centrally Provided Services	75.00%	45	16.67%	10	8.33%	5	0.833333	1	1.000000
Security Fixed Costs	Centrally Provided Services	13.43%	9	19.40%	13	67.16%	45	0.231343	20	0.406250
Sponsored Programs	Centrally Provided Services	53.33%	32	31.67%	19	15.00%	9	0.691667	2	0.968750
Staff Council	Centrally Provided Services	15.38%	10	36.92%	24	47.69%	31	0.338462	16	0.531250
Twin Falls Center - Magic Valley	Centrally Provided Services	28.85%	15	21.15%	11	50.00%	26	0.394231	14	0.593750
UI Golf	Centrally Provided Services	8.33%	5	20.00%	12	71.67%	43	0.183333	28	0.156250
University Debt Service	Centrally Provided Services	9.84%	6	24.59%	15	65.57%	40	0.221311	22	0.343750
University Support Services	Centrally Provided Services	22.41%	13	46.55%	27	31.03%	18	0.456897	10	0.718750
Utilities	Centrally Provided Services	9.09%	6	36.36%	24	54.55%	36	0.272727	19	0.437500
Women's Gifts	Centrally Provided Services	1.61%	1	25.81%	16	72.58%	45	0.145161	31	0.062500
4-H Programs	Research Centers/Extension/Community Engagement	57.14%	20	20.00%	7	22.86%	8	0.671429	9	0.777778
Ag & Extension Distance Education	Research Centers/Extension/Community Engagement	41.03%	16	12.82%	5	46.15%	18	0.474359	20	0.472222
Ag Extension-Counties	Research Centers/Extension/Community Engagement	58.62%	17	20.69%	6	20.69%	6	0.689655	6	0.861111
Branch Stations-Aberdeen	Research Centers/Extension/Community Engagement	29.03%	9	32.26%	10	38.71%	12	0.451613	23	0.388889
Branch Stations-Caldwell	Research Centers/Extension/Community Engagement	31.25%	10	46.88%	15	21.88%	7	0.546875	17	0.555556
Branch Stations-Dubois	Research Centers/Extension/Community Engagement	11.76%	4	11.76%	4	76.47%	26	0.176471	35	0.055556

Banner Department	Functional Area	% Above Average	Count Above Average	% Average	Count Average	% Below Average	Count Below Average	Raw Score	Rank	Normed Raw Score
Branch Stations-Hagerman	Research Centers/Extension/Community Engagement	5.71%	2	51.43%	18	42.86%	15	0.314286	31	0.166667
Branch Stations-Kimberly	Research Centers/Extension/Community Engagement	30.30%	10	42.42%	14	27.27%	9	0.515152	19	0.500000
Branch Stations-Parma	Research Centers/Extension/Community Engagement	12.50%	4	40.63%	13	46.88%	15	0.328125	28	0.250000
Branch Stations-Tetonia	Research Centers/Extension/Community Engagement	13.33%	4	36.67%	11	50.00%	15	0.316667	30	0.194444
Caine Center Clinics	Research Centers/Extension/Community Engagement	3.23%	1	22.58%	7	74.19%	23	0.145161	37	0.000000
Center for Advanced Energy Studies	Research Centers/Extension/Community Engagement	58.82%	20	29.41%	10	11.76%	4	0.735294	4	0.916667
Center of Resilient Communities	Research Centers/Extension/Community Engagement	18.18%	6	27.27%	9	54.55%	18	0.318182	29	0.222222
CMCI	Research Centers/Extension/Community Engagement	38.89%	14	30.56%	11	30.56%	11	0.541667	18	0.527778
Confucius Institute	Research Centers/Extension/Community Engagement	5.56%	2	19.44%	7	75.00%	27	0.152778	36	0.027778
District III	Research Centers/Extension/Community Engagement	23.53%	8	44.12%	15	32.35%	11	0.455882	22	0.416667
Eastern District	Research Centers/Extension/Community Engagement	47.22%	17	27.78%	10	25.00%	9	0.611111	13	0.666667
Executive Education	Research Centers/Extension/Community Engagement	11.43%	4	20.00%	7	68.57%	24	0.214286	34	0.083333
Extension Forestry	Research Centers/Extension/Community Engagement	24.24%	8	69.70%	23	6.06%	2	0.590909	15	0.611111
F&W-Coop Unit	Research Centers/Extension/Community Engagement	20.00%	6	50.00%	15	30.00%	9	0.450000	24	0.361111
Fire Science Program	Research Centers/Extension/Community Engagement	66.67%	20	30.00%	9	3.33%	1	0.816667	1	1.000000
Fish & Wildlife Resources	Research Centers/Extension/Community Engagement	59.46%	22	29.73%	11	10.81%	4	0.743243	3	0.944444
Fisheries Unit	Research Centers/Extension/Community Engagement	36.84%	14	42.11%	16	21.05%	8	0.578947	16	0.583333
Forest Utilization Research	Research Centers/Extension/Community Engagement	43.75%	14	46.88%	15	9.38%	3	0.671875	8	0.805556
Idaho Geological Survey	Research Centers/Extension/Community Engagement	23.68%	9	39.47%	15	36.84%	14	0.434211	26	0.305556
INBRE	Research Centers/Extension/Community Engagement	60.00%	18	23.33%	7	16.67%	5	0.716667	5	0.888889
N. Cummings Rsrch Ext Ed Ctr	Research Centers/Extension/Community Engagement	44.12%	15	41.18%	14	14.71%	5	0.647059	12	0.694444
Northern District	Research Centers/Extension/Community Engagement	22.86%	8	42.86%	15	34.29%	12	0.442857	25	0.333333
Northwest Knowledge Network	Research Centers/Extension/Community Engagement	25.81%	8	41.94%	13	32.26%	10	0.467742	21	0.444444
Southern District	Research Centers/Extension/Community Engagement	43.24%	16	43.24%	16	13.51%	5	0.648649	11	0.722222
State Funding CDA Computer Science	Research Centers/Extension/Community Engagement	16.67%	6	19.44%	7	63.89%	23	0.263889	33	0.111111
Stillinger	Research Centers/Extension/Community Engagement	21.21%	7	42.42%	14	36.36%	12	0.424242	27	0.277778
Tree Nutrition Coop (IFTNC)	Research Centers/Extension/Community Engagement	8.82%	3	41.18%	14	50.00%	17	0.294118	32	0.138889
TRIO Pre-College Projects	Research Centers/Extension/Community Engagement	52.94%	18	26.47%	9	20.59%	7	0.661765	10	0.750000
UI Experimental Forest	Research Centers/Extension/Community Engagement	51.43%	18	34.29%	12	14.29%	5	0.685714	7	0.833333
UI Forest Research Nursery	Research Centers/Extension/Community Engagement	43.24%	16	35.14%	13	21.62%	8	0.608108	14	0.638889
University Research - EPSCoR	Research Centers/Extension/Community Engagement	71.05%	27	21.05%	8	7.89%	3	0.815789	2	0.972222
ASUI Communications	Student/Faculty Service	28.26%	13	30.43%	14	41.30%	19	0.434783	13	0.142857
ASUI General	Student/Faculty Service	48.78%	20	43.90%	18	7.32%	3	0.707317	2	0.928571
Auxiliary Services	Student/Faculty Service	10.87%	5	54.35%	25	34.78%	16	0.380435	14	0.071429
Independent Study	Student/Faculty Service	28.26%	13	43.48%	20	28.26%	13	0.500000	9	0.428571
International Programs (CALS)	Student/Faculty Service	46.94%	23	32.65%	16	20.41%	10	0.632653	7	0.571429
LGBTQA	Student/Faculty Service	20.00%	8	52.50%	21	27.50%	11	0.462500	11	0.285714
Officer Education-Air Force	Student/Faculty Service	25.00%	11	47.73%	21	27.27%	12	0.488636	10	0.357143
State CCI Funding	Student/Faculty Service	47.83%	22	47.83%	22	4.35%	2	0.717391	1	1.000000
Student Assistance Matching	Student/Faculty Service	48.89%	22	35.56%	16	15.56%	7	0.666667	5	0.714286
Student Benefits, Health, &Wellness	Student/Faculty Service	48.84%	21	34.88%	15	16.28%	7	0.662791	6	0.642857
Student Union	Student/Faculty Service	34.09%	15	40.91%	18	25.00%	11	0.545455	8	0.500000
University Bookstore	Student/Faculty Service	10.26%	4	46.15%	18	43.59%	17	0.333333	15	0.000000
University Housing	Student/Faculty Service	45.00%	18	47.50%	19	7.50%	3	0.687500	3	0.857143
Women's Scholarships	Student/Faculty Service	18.18%	8	54.55%	24	27.27%	12	0.454545	12	0.214286
Work Study	Student/Faculty Service	40.43%	19	55.32%	26	4.26%	2	0.680851	4	0.785714

