PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2022

TAB	DESCRIPTION	ACTION
1	BOISE STATE UNIVERSITY ANNUAL REPORT	Information Item
2	IDAHO DIVISION OF CAREER TECHNICAL EDUCATION ANNUAL REPORT	Information Item
3	IDAHO PUBLIC CHARTER SCHOOL COMMISSION ANNUAL REPORT	Information Item
4	LEGISLATIVE UPDATE	Action Item
5	STEM ACTION CENTER – SUMMER SCHOOL/AFTER SCHOOL COLLABORATIVE LEARNING LOSS PROPOSAL	Action Item
6	BOARD POLICY I.P. – INDIAN EDUCATION COMMITTEE – FIRST READING	Action Item
7	BOARD POLICY – BYLAWS – FIRST READING	Action Item
8	K-20 EDUCATION STRATEGIC PLAN	Action Item
9	EDUCATOR PREPARATION PROGRAM – EFFECTIVENESS REPORT	Action Item
10	TEMPORARY RULE – OMNIBUS FEE RULE – CONDITIONAL	Action Item

PPGA TOC Page 1

PLANNING, POLICY AND GOVERNMENT AFFAIRS FEBRUARY 17, 2022

BOISE STATE UNIVERSITY

SUBJECT

Boise State University Annual 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 Boise 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

Boise State University's strategic plan drives the University's planning, programming, budgeting and assessment cycles, and is the basis for the institution's annual budget requests and performance measure reports. Although the timeline for the University's prior strategic plan, Focus on Effectiveness, has lapsed, the goals of that plan continue to guide the University as it prepares to begin the strategic planning process anew.

IMPACT

Each institution annual report provides the Board with an update on the institution's progress in meeting their strategic plan goals and efforts toward program prioritization.

ATTACHMENTS

Attachment 1 – Boise State University Annual Progress Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.M. requires each institution and agency to report to the Board annually on "progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations."

The institution annual progress report gives the Board the opportunity to discuss advancement 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.

BOARD ACTION

This item is for informational purposes only.

February 2022

ANNUAL PROGRESS REPORT

2 STRATEGIC PLAN IMPLEMENTATION

- 3 Improve Educational Access and Student Success
- 24 Innovation for Institutional Impact
- **30** Advance Research and Creative Activity
- 33 Foster Thriving Community
- **39** Trailblaze Programs and Partnerships
- **4.4** PROGRAM PRIORITIZATION PROCESS
- 50 INSTITUTIONAL DATA
- 53 UNIVERSITY ADVANCEMENT
- 55 COLLEGE HIGHLIGHTS
- 60 NEW FACILITIES



CONTEXT

Since providing our last Annual Progress Report to the Board, Boise State University, as all Idaho universities, continued to operate in the face of a global pandemic. Even in these challenging times, Boise State University successfully developed and started implementing Blueprint for Success 2021 - 2026, our new strategic plan, and completed a year-long process of program prioritization. Our new mission and vision as well as the Blueprint for Success were approved by the State Board of Education in the June 2021 Board meeting. We seized the opportunity during these periods of adversity to learn new ways of serving our community and introduced those insights into our new plan with the goal of helping Idaho thrive and our students succeed.

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

VISION: To be a premier student-success driven research university innovating for statewide and global impact. To be a premier student-success driven research university innovating for statewide and global impact. The trailblazing, innovative character that has always defined Boise State will help us foster student success, advance Idaho and Idahoans, and strengthen our culture of innovation and impact.

STRATEGIC PLAN IMPLEMENTATION

Blueprint for Success and the Board's clear direction in Complete College America's (CCA) "Momentum Pathways Project" have given us guidance up to this point and our future strategic plan will be informed by the goals that preceded it.

Goal #1: Improve Educational Access and Student Success.

Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

toward the achievement of this goal, and we have intentionally aligned our efforts with the Complete College America (CCA) Game Changer strategies.

The SBOE's adoption of Complete College America's "Momentum Pathways Project" has shaped our work.