University of Idaho
Program Prioritization
FY18
Other Departments
Institutional Investment

Banner Department	Functional Area	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
AA Integrated Design Lab	Academic	$ -	2	0.500000
CLASS North Idaho	Academic	$ -	2	0.500000
Medical Education Program	Academic	$ -	2	0.500000
ASUI-Kibbie Activity Center	Centrally Provided Services	$ 539,000.00	23	0.312500
Auditing Services	Centrally Provided Services	$ 249,106.00	20	0.406250
BAAS Fixed Costs	Centrally Provided Services	$ 760,400.00	25	0.250000
Caine Center Administration	Centrally Provided Services	$ -	6	0.843750
CALS Communications	Centrally Provided Services	$ -	6	0.843750
Capital Projects	Centrally Provided Services	$ 240,949.00	19	0.437500
Central Summer & Intersession	Centrally Provided Services	$ 4,222,146.00	30	0.093750
Central University	Centrally Provided Services	$ 234,121,136.00	33	0.000000
College of Education-Project Fds	Centrally Provided Services	$ -	6	0.843750
Commencement	Centrally Provided Services	$ 131,184.00	18	0.468750
Econ Dev & Tech Transfer	Centrally Provided Services	$ 391,547.00	22	0.343750
Engineering in Boise	Centrally Provided Services	$ 17,567.00	14	0.593750
Equity and Diversity	Centrally Provided Services	$ 28,279.00	15	0.562500
Facilities Management-Shops/Misc.	Centrally Provided Services	$ -	6	0.843750
Facilities Stores	Centrally Provided Services	$ -	6	0.843750
General Athletic Support	Centrally Provided Services	$ 899,700.00	27	0.187500
General-Vandal Scholarship Fund	Centrally Provided Services	$ -	6	0.843750
Liability & Fidelity Insurance	Centrally Provided Services	$ 367,800.00	21	0.375000
McCall Field Campus	Centrally Provided Services	$ -	6	0.843750
Men's Gifts	Centrally Provided Services	$ -	6	0.843750
Parking & Transportation Services	Centrally Provided Services	$ 42,192.00	16	0.531250
Property Insurance Fixed Costs	Centrally Provided Services	$ 839,399.00	26	0.218750

Banner Department	Functional Area	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Research Assurances	Centrally Provided Services	$ 567,359.00	24	0.281250
Research Development	Centrally Provided Services	$ 81,619.00	17	0.500000
Security Fixed Costs	Centrally Provided Services	$ 1,753,730.00	29	0.125000
Sponsored Programs	Centrally Provided Services	$ 999,284.00	28	0.156250
Staff Council	Centrally Provided Services	$ 15,500.00	13	0.625000
Twin Falls Center - Magic Valley	Centrally Provided Services	$ 2,500.00	12	0.656250
UI Golf	Centrally Provided Services	$ -	6	0.843750
University Debt Service	Centrally Provided Services	$ 4,803,590.00	31	0.062500
University Support Services	Centrally Provided Services	$ -	6	0.843750
Utilities	Centrally Provided Services	$ 5,428,635.00	32	0.031250
Women's Gifts	Centrally Provided Services	$ -	6	0.843750
4-H Programs	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Ag & Extension Distance Education	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Ag Extension-Counties	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Branch Stations-Aberdeen	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Branch Stations-Caldwell	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Branch Stations-Dubois	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Branch Stations-Hagerman	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Branch Stations-Kimberly	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Branch Stations-Parma	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Branch Stations-Tetonia	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Caine Center Clinics	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Center for Advanced Energy Studies	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Center of Resilient Communities	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
CMCI	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Confucius Institute	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
District III	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Eastern District	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Executive Education	Research Centers/Extension/Community Engagement	$ 642.00	35	0.055556
Extension Forestry	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
F&W-Coop Unit	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Fire Science Program	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667

Banner Department	Functional Area	FY17 Base Gen Ed(U1)/ Cent Allocated (U2)	Rank	Normed Score
Fish & Wildlife Resources	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Fisheries Unit	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Forest Utilization Research	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Idaho Geological Survey	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
INBRE	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
N. Cummings Rsrch Ext Ed Ctr	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Northern District	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Northwest Knowledge Network	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Southern District	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
State Funding CDA Computer Science	Research Centers/Extension/Community Engagement	$ 819,500.00	37	0.000000
Stillinger	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
Tree Nutrition Coop (IFTNC)	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
TRIO Pre-College Projects	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
UI Experimental Forest	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
UI Forest Research Nursery	Research Centers/Extension/Community Engagement	$ 15,250.00	36	0.027778
University Research - EPSCoR	Research Centers/Extension/Community Engagement	$ -	17.5	0.541667
ASUI Communications	Student/Faculty Service	$ -	6	0.642857
ASUI General	Student/Faculty Service	$ -	6	0.642857
Auxiliary Services	Student/Faculty Service	$ -	6	0.642857
Independent Study	Student/Faculty Service	$ -	6	0.642857
International Programs (CALS)	Student/Faculty Service	$ -	6	0.642857
LGBTQA	Student/Faculty Service	$ -	6	0.642857
Officer Education-Air Force	Student/Faculty Service	$ 6,500.00	12	0.214286
State CCI Funding	Student/Faculty Service	$ 792,600.00	14	0.071429
Student Assistance Matching	Student/Faculty Service	$ 7,849,900.00	15	0.000000
Student Benefits, Health, &Wellness	Student/Faculty Service	$ -	6	0.642857
Student Union	Student/Faculty Service	$ -	6	0.642857
University Bookstore	Student/Faculty Service	$ -	6	0.642857
University Housing	Student/Faculty Service	$ -	6	0.642857
Women's Scholarships	Student/Faculty Service	$ 260,630.00	13	0.142857
Work Study	Student/Faculty Service	$ -	6	0.642857

Update on Program Prioritization at the University of Idaho

August 2019

Board Policy V.B.11: Program Prioritization

a. Program Prioritization is a process adopted by the Board in setting priorities and allocating resources among programs and services with a specific focus on Mission, Core Themes and Strategic Plans.
b. Program Prioritization shall be incorporated in the colleges and universities' annual budgeting and program review process.
c. Annual Program Prioritization updates are to be submitted to the Board by the colleges and universities on the date and in a format established by the Executive Director.

Recent History of Program Prioritization at the University of Idaho

In 2013, the State Board of Education (SBOE) mandated that all universities engage in program prioritization as a way to address the Governor's zero-based budgeting requirement. Their intent was for institutions to critically review their academic programs and non-academic support functions, building a culture of continuous improvement and internal reallocation to meet institutions highest goals and objectives instead of reliance on new monies from the State of Idaho.

The University of Idaho conducted program prioritization several times between 2000 and 2013. Prior to 2013, there were at least two program prioritization processes that identified programs for closure and investment. The Board mandated 2013-2015 effort by interim leadership was branded "Focus for the Future" to highlight the need for a renewed approach, given the Board's interest in an ongoing process. The process initially resulted in a prioritization that the SBOE found not compliant with their guidelines. These results were adjusted to meet the Board's requirements and led to six moved/restructured degrees, five program consolidations, one name change and nineteen discontinued programs. For example the closure of the Office for Community Partnerships released over $460,000 that was invested in faculty positions in international studies and natural resources as well as additional base funding for the Library.

New leadership worked with faculty senate in 2015-16 at the behest of the SBOE to continue to improve the program prioritization process at the UI. A subsequent string of communication and committee work ensued and a new transparent and collaborative program prioritization process developed. Updates regarding this new program prioritization were provided to the SBOE in August 2015 and August 2016. At the August 2016 meeting, the Board commended the institutions for their work on implementing program prioritization processes that were viable and sustainable.

The University of Idaho is now moving into a third improvement cycle of our program prioritization process. This process is embedded in our annual budgeting cycle and has yielded significant resources that have been dedicated toward university priorities.

The University of Idaho Program Prioritization Process

The University of Idaho assesses overall program priority by evaluation against three criteria:

1. Essentiality to the University of Idaho's mission (20% weighting)
2. Contribution to the University of Idaho's strategic plan (50% weighting)
3. Institutional financial investment in Banner departments (30% weighting)

This approach reflects the university community's desire to align our program prioritization and strategic planning efforts. These criteria were separately assessed using focused tools specific to each of four key functional areas of the university:

Academic departments
Student/Faculty service departments
Research centers/Extension/Community engagement departments
Centrally provided service departments

Banner is our Enterprise Resource Planning (ERP) tool and a department is a specific budgetary unit within the Banner ERP. Thus, the departments above encapsulate ALL units at the University of Idaho that have access to monetary resources.

The results of the assessment are all numeric and range in value from 0 (lowest performance/priority) to 1 (highest performance/priority) within each functional area above, and are available as an ordinal ranking or, per Board guidelines, as quintiles. Budget reductions have been defined for each Vice Presidential area based on the relative scores and current general education budget of each department.

University Budget and Finance Committee (UBFC) – Funding Priorities

Each year, the university community is invited to submit ideas requiring new sources of funding. The proposal process is managed by a committee of Faculty Senate (which includes Staff Council and student representatives). The committee evaluates and ranks all proposals, then sends them to the President's leadership team for further evaluation. Based on the amount of reallocated and new revenue, the President makes the final funding decisions. Recurring, base general education budget is considered during the program prioritization process, as are other new revenue sources such as net tuition revenue, state appropriations or increased overhead from Federal research grants. Additional one-time investments are typically funded through a separate mechanism of collecting unspent general education budget within units across all functional areas at the University of Idaho. Final funding decisions and amounts are shared broadly with the campus community.

Recent Results and Reallocations

The entire campus was encouraged to participate in developing the program prioritization process. However, there was significant consternation expressed by those that were not highly ranked in the process, a reaction which is to be expected in a process that places units in competition with each other. The results have been utilized twice to meet high priority financial needs since Fall 2017.

In Fall 2017, the two highest priorities identified by the UBFC were competitive Teaching Assistant (TA) packages and investment in faculty and staff salaries to improve market competitiveness. Program prioritization identified $2 million. This funding was coupled with an additional $2 million in anticipated new tuition revenue and centrally reallocated funds, to meet the required $4 million target for increased compensation. The funding of our TA packages to competitive levels resulted in a significant increase in new graduate student enrollment in the subsequent Fall. The salary increases for faculty and staff addressed longstanding equity issues across many dimensions of our demographics. In addition, we applied a 1.86% flat rate contribution from prior year unspent general education budgets to yield $500,000 of one-time funds for updated Zoom videoconferencing and to address emerging needs in University Communications, the library and Staff Council.

The same program prioritization process identified another $5 million in permanent base general education funding reductions in Fall 2018. Given the significant base reductions required in academic programs, the Provost instituted a position control mechanism where faculty position turnover is managed at the University level rather than at the College or department level. Of the $5 million in reallocated base funding, $3 million was utilized to address ongoing tuition revenue shortfalls and the remainder was invested in UBFC priorities as well as allowing for a small strategic reserve for the new president. One-time unspent general education budget accumulations contributed at a rate of 6.87% to yield $1.5 million for investment in faculty start up, University Communications, the Graduate College recruiting efforts, and the College of Art and Architecture technology upgrades.

The Third Evolution of Program Prioritization

This fiscal year, the University of Idaho will undergo its third evolution of the program prioritization process since the Board's initial charge in 2013. Several areas for improvement have been identified by the university community. First, the process in place relies heavily on surveys of university community members for relative centrality to mission of each unit. In such surveys, vital functions (e.g. utilities operations, Title IV investigation office, the Office of the President) were not "popular" uses of institutional funds and, thus, have taken a disproportionate cut during the last two cycles of program prioritization. It is time to reassess and adjust the approach and its impact on critical function units.

The Institutional Planning and Effectiveness Committee (IPEC) recommends that we modify criterion two of the current program prioritization process to minimize or eliminate narrative-based assessments. A subcommittee to IPEC has made specific recommendations on the use of dashboards and standard measures of productivity for academic units. In addition, there is widespread agreement the our Cascaded Planning process could be a proxy for assessing criteria for all units on campus and would likely be the best tool for non-academic departments.