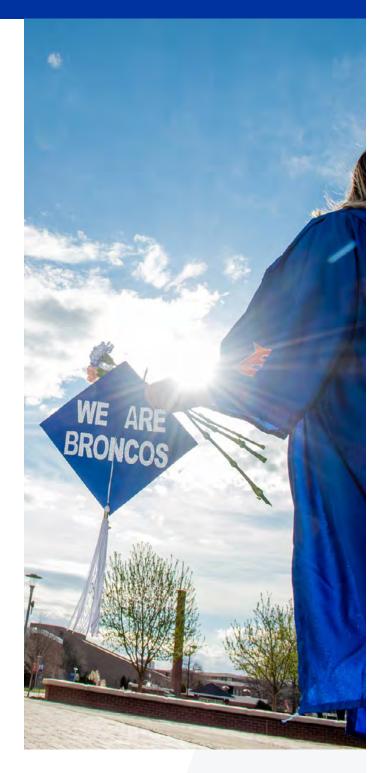
Moreover, CCA's recent focus on the importance of reducing the equity gaps experienced between

Boise State is investing significant effort and resources

Moreover, CCA's recent focus on the importance of reducing the equity gaps experienced between different student populations is guiding our work on the development of a new strategic enrollment and retention plan. In addition, Boise State is a member of the Powered by Publics Coalition of the Association of Public and Landgrant Universities (APLU), which has a focus similar to that of CCA: increase the number of college graduates and close equity gaps.

Our coverage of Goal #1 has the following sections:

- 1. Overall progress relative to this goal.
- Development of a Strategic Enrollment and Retention Plan addressing the importance of equity in college attainment.
- 3. Update on "Game Changer Strategies" our status, description of current activities, and plans relative to the six Game Changer Strategies that constitute the Momentum Pathways Project.





BOISE STATE UNIVERSITY Annual Progress Report | 2



OVERALL PROGRESS

We are very proud to have played a key role in contributing to the **college attainment rate for Idaho.** Boise State confers more than half of all baccalaureate degrees from public institutions in Idaho. The number of baccalaureate graduates from Boise State has increased every year over the past decade, with a stunning overall **increase of 55 percent** from 2010-11 to 2020-21. Boise State has exceeded the targets put forth by

the SBOE in August 2010 as part of the overall strategy of achieving the state's 60 percent goal.

The SBOE targets, which spanned 2009-10 through 2019-20, galvanized Boise State's efforts to increase the number of students we graduate. A new set of targets resulted from Boise State's participation in the APLU's effort to increase the number of graduates nationwide; those targets are depicted in the graph. The graph also shows that to achieve those targets will require a continued increase in the size of our incoming cohort and/or a further increase in our graduation rate. Without such increases, Boise State's annual number of baccalaureate graduates will level off at about 3.800.



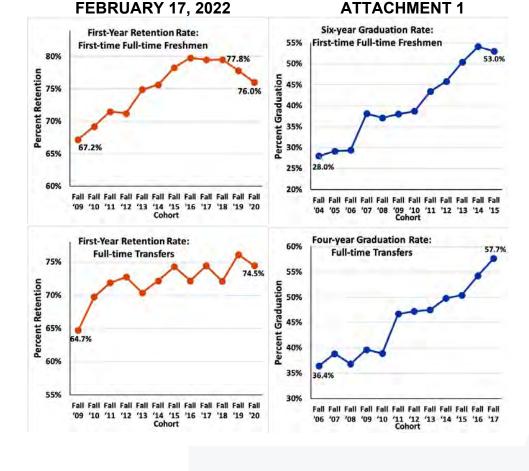


PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

The increase we have already seen in baccalaureate graduates has been, in large part, a result of substantial increases in Boise State's retention and graduation rates, as well as the number of students who enter the university, as shown below. A slight decline in the first-year retention rate in the last three years has certainly been impacted by the global pandemic.

Six-year graduation rate for the first-time full-time freshmen *nearly doubled*,

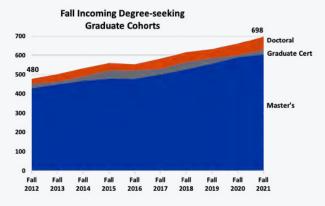
increasing from 28 percent for the Fall 04 cohort to 53 percent for the Fall 15 cohort. The four-year graduation rate for the full-time transfer students reached the all-time high rate of 57.7 percent for the Fall 17 cohort.