Finally, we have utilized the program prioritization process primarily as a reallocation methodology and secondarily as a means of assessing the viability of academic programs. The new approach will more directly measure viability of academic programs and will likely yield more actionable data and information.

OFFICE OF THE PRESIDENT
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MEMORANDUM

Date: November 22, 2019

To: John Wiencek, Provost and Executive Vice President
Chair, Institutional Planning and Effectiveness Committee

From: C. Scott Green, President

Subject: 2019-20 IPEC Committee Charge

Provost Wiencek please share the information below with the members of the Institutional Planning and Effectiveness Committee (IPEC):

Thank you for serving in this important role to help guide our planning processes on campus. This year we will have a few activities requiring your guidance. As an advisory committee to me, please provide recommendations for action that I can consider. In particular, we are in need of a refresh to our program prioritization process. Please work quickly to refresh the academic program evaluation portion of the program prioritization process within the coming weeks so that we can consider academic programs that may no longer be viable. I also would appreciate it if all non-academic areas refresh and rerun the program prioritization process by the end of this academic year. Beyond program prioritization, we will need your assistance with some adjustments to our definition of mission fulfillment and strategic goals as required for the new NWCCU accreditation standards.

We have a white paper that describes our recent efforts on program prioritization, I am attaching it for your review and to also consider the work of the REAPP (Re-Envisioning Another Program Prioritization) committee, comprised by IPEC with faculty and staff, to suggest revisions to the process. The key revisions will be to criteria one and two. With respect to measures of productivity and contribution to strategic goals, metrics should reward enrollment, graduation and tangible measures of research productivity (e.g. program majors, student credit hours taught, research expenditures, F&A generation, degree production, etc.). I would anticipate that these measures will inform the work of our Sustainable Finance Budget workgroup. I also encourage a triage approach to allow a strict quantitative assessment that provides an initial binning into relative priorities followed by a focused process on those programs on the lower end of the evaluation scale for qualitative measures (quality, national reputation, potential for redirection, and future growth). A final step would be an appeal process to myself before any programs are recommended for closure.

For non-academic units, I encourage an approach that builds off of the program review process developed within the Provost's office for non-academic units. This process may need a few years to provide sufficient longitudinal data but should commence this year and be integrated into our larger accreditation process of continuous improvement.

In closing, I thank you for agreeing to serve on IPEC and look forward to hearing about your progress in the coming weeks. Provost Wiencek can answer any questions regarding deliverables and timelines. Again, I am grateful for your service.

Attachment: Update on Program Prioritization at the University of Idaho Final

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

Update on Program Prioritization at the University of Idaho
April 2020

I. Introduction

A. Board Policy V.B.11: Program Prioritization

1. The State Board of Education mandates that all universities in Idaho engage in a Program Prioritization process. Results of that process are to be used by each institution as it sets priorities and allocates resources among programs and services. Program Prioritization is intended to direct resources to enable each institution to achieve its Mission, Core Themes and Strategic Plans.
2. Program Prioritization shall be incorporated in the colleges and universities' annual budgeting and program review process.
3. Annual Program Prioritization updates are to be submitted to the Board by the colleges and universities on the date and in a format established by the Executive Director.

B. Board Policy III.F. Program Prioritization

The University of Idaho, Boise State University, Idaho State University and Lewis-Clark State College shall integrate program prioritization into their respective strategic planning, programming (academic and nonacademic) and budgeting processes. As part of the program prioritization process, the institutions shall conduct an evaluation of programs and services with specific and tangible objectives, and with a focus on specific evaluation criteria.

1. All academic programs shall be evaluated with an emphasis on:

a. External demand
b. Quality of outcomes
c. Costs and other expenses.

2. Additional criteria may be considered by institutions to evaluate programs. These criteria can be weighted within the evaluation process as the institution determines appropriate. Criteria may include:

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

3. Criteria for evaluation of non-academic programs may include:

a. Key objectives and how they are measured
b. Services provided and to which customers
c. Position-by-position analysis
d. Unmet needs and demands
e. Opportunities for collaboration and restructuring

f. Opportunities to share skill sets and resources
g. Opportunities for cross-training
h. Technological improvements that are cost effective
i. Process improvements to streamline operations
j. Outsourcing exploration to improve service and cut costs

These criteria may be weighted as each institution determines appropriate.

4. Academic and non-academic programs shall be evaluated and grouped into quintiles based on relative cost efficiency and effectiveness.

All program reviews shall include an indicator of which quintile the program falls into. Annual program prioritization updates shall provide a description of the progress achieved toward implementing findings and recommendations. These are to be submitted annually to the board by the institutions in a format and timeline established by the Executive Director.

5. Institutions shall conduct program prioritization at least once every five years. Final reports must include:

a. Programs that will be improved through advancements in efficiency, quality, productivity, and focus.
b. Opportunities for improvements to organizational structure and function
c. Programs considered for consolidation or discontinuation as based on cost of delivery and degree of relevance and impact.
d. Estimated institutional savings and efficiencies created through implementation of recommendations.

6. As part of program planning processes pursuant Board Policy III.Z. and postsecondary program approval and discontinuance processes pursuant to Board Policy III.G. institutions must provide the board with information on how planned and proposed program action addresses needs identified from program prioritization.

7. Program prioritization processes must involve a diverse range of stakeholder representation at each institution. Methodology will be reported to the Board and must be transparent to institution communities while meeting the outcomes defined in this section of Board Policy.

C. Rationale to Conduct Academic Program Prioritization: The University of Idaho's current budget circumstances and cost reduction efforts engage all areas of the university's operations. The majority of university expenditures are committed to the academic areas of the institution. To ensure that careful, data informed decisions are made when considering those efforts in the academic areas a task force comprised of faculty and staff led the effort to conduct and complete a program prioritization process during FY20. Information gathered during that process formed the basis of analysis for the committee in formulating recommendations regarding program closures, consolidations and potentially other actions such as investment in high performing programs.

II. Background

In 2013, the State Board of Education (SBOE) mandated that all universities engage in program prioritization as a way to address the Governor's zero-based budgeting requirement. Their intent was for

institutions to critically review their academic programs and non-academic support functions, building a culture of continuous improvement and internal reallocation to meet each institutions' highest goals and objectives instead of reliance on new monies from the State of Idaho. This approach is based on Robert Dickeson's framework for clarifying institutional purpose and setting academic priorities, described in his book *Prioritizing Academic Program and Services: Reallocating Resources to Achieve Strategic Balance*.

Program Prioritization 2013-2015: The SBOE-mandated 2013-2015 effort by interim leadership was branded "Focus for the Future" to highlight the need for a renewed approach, given the SBOE's interest in an ongoing process. The process initially resulted in a prioritization that the SBOE found to be not compliant with their guidelines. Results and analysis were revised to meet the Board's requirements and led to six moved/restructured degrees, five program consolidations, one name change and nineteen discontinued programs. For example, the closure of the Office for Community Partnerships released over $460,000 that was invested in faculty positions in international studies, the College of Natural Resources, and additional base funding for the Library. The process was heavily criticized by the UI community for being accomplished in closed door meetings among the interim provost and deans, and for inaccurate and incomplete data used to evaluate interdisciplinary programs (programs whose metrics are not captured in Banner or F&A distribution). Interdisciplinary programs were moved into colleges without measures to ensure existing students did not suffer in the transition, and without mechanisms to continue and to measure participation by faculty outside the college of program residence.

Program Prioritization 2015-2017: New leadership worked with faculty senate in 2015-16 at the behest of the SBOE to continue to improve the program prioritization process at the UI. Updates regarding this new program prioritization were provided to the SBOE in August 2015 and August 2016. UI moved into its next improvement cycle of our program prioritization process in 2017. This process is embedded in our annual budgeting cycle and has yielded significant resources that have been dedicated toward university priorities. UI assessed overall program priority by evaluation against three criteria:

1. Essentiality to the University of Idaho's mission (20% weighting)
2. Contribution to the University of Idaho's strategic plan (50% weighting)
3. Institutional financial investment in Banner departments (30% weighting)

This approach reflected the university community's desire to align our program prioritization and strategic planning efforts.

In Fall 2017, the two highest priorities identified by the University Budget and Finance Committee (UBFC) were competitive Teaching Assistant (TA) support packages and investment in faculty and staff salaries to improve market competitiveness. Program prioritization identified $2 million in funding to commit to those efforts. This funding was coupled with an additional $2 million in anticipated new tuition revenue and centrally reallocated funds, to meet the required $4 million target for increased compensation. The funding of our TA packages to competitive levels resulted in a significant increase in new graduate student enrollment in the subsequent Fall. The salary increases for faculty and staff addressed longstanding equity issues across many dimensions of our demographics. In addition, we applied a 1.86% flat rate contribution from prior year unspent general education budgets to yield $500,000 of one-time funds for updated Zoom videoconferencing resources and to address emerging needs in University Communications, the library and Staff Council.

The results of the program prioritization process informed another $5 million in permanent base general education funding reductions in Fall 2018. Given the significant base reductions required in academic programs, the Provost instituted a position control mechanism where faculty position turnover is managed at the University level rather than at the College or department level. Of the $5 million in reallocated base funding, $3 million was utilized to address ongoing tuition revenue shortfalls and the remainder was

invested in UBFC priorities, while providing a small strategic reserve for the new president. One-time unspent general education budget accumulations contributed at a rate of 6.87% to yield $1.5 million for investment in faculty start up, University Communications, the Graduate College recruiting efforts, and the College of Art and Architecture technology upgrades.

The 2015-2017 Program Prioritization Process was highly successful in generating and applying funds to priority areas. It was heavily criticized by the UI community for the lack of a supporting basis for the choice of weighting factors. Thus, the next process sought improvement in determining initial metrics.

III. Taskforce Selection and Meetings:

a. Committee Members:

Member Name (16 w/ JW & MS)	Employee Type/Work Unit	Email
Rachel Halverson, Chair	Faculty (CLASS)	rhalverson@uidaho.edu
Peter Allen	Faculty (COS)	pballen@uidaho.edu
Jim Alves-Foss	Faculty (COE)	jimaf@uidaho.edu
Linda Chen	Faculty (CBE)	lindachen@uidaho.edu
Louise-Marie Dandurand	Faculty (CALS)	lmd@uidaho.edu
Ryan Long	Faculty (CNR)	ralong@uidaho.edu
Phillip Scruggs	Faculty (CEHHS)	pwscruggs@uidaho.edu
Barb Cosens	Faculty (LAW)	bcosens@uidaho.edu
Randall Teal	Faculty (CAA)	rteal@uidaho.edu
Cindy Ball	Staff (Chemistry)	bogar@uidaho.edu
Christian Elsberry	Staff (Advancement Services)	celsberry@uidaho.edu
Kris Freitag	Staff (OSP)	kfreitag@uidaho.edu
Ginger Carney	Dean (COS)	gingercarney@uidaho.edu
Marc Chopin	Dean (CBE)	mchopin@uidaho.edu

b. **Staffing:** Terry Grieb (Chair, Faculty Senate) and Chad Neilson (Chair, Staff Council) selected committee members. They strove to ensure representation of all colleges, faculty ranks, and staff. Eight members of the committee had been assigned to serve on the UBFC.

c. **Role of Consultants:** Given their disciplinary expertise, David Yopp and Rob Ely were invited to consult with the task force to ensure the assessment methods adopted by the task force were valid statistically. Professor Yopp wasalso a member of Re-Envisioning Another Program. Prioritization (REAPP) task force which made recommendations about how to improve the program prioritization process following the efforts of 2017-18. Rob Ely attended the taskforce meeting on January 10, 2020. David Yopp and Rob Ely also met separately with the Provost to discuss possible evaluation methods for the committee to employ when evaluating program presentations.

d. **Role of the Provost:** Given the accelerated timeline for completion of the taskforce's work, the Provost was present at each meeting of the task force up until the point that selected programs were asked to make presentations to the task force, and guided the taskforce's articulation of the program prioritization process, collected and analyzed data as instructed and supplied the taskforce with

documents for review and keeping the taskforce moving forward with endorsement and/or amendment of the program prioritization process.

e. Number of Meetings/Topics Addressed:

There were six meetings preceding program presentations to the task force: December 13, 2019; January 7, 2020; January 10, 2020; February 7, 2020; February 24, 2020; and March 5, 2020.

December 13, 2019 (3 hours):

- Review of Academic Prioritization Process done in 2017, including recommendations from REAPP (re-envisioning another program prioritization) that the first stage of the process use quantitative measures and the second stage of the process use qualitative measures.
- Discussion of formation of a small committee to review programs' mission centrality. The taskforce agreed on the following composition: President, Provost, Dean, Department Chair/Head, Faculty member and Staff member. Ben Hunter will chair the committee.
- Discussion of RBA formula and populating quintiles, including not ranking individual programs within quintiles.

January 7, 2020 (3 hours):

- Review of 2017 program prioritization process: 20% mission essentiality, 50% contribution to strategic plan, 30% institutional E&G financial support.
- Review of president's charge for 2020 and REAPP recommendations. Discussion of revenue attribution based on 50% conferrals and 50% student credit hours.
- RBA Formula:

$$RBA = \frac{(Tuition + F\&A + G\&A - GenEd\ Budget)}{GenEd\ Budget} * 100\%$$

- Further discussion of weighting of conferrals and student credit hours.
- Overview of Current Process Steps Identified:
  1. Quantitative (RBA)
  2. Small Committee Determination of Mission Centrality
  3. APP (Academic Program Prioritization) formulates recommendations and identifies programs for closure.
  4. Provost shares results with IPEC and the deans.
  5. Recommendation to the President
  6. Appeal Process with the President

January 10, 2020 (3 hours):

- Rob Ely attended this meeting as a guest consultant.
- There was extensive discussion of whether the 50/50 mix of tuition and SCH is appropriate. The committee came to an agreement that the exact weighting will be set after some sensitivity testing. For the testing process, program names will be removed, consistently giving an alpha description. A sensitivity analysis will determine the weights where rankings are most stable. This will drive the discussion at the next meeting on February 7, 2020.
- The committee continued its discussion of the appeal process. It was decided that the programs identified for elimination give a presentation to the committee consisting of no more than five slides, one point per slide. The committee would work with David and Rob to develop a rubric to evaluate the presentations. Its recommendations to the president would be based on their evaluation of the presentations. These presentations also could be recorded for the president to review as he is making the final decision.