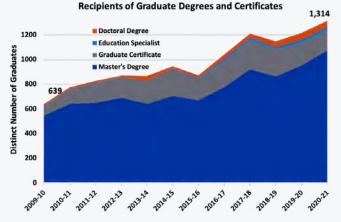


Fall Incoming Degree-seeking Undergraduate Cohorts 5,000 4,916 4,500 4,000 3.768 3,500 First Time 3,000 2.500 2,000 1,500 1,000 Transfer 2013 2014 2015 2016 2017 2018 2019 2020

Graduate-level programs are also an important aspect of serving Idaho and Idahoans, and Boise State continues to develop a variety of new programs.

The number of graduates from those degree and certificate programs has *nearly doubled* over the last decade.





BOISE STATE UNIVERSITY Annual Progress Report | 4

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Blueprint for Success specifically and intentionally calls for the creation and enactment of a comprehensive strategic enrollment and retention plan as a significant strategy to make progress on the goal of improving educational access and student success. The development of a Strategic Enrollment and Retention Plan (SERP), led collaboratively by Student Affairs and Academic Affairs divisions, started in earnest in summer and fall of 2021. During the spring 2022 semester, six working groups will generate strategies to address the strategic goal of improved retention and graduation, with a specific focus on the closing of equity gaps. The six working groups will be focused on 1) Student Development, Connections, and Wellbeing
2) Academic Advising and Student Transitions 3) Academic Experience and Career Readiness

2) Academic Advising and Student Transitions 3) Academic Experience and Career Readiness
4) Academic Programming and the Student Learning Experience 5) University Infrastructure, Policies and Processes 6) University Recruitment and Outreach.

As noted, an important focus of the SERP is the identification of strategies designed to the close equity gaps, which are discrepancies in access, retention and graduation rates (among other student success indicators) by demographic or student characteristics, such as socio-economically disadvantaged students, underrepresented minority students, rural students, first-generation students, etc. There are two primary reasons for a focus on equity gaps. First, one of the recommendations Boise State received in response to our 2019 accreditation review was a requirement that we address equity gaps. Second, there are important societal impacts of these inequities, as follows:

- Education is key to providing Idahoans the opportunity to develop the talents and skills necessary
 for employment. Education can have a transformational impact on students (and their families) in
 terms of employment opportunities and upward economic mobility. Students from all backgrounds
 must have the same access to and support for pursuing a college education, or they miss out on the
 opportunity to develop those skills and talents, develop their full potential, and give back to our great
 state.
- Education is key to increasing the size and competence of the state's workforce, as is captured in Idaho's 60% goal. Increasing the rate of college attainment in all groups, especially those populations that are presently underrepresented populations with respect to college attainment, is the most impactful way to increase the size and competence of the workforce, and achieve our state's 60% goal.

The equity gaps of four underserved groups will be addressed: Rural Idahoans, First Generation in College, Low Income/High Financial Need, and Hispanic/Latinx.

For each of the four, (i) the underserved group represents a substantial fraction of Idaho's population, (ii) there is a substantial gap in college attainment between the underserved group and the majority population, and (iii) there is evidence of a substantial gap in access to Boise State and/or in retention and graduation from Boise State.

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BOISE STATE UNIVERSITY Annual Progress Report | 5

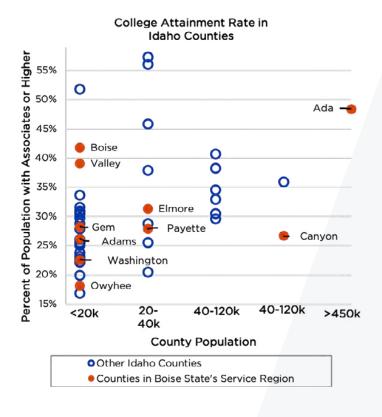


A single mother of three boys, Mandy Fulbright works for the Department of Education in Boise where she finds pathways for non-traditionally certified teachers to teach in Idaho.

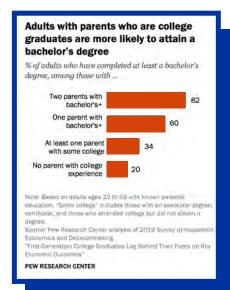
Fulbright enrolled in the Community Impact
Program on the way to finishing her bachelor's degree in multidisciplinary studies and a credential of readiness through Boise State's Harvard Business School Online. The program saved her another commute to Boise and, thanks to its scholarship program, tuition

Rural Idahoans. The percentage of Idahoans with an associate's degree or higher varies widely from county to county, from less than 20% to over 55%. The rate of college attainment in Idaho's rural counties tends to be substantially lower than that in urban counties, as shown in the graph. And in Boise State's 10 county service area, the percentage varies from 18% in highly rural Owyhee County to 48% in relatively urban Ada County. A notable exception to this trend is the relatively urban Canyon County, which has a rate of college attainment on par with counties that are much more rural.