- Presentation protocols will be discussed at the next meeting.

February 7, 2020 (2 hours):

- Jodi Walker, Director of Communications, attended this meeting as a guest.
- The committee reviewed the results of the sensitivity analysis and agreed to use 54% for SCH and 46% for conferrals. This weighting appeared to produce rankings that are close to the average rank for any given program and minimized the maximum deviations from the average ranking. This weighting scheme was used to assign tuition revenue and calculate the Return on Budget Allocated (RBA). In the final analysis step, an overall ranking was determined using a weighted scoring of 80% RBA and 20% Mission Essentiality.
- The presentation process for selected programs was revisited and defined further:
  1. Maximum of 5 PPT.
  2. 10-minutes presentation; 20 minutes for Q&A.
  3. Considerations such as job placement, grad school placement, alumni giving, and philanthropy may be included in the presentation.
- The committee chose to attempt to identify $2.5 million in savings.
- It was reinforced that the information discussed by the committee is confidential.
- Next Steps:
  1. Data will be disseminated to the deans for their review. The Provost will work with them to clarify the number of programs in the fifth quintile slated for elimination.
  2. At the committee's next meeting, members will review the data: RBA, rank by RBA, rank by mission essentiality, 80/20 RBA/mission score.

February 24, 2020 (1.5 hours):

- Discussion of reports and recommendations from deans.
- The committee identified the programs in the fifth quintile that would be invited to give a presentation to the committee: Geography, Geology, Interdisciplinary Studies, Materials Science, and Music.

March 5, 2020 (2 hours):

- Jodi Walker attended this meeting as a guest.
- Current efforts on the part of the Registrar and Cher Hendricks to review the catalog and reduce the number of options and emphases were shared with the taskforce.
- Taskforce chair updated the members on the e-mails sent to Geography, Geology, Interdisciplinary Studies, Materials Science, and Music to provide additional information.
- The provost shared the decision not to ask Geology and Interdisciplinary Studies to provide additional documentation.
- The taskforce agreed to review the additional documentation provided by Geography, Materials Science and Music and to complete a poll to indicate whether they felt the program needed to present to the taskforce. Polling results determine which programs present to the taskforce.
- The taskforce finalized the presentation format:
  1. Pre-Presentation Taskforce Discussion (30 Minutes)
  2. Program Presentation (10-minute presentation; 20 minutes for questions from the taskforce)
  3. Post-presentation Discussion to Articulate Recommendation (30 Minutes)

Presentation Schedule:
Geography –Wednesday, April 1, 2020
Materials Science – Friday, April 3, 2020
Music – Monday, April 6, 2020

IV. Resulting Recommendations:

Programs closed in recent past but still on inventory (clean up and standard processes)

J.D. Law-Litigtn & Alt Disp Res Emph

LL.M. Law

M.S. School Counseling

M.Ed. School Counseling

Grad Academic Certificate Adv Materials Technology

P.S.M. Nat Res & Envr Science

B.S. Music-History & Lit Emph

Emphasis Areas to be removed or merged

B.S. Physics-Applied Physics Emph

B.A. Organizational Sciences

Programs to be Discontinued Voluntarily (did not request appeal to Taskforce)

M.A. Philosophy

Grad Academic Certificate Analog Integrated Circuit Dsgn

Grad Academic Certificate Organizational Dynamics

Grad Academic Certificate Bioregional Plng & Commun Design

Grad Academic Certificate Urban Design

M.S. Bioregional Plng & Commun Design

M.S. Rehab Couns & Human Services (1 Tenured Faculty separation – found new position as part of transition of the program to ISU)

Program recommended for merger/restructuring by Academic Program Prioritization Taskforce

B.S. Geography – will be merged with Geology

Ph.D. Geography – will be merged with Geology

Geography

1. Ballot Results:[1]
    a. Materials submitted were adequate to take action: 12 voted “yes”; 1 voted “no.”
    b. Recommendation: 0 voted to “Close the program”; 13 voted to “Adjust the program for success.”

[1] Please note that one APP Taskforce member abstained due to conflict of interest.

2. The APP Taskforce supports Geography's plan to merge with the Department of Geology, rebrand its major, and intensify its recruitment efforts. This produces a cost savings of circa $70,000 (Administrative Coordinator; Chair's stipend).
3. The taskforce recommends that Geography explore additional steps to increase its RBA. Suggestions include, but are not limited to (note that to improve RBA in the short term, a and b would need to result in reductions in number of faculty):
    a. Increasing teaching loads;
    b. Increasing class size;
    c. Reducing general education expenses;
    d. Increasing grant funding.

4. Annual review of the program should be undertaken to ensure that the changes implemented are producing the desired cost efficiencies and program effectiveness.

Note: Geography and Geology will merge to form a new academic department which will realize some cost savings for administrative costs and offer opportunity to build on shared research interests. The Geography faculty will be reduced via non-renewals of probationary tenure track faculty and non-tenured faculty.

Program recommended for closure by Academic Program Prioritization Taskforce

B.S.M.S.E. Materials Science & Engr (6 Tenured/Tenure Track Faculty will be issued nonrenewal pending SBOE approval)

Materials Science

1. Ballot Results:
    a. Materials submitted were adequate to take action: 13 voted "yes"; 1 voted "no."
    b. Recommendation: 9 voted to "Close the program"; 5 voted to "Adjust the program for success." These are the only two choices on the ballot. The next bullet indicates that the committee was in agreement with recommending the College's plan.
2. With the understanding that a graduate program in Materials Science and Engineering in Idaho Falls will not require general education funds, the APP Taskforce is unanimous in its support of the College of Engineering's plan to eliminate the B.S. Materials Science and Engineering on the Moscow campus and to move the Ph.D. Materials Science and Engineering to Idaho Falls.
3. The APP Taskforce recommends annual review of the graduate program in Idaho Falls by the taskforce, the dean, and the department chair to assess its viability.

Progam recommended for adjustment for success by the Academic Program Prioritization Taskforce

Music

1. Ballot Results:
    a. Materials submitted were adequate to take action: 8 voted "yes"; 6 voted "no."
    b. Recommendation: 4 voted to "Close the program"; 10 voted to "Adjust the program for success."
2. The potential for improved fiscal performance was unclear from the information presented by the Director of LHSOM in response to the taskforce's questions. The Task Force recommends that the LHSOM and CLASS leadership work to clarify the expected outcomes from the proposed adjustments and to explore additional measures beyond efforts to increase enrollment to improve

the RBA. More information, for example, is necessary to determine whether eliminating B. Mus. Music Business Arts and Administration, Entrepreneurship emphasis, and General emphasis would produce a cost savings.

3. The APP Taskforce would like to emphasize that steps need to be taken to increase RBA and ensure the financial viability of the program. Short-term measures to improve RBA cannot rely on possible future increases in enrollment. Steps need to be taken to decrease costs and to increase revenue to ensure the financial viability of the program. The APP Taskforce recommends annual review of the LHSOM to assure budgets are reduced and revenues monitored appropriately.

V. Recommendations for Improving Academic Program Prioritization

The APP Taskforce offers the following recommendations for future APP processes:

1. We recommend that the APP Taskforce be convened annually to ensure that the process is continually updated and refined to produce consistent and useful information to improve the delivery and cost efficiency of academic programs. To provide continuity we recommend that the APP Taskforce members be appointed for 3 years, and to stagger appointments so that 1/3 of the Taskforce rotates onto and off the taskforce each year. Managing taskforce membership and appointments in this way will ensure at any given time institutional memory is embedded within the taskforce, while enabling a diverse and evolving contingent of faculty and staff to be engaged in the program prioritization process.

2. Quantitative and qualitative data considered during the last three program prioritization efforts have changed markedly. We recommend that university leadership work with faculty leadership and representatives of college level leadership to identify criteria that may be relied upon for more than one program prioritization cycle to inform decisions and recommendations related to program closure, investment, and related decisions. In particular, we recommend a reexamination of the use of the weighting of various factors. Despite criticism of the use of weighting in the 2015-2017 process, the 2020 process continued to do weighting (albeit at a reduced level). If weighting is used, we recommend establishing a basis for the weight of each metric that can be clearly articulated and transparent when explained to a general audience. An arbitrary weighting should not be considered sufficient.

3. We recommend an effort to acknowledge and count the interdisciplinary work that occurs outside or across programs and departments. The 2015, 2017, and this 2019/20 process have all shown that the University does not collect metrics for interdisciplinary work. Banner does not track this work and F&A is not tracked beyond the lead PI. If financial metrics are to be used for evaluation and if the University seeks to continue to hold out interdisciplinarity educational opportunities and research to be among its strengths, we must have a reliable and easily accessed means of determining:
    a. grant collaboration outside or across programs;
    b. graduate advising outside or across programs;
    c. degree/certificate/emphasis participation outside programs;
    d. and creative and scholarly activity that raises UI's reputation in areas with limited funding

4. We recommend that the next APP Taskforce reflect on whether program with concentration is the appropriate level of review and suggest that the taskforce solicit input from the deans as to which level is most appropriate to avoid arbitrary assignment of costs and benefits. The current process

looked at certificates, degree emphasis/concentrations, and all individually named degrees offered at the University. The committee recognizes that University funding models do not naturally align with degree programs, especially when those degrees are interdisciplinary in nature.

5. We recommend that future program prioritization processes provide more time for review of programs and documents, and have times set aside to meet with only members of the taskforce present early in the process. In addition, the timeline forced parallel rather than sequential processes between APP and the efforts of Colleges to meet budget reductions. This resulted in use of data prepared for APP, but not yet vetted or finalized by APP, by some deans as they considered their budget reduction strategies. We recommend future prioritization processes provide timelines that allow for deliberative, sequential processes and that provide more transparency in the data (i.e. provides a full data set) and spreadsheets. Specifically, the academic program prioritization process should be completed before budget reallocation processes take place. It is important for a future APP committee to review the data sets and models used so that they can further refine the metrics and ensure that we are collecting data that accurately informs a program prioritization process that best aligns with the university mission.

APPENDIX I

President's Charge to the Academic Program Prioritization Taskforce: Develop a two-step process:

1. Use quantitative metrics (program majors, Student Credit Hours (SCH) taught, research expenditures, F&A (Facilities and Administrative revenue associated with grants) generation, degree production, etc.) to do initial identification of programs upon which to focus additional analysis and potential closure.
2. Use additional qualitative metrics (program quality, national reputation, potential future growth, etc.) to recommend potential closures to IPEC.

Wiencek, John (johnwiencek@uidaho.edu)

From: Wiencek, John (johnwiencek@uidaho.edu)
Sent: Tuesday, April 14, 2020 3:03 PM
To: Green, Scott (scottgreen@uidaho.edu)
Cc: Lawrence, Torrey - VPF (tlawrence@uidaho.edu); Salisbury, Kimberly (kims@uidaho.edu); Stout, Mary (stoutm@uidaho.edu); Grieb, Terrance (tgrieb@uidaho.edu); Ewart, Daniel (dewart@uidaho.edu); Mahoney, Trina (tmahoney@uidaho.edu); McFadden, Mary Kay (marykaymcfadden@uidaho.edu); Ritts, Bradley (ritts@uidaho.edu); Nicotra, Jodie (jnicotra@uidaho.edu); Neilson, Chad (clneilson@uidaho.edu); Lockhart, Jacob (jacobl@uidaho.edu); Tibbals, Charles (ctibbals@uidaho.edu); Stout, Mary (stoutm@uidaho.edu); Foisy, Brian (brianfoisy@uidaho.edu); Halverson, Rachel (rhalverson@uidaho.edu); Sammarruca, Francesca (fsammarr@uidaho.edu); Espinoza, Joana (jespinoza@uidaho.edu)
Subject: Recommendations regarding Academic Program Prioritization
Attachments: APP Taskforce Report 2020.docx; Appendix APP Final Report.pdf

Dear President Green,

The Institutional Planning and Effectiveness Committee (IPEC) as well as the Academic Program Prioritization (APP) Taskforce submit to you the final report (attached) written by the APP Taskforce for your consideration.

IPEC met on April 13, 2020 to consider the recommendations of the report. IPEC was strongly in favor of accepting the recommendations of the APP Taskforce while offering its own additional recommendations. The vote was as follows: 9 in favor and 1 against (explained later). The additional recommendations follow:

1. The report focuses on roughly 20 programs out of 66 total programs in the Fifth Quintile (Q5). The other 45 programs were not named in this report because the APP Taskforce wanted to limit the exposure of these other programs as part of the process since they were deemed deserving of exemption or additional time to improve. One member of IPEC was reluctant to agree with the report, especially the rationale for excluding many of the Q5 programs from Step Two and closure consideration. It was recommended to give a summative table as an addendum to the report that articulates the disposition categories for Q5 programs and the numbers in each category. This table is below which will be included via this memo as an additional appendix to the report:

Q5 Disposition Category	Number of Programs in Category
Closure	10 (8 voluntary and 2 Material Sci programs)
Merger	7 (2 Geography, 5 in progress already)
Recently Discontinued	7
Newly Formed Program	15
Built Solely on Pre-existing Courses	8
Emphasis – Remove or Merge	2
Other Rationale for More Time	17

2. The merger of Geography and Geology opens up some intriguing possibilities even beyond the College of Science. IPEC recommends that a Presidential workgroup explore broader possibilities for such a merger.