A key reason for this trend is that rural Idahoans are, in general, geographically distant from institutions of higher education thereby precluding commuting to college and limiting participation to those able to move closer to a college or enroll in an online program, with the exception of new programs that are designed to deliver education in rural communities, like our **Community Impact Program.**





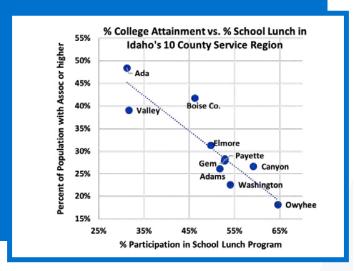


First Generation in College. This graphic, from the Pew Research Center, shows that the likelihood of being a college graduate is more than 3 times higher for those with at least one parent with a bachelor's degree. Therefore, unless we can break that cycle,

those families without college-educated parents will tend to have children who are not college educated, across generations, thus, not able to receive value and benefits that comes with college education. And those families will see less of the value that would come from a college education.

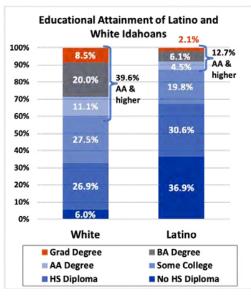
Low Income/High Financial Need.

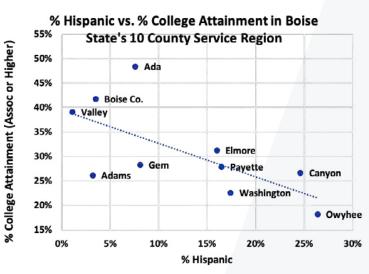
National data indicate that attainment of a bachelor's degree is 5 times higher for those from the highest family income quartile than for those from lowest family income quartile. The graph below shows a similar trend. Participation in the school lunch program is a reasonable proxy for higher financial need. And among the counties in Boise State's service region, the counties with the highest participation in the School Lunch Program are those with the lowest level of college attainment.



Underrepresented Racial/Ethnic Minority (URM). Members of two groups comprise the bulk of Idaho's underrepresented minorities: Hispanic/Latino and Native American. The accompanying graph shows statewide data that indicates that Latinos have a level of college attainment less than a third that of Whites.

The second graph shows that in Boise State's 10-county service region, counties with a higher percentage of Hispanic residents tend to have a lower rate of college attainment.





BOISE STATE UNIVERSITY Annual Progress Report | 7

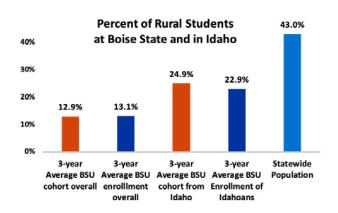
Boise State University's Role in Closing Idaho's Equity Gaps

Because Boise State confers more college degrees than any other public institution in Idaho, we play a key role in helping to raise the level of college attainment of Idahoans in general and of the four groups we have identified as having substantially lower levels of college attainment. Our path forward requires that we focus energy on (i) **increasing college attendance** among those students who are typically less likely to attend college in the first place and (ii) **increasing successful retention and graduation** among those students typically less likely to graduate. The data that follow demonstrate the magnitude of the task before us.

Gaps in Access to Boise State University

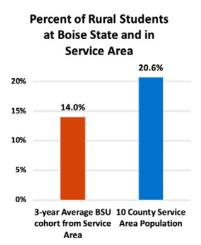
Two types of data will be used to demonstrate the current gaps in the access to Boise State of underserved groups. First, for Rural Idahoans and Hispanic/Latinos, demographic data enable us to compare the percent of the population at the state and the service-region levels to the composition of Boise State's student body and incoming cohorts. Second, for all four underserved groups, we will show the trends over time in the composition of our incoming student cohorts.