3. Given the many Music related programs in Q5 and the lack of a plan coming from the School of Music, IPEC encourages you to engage with the Dean of CLASS to formulate an action plan to address the low RBA of the School of Music holistically.

There are numerous recommendations for continued improvements to the APP process within this report and the Taskforce recommends turning this activity into a standing committee. In addition, a parallel process needs to be run for non-academic programs consistent with the SBOE expectations. Given the unanticipated efforts that were directed towards COVID-19, IPEC recommends picking up these matters during the next Fiscal Year.

At this point, it is important that you communicate to the three academic areas that met with the APP Taskforce about your disposition in each of these cases. The programs should be offered a chance to meet with you after you relay your decision to them, so that they can make a case for reconsideration if they desire. Although the Taskforce only recommends closure of one of these programs, it certainly understands that its role is advisory and that you may opt to close other programs or to not close any program.

We hope this report meets your expectations. If you require any additional work, please reach out.

Sincerely

IPEC

University of Idaho

TO: University of Idaho Faculty and Staff

FROM: Scott Green, President

DATE: April 30, 2020

SUBJECT: Program Prioritization Recommendations Approved

The University of Idaho's mission is to deliver education, outreach and research that benefits the people of Idaho. From our deep and unwavering commitment to agriculture to our recent focus on cybersecurity, we have continued to evolve and adapt to meet the changing needs of Idaho throughout our history. It is our responsibility to ensure that everything we do is relevant, cost-effective and impactful. That requires regular review and assessment of our offerings.

Thank you to outgoing Provost John Wiencek for leading the complex process of evaluating 338 academic programs these past few months. I especially appreciate the work of the Program Prioritization Task Force. Led by Rachel Halverson, department chair of Modern Languages and Cultures, the task force conducted a detailed assessment of designated programs and provided a thoughtful slate of recommendations for me to consider.

In general, the recommendations include:

- Ongoing monitoring of 39 programs;

- Restructuring three programs;
- Merging eight academic units into four, making the programs financially stronger and more efficient; and
- Closing 10 programs, eight of which were submitted voluntarily by the dean of the respective college.

The Impact

While cost savings is not the main reason for engaging in this process, it is an outcome that is especially helpful in the current environment. Total cost savings expected from Program Prioritization changes are expected to be $1,591,000 realized over time as the changes are implemented and courses are taught out.

The deans used the Program Prioritization results as a tool to meet their $15.74 million in budget reduction goals, representing the majority of our overall campus budget reduction goal of $22 million for FY21. This approach demonstrates the commitment and resiliency of our community to make tough choices in hard times.

The Process

The task force of nine faculty, three staff and two deans began meeting in late 2019 to refresh the Program Prioritization process.

The task force implemented a two-step evaluation process. The first step focused on quantifying sources of revenue and contrasting revenue with expenditures, summarized by a metric referred to as “Return on Budget Allocated” or RBA. For programs with substantial negative RBA, additional analysis was conducted in a second step.

Step two included an opportunity for deans to self-identify programs for closure or significant change in curriculum or

structure. In addition, some recently established programs without the degree conferrals vital to the calculation of RBA were removed from further review.

Representatives from three program areas were invited to meet with the task force to discuss qualitative issues, contribution to the University of Idaho's mission and other mitigating factors. Following those discussions, the task force forwarded clear recommendations for all three programs to the Institutional Planning and Effectiveness Committee (IPEC). IPEC supported those recommendations and forwarded them to me. I approved the following actions based on those reports:

- Materials Science: All programs and degrees within this discipline will be closed, with appropriate approvals from the Idaho State Board of Education. Students in Material Sciences will be taught out to degree completion with care and attention to their individual needs.
- Music: Individual programs or emphases within this large program will be reviewed and a consolidation plan implemented. Consolidated programs will continue to improve degree completion and incorporate additional budget reductions.
- Geography and Geology: These two departments will be merged, and faculty will work on programmatic integration and improvements for the future.

As a final step in this process, I offered to meet with each program to discuss this decision. I appreciated that some faculty and program leadership shared their views on the recommendations.

The top priority now is to implement these changes with our students and their continued success as the focus. In addition,

improvement in the programs identified for restructuring is vital not only to the future sustainability of those individual programs, but also to the future of the university.

We value every program at U of I and those who work within them, which makes these decisions even more difficult. Despite our best attempts at mitigation, though, they will have a real impact on our students and the careers of our colleagues. And yet, the value of continuous program assessment and improvement is also real, not only in times of scarce resources but also as a spark for innovation and collaboration. We have been evolving as an institution for more than 130 years; embracing the possibilities of regular assessment and adaptation will ensure we not only survive, but thrive, as a prosperity engine for Idaho and beyond for the next 130.

Scott Green,
President

president@uidaho.edu
uidaho.edu/president

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OFFICE OF THE PRESIDENT
875 Perimeter Drive MS 3151
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208-885-6365
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Date: Tuesday, May 27, 2020

To: Torrey Lawrence, Interim Provost & Executive Vice President

From: Scott Green, President

Subject: Final Program Change Decisions

Based on the recommendations of IPEC, the Academic Program Prioritization Taskforce, and budget plans submitted by deans to meet budgetary challenges, I approve the closure, merge, or restructure of the following programs and departments:

PROGRAM CLOSURES

Program/Degree	College	Department
B.S.M.S.E. in Materials Science M.S. in Materials Science Ph.D. in Materials Science Minor in Materials Science M.S. in Metallurgical Engr. Minor in Metallurgical Engr.	ENGR	Chemical and Materials Engineering
Grad Cert Adv Materials Technology	ENGR	Chemical & Materials Engineering
Grad Cert Analog Integrated Circuit Design	ENGR	Electrical & Computer Engineering
B.A. Organizational Sciences	CLASS	Psychology & Comm. Studies
M.A. Philosophy	CLASS	Politics & Philosophy
Grad Cert Organizational Dynamics	CLASS	Psychology & Comm. Studies
Grad Cert Bioregional Plan & Comm Design Grad Cert Urban Design M.S. Bioregional Plan & Comm Design	CAA	Bioregional Planning & Community Design
M.S. and M.Ed. Rehab Counseling	CEHHS	Leadership & Counseling
LLM Law	LAW	--
J.D. Law-Litigtn & Alt Disp Res Emphasis	LAW	--

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

MERGERS

Departments/Schools	College
Geography and Geology	COS
Statistical Science and Mathematics	COS
Food Science and Animal & Veterinary Science	CALS
Chemical Engineering and Biological Engineering	ENGR

REORGANIZATION

Programs	College
Programs within School of Family and Consumer Sciences	CALS
Engineering programs located in Idaho Falls	ENGR
Move Management Information Systems to the Business Department	CBE