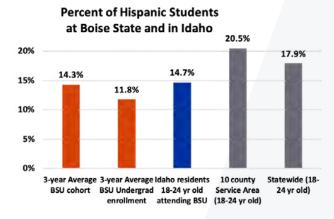
The graphs below show that the composition of Boise State's incoming cohort (first-time and transfer combined) and degree-seeking undergraduate enrollment significantly differ from the composition of the population in Idaho and in Boise State's 10-county service area. The percentages of rural students in Boise State's cohorts and enrollment are significantly below the percent of the population in rural areas.



The graph on the right shows a similar pattern in comparing the percent of Hispanic students in Boise State's incoming cohorts and student enrollment to the composition of Boise State's 10 county service area and Idaho's population (census and enrollment data are from OSBE's Demographic Characteristics of Idaho's Four-Year Postsecondary Students report). As shown, Hispanic students at both Boise State are underrepresented when compared to the surrounding area (10 county service area and overall state).

For both underserved groups, it is clear that Boise State needs to **increase its enrollments** of these students in order more equitably **to serve Idaho and its residents**.





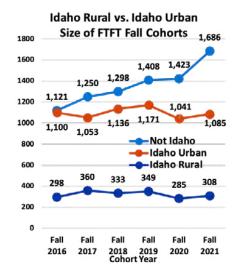
*18-24 year old data are from OSBE's Demographic Characteristics of Idaho's Four-Year Postsecondary Students report

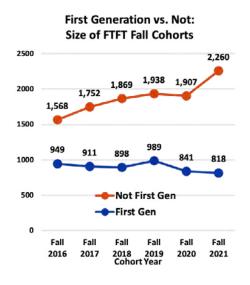
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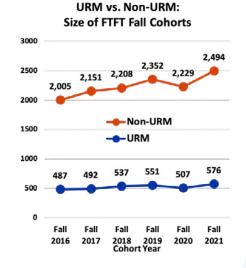


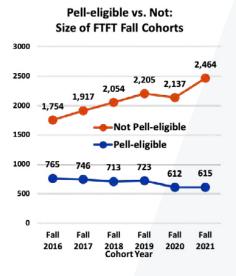
The fall cohorts of first-time full-time degree-seeking students

The following graphs depict the sizes of incoming fall cohorts of first-time full-time degree-seeking students. As can be seen in all four graphs, the size of the cohorts of underserved groups has remained flat or has gone down whereas the size of the majority groups has gone up.









BOISE STATE UNIVERSITY Annual Progress Report | 9

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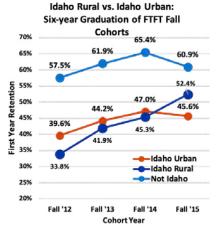
Gaps in Graduation Success at Boise State University

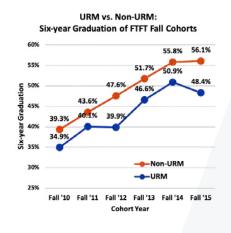
Three types of data are typically used to depict the size of equity gaps in retention, progress, and graduation: **first-year retention rate**, **six-year graduation rate**, and the trend in the **number of graduates**. However, for the sake of brevity, we will present data only for the six-year graduation rate. Note that impacts on six-year graduation rate will be closely related to impacts on first year retention rate. And in combination with trends in cohort size, six-year graduation rate is a key determinant of the number of graduates.

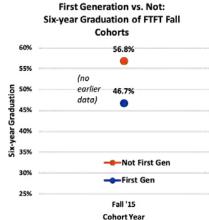
Several patterns are apparent in the accompanying groups.

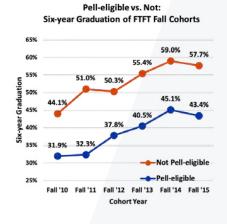
- Students from rural areas of Idaho have a graduation rate that is comparable to that of students from
 urban areas of Idaho, indicating a relatively small gap, if any, in graduation success of rural students.
 Therefore, Boise State needs to focus its efforts on increasing access for rural students while also
 ensuring the continued graduation success of those rural students who do attend Boise State.
- There is a substantial 7.7 point gap in graduation rate between underrepresented minority students and majority students of the Fall 2015 cohort. Therefore, our efforts need to focus on increasing access (as demonstrated above) as well as **closing the gap in graduation success**.
- There is an even greater 10.1 point gap in graduation rate between first generation students and continuing
 generation students of the Fall 2015 cohort. Again, our efforts need to focus on increasing access to first
 generation students as well as closing the gap in graduation rates.
- The greatest gap in graduation rate, 13.3 points, is between Pell-eligible students and those who are not Pell-eligible, **indicating the importance of financial challenges** that face students of low-income families.













SERP Timeline

Working groups were launched in early December and will work throughout the spring of 2022 with the goal of forwarding their recommendations by mid-May. A final report will be submitted to executive leadership in June of 2022 for their consideration.

WORK ALREADY IN PROGRESS

Boise State's work to address equity gaps includes a variety of actions, many of which are listed below:

Increased need-based financial aid

In the last 18 months, the university has received about \$10.3M in gifts and pledges for need-based scholarships; of that, \$4.2M is for scholarships with an Idaho residency preference or requirement. A key component of our need-based financial aid is our True Blue Promise scholarship, which has the goal of ensuring support for all qualified Idaho college students, eliminating the financial barrier to their success. Scholarships remain our highest fundraising priority.

Expanded institutional scholarships

Effective fall 2022, our keystone institutional scholarships for Idaho residents (Presidents and Deans scholarships) will be extended from 2-year to 4-year awards.

A focus on rural communities

In fall 2020, we launched the **Community Impact Program (CIP)**. We engaged in dialogue with three communities — McCall, Mountain Home and Payette — to learn their educational needs. In response to those needs and in collaboration with local community and economic leaders, we are delivering a hybrid-format program that continues to grow in scope and impact.

- Year 1 outcomes: Of the 16 students enrolled in the fall 2020 cohort, 1 student graduated, 14 remain engaged with higher education in fall 2021, and 1 "stopped out" for personal reasons.
- Twenty-eight (28) students with an average age of 30 enrolled in the fall 2021 cohort. They include students who are overcoming a variety of barriers: first generation students, underrepresented populations, 2021 high school graduates, mothers of young children, military spouses, returning adults, and students returning after a "gap year." The goal is to enroll an additional 45 students for fall 2022.
- CIP students received a scholarship that cut their per-credit cost in half.
- Consistent with year one results, the program has a demonstrated impact on students beyond those enrolled: the go-on rate from these three communities increased by an average of 21 percent, whereas the go-on rate in three similar, non-CIP communities (communities that are similar but are not part of the program) decreased by as much as 50 percent. This type of engagement, programming, and support works, as also shown by national data and in other similar programming.
- - first generation students
 - underrepresented populations
 - mothers of young children
 - military spouses
 - returning adults

Students are participating in a year-long team project focused on "making a positive impact in your community." This project engages students with their local community to solve challenges and/or provide answers to pressing questions. The students will present their findings and outcomes in summer 2022.

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- Students will participate in a summer Entrepreneurship course and will explore the entrepreneurial
 mindset and be introduced to establishing an entrepreneurial start-up in their community.
- The CIP program has created considerable interest among local business owners seeking advice from
 Boise State faculty members and community-based problem-solving from students in the program. In
 response, we have created a new non-credit community leadership program that can be offered as a
 stand alone program or in concert with existing local leadership programming sponsored by Chambers
 of Commerce, etc. These offerings are being provided at no cost to partnering CIP communities and
 provide direct access to Boise State expertise.
- A large employer in the McCall/West-Central Mountains region has engaged with Boise State through CIP and the College of Business and Economics to develop a "world class" Resort Operations and Hotel Management (ROHM) program. This program is in active development, already approved by the internal curriculum process and planned to launch in fall 2022.



Recruitment of students from underrepresented groups includes the following activities by the Office of Admissions:

- Visited rural high schools to recruit rural students and provide them information about transitioning to Boise State, resources available to help them succeed, and an overview of on-campus jobs. Created a virtual recruitment event specifically to help rural students understand their next steps in their college enrollment process.
- Increased our ability to offer **one-on-one appointments** by 50% by moving these to a virtual format.
- In addition to traditional college fairs and high school visits, actively engaged with community-based organizations whose mission it is to increase the go-on rate in populations that are underrepresented in higher education in our state, including the Diversity Network for Student Success, Refugee Student Support Network, and the Idaho Commission on Hispanic Affairs.
- Collaborated with Idaho Commission on Hispanic Affairs and Boise State's student organization,
 Organización de Estudiantes Latino-Americanos, to host hundreds of Latinx students at the Hispanic
 Youth Leadership Summit and participated in Project: Dream for Tomorrow.
- Hosted a one-day program targeting first-generation students with financial need and those from an underrepresented race or ethnicity designed to help students prepare for college.
- Hosted a monthly Spanish-language radio show heard throughout the Treasure Valley in order to engage Spanish-speaking families and promote higher education and Boise State University.
- Targeted communication to students from a variety of backgrounds to provide key assistance from the point of inquiry to enrollment.



- Collaborated with educational partners like TRIO, AVID and Gear Up by providing special
 presentations, group visits and key admissions, financial aid and scholarship information that
 targeted the needs of each specific group. These educational partners also provide insight into
 individual students' personal, financial and academic needs, which is then used to personalize the
 service provided to students.
- Renewed our Trio Scholarship agreement extending our commitment for the next 5 years.
- Enhanced our partnership with Extended Studies to improve our outreach to community colleges.

Professional Development for Faculty

The Center for Teaching and Learning (CTL) and eCampus Center (eC2) provide opportunities for faculty members to become better teachers for the student population we serve, with particular attention to effectively supporting students that have experienced less favorable outcomes.

 The CTL offers a semester-long "Designing for Student Success" faculty learning community which supports faculty to explore evidencebased strategies to support first-generation, low-income, and other underrepresented students to be successful. Three cohorts of ~10 faculty, most of whom teach lowerdivision courses critical for student success,



have completed this experience. In the first cohort, nearly all participating faculty were more successful supporting students, as evidenced by smaller (or fully-closed) gaps in passing rates between majority students and those less likely to succeed (e.g, first gen, Pell-eligible, living off campus). Data from two additional cohorts will be analyzed in 2022. The analysis will also attempt to understand how COVID may have impacted students in the classes of participating faculty.

- Boise State was awarded funding from the APLU's Powered by Publics seed-funding competition
 in January 2021 to support collaborative projects. The project (Faculty as Change Agents for
 Equity and Student Success, \$22,000) created a summer faculty learning institute for faculty from
 across the Western Coalition fashioned after our local efforts and led by staff from Boise State's
 CTL in collaboration with leaders from the University of Hawaii.
- In response to the need to support faculty for pandemic-conditions, the CTL and eC2 offered a variety of faculty development opportunities through the "Flexible Teaching for Student Success" initiative. Assessment indicates that the program had a positive impact on teaching on our campus. Results from the Annual Campus Teaching Climate survey (Landrum et al., 2017) show faculty who participated in the FTSS Initiative generally reported higher student interactions in their courses. In addition, participants generally reported a more positive perception of the institutional infrastructure in support of teaching. Finally, participants reported a higher degree of Evidence Based Instructional Practices adoption compared to their counterparts who did not participate in FTSS programming.
- The BUILD Program offers a variety of workshops and consultations to support faculty and staff
 across campus to develop knowledge and skills needed to generate a sense of belonging for all our
 students. Such efforts are critical to efforts to close equity gaps.





Efforts by Boise State aimed at strengthening the social support network for vulnerable students include:

- Launched a program in fall 2019 focused on first-generation commuter students. Roughly 900 students live off campus during their first year. Their retention rate is 71% compared to their on-campus peers at 83%. The program includes outreach and communication, peer mentor opportunities, and connection to resources. This program is now built into the work of the Office of New Student Transition and Family Connections (formerly new student programs), which focuses on the entirety of the first year transition period and emphasizes work that supports students in need of transition support.
- Two new positions in the Office of New Student Transition and Family Connections will support
 the mentoring program; with one specifically supporting tribally enrolled students from Idaho's five
 federally recognized tribes. This effort follows the signing of an MOA with the Shoshone Bannock
 Tribes and the establishment of the first Tribal Advisory Board at Boise State. Another position, a
 Student Success and Mentorship Coordinator will be supporting first year students who will benefit
 most from additional support, including first-generation students, a group that encompasses many of
 our rural and underrepresented students.
- Launched a student success online portal called "student life essentials" in early 2021. This resource is tailored to the ways students look for information. Use of student life essentially has now expanded and focused on efforts that support engagement, mattering and belonging. We continue to seek new ways to reach this new generation of students electronically and in face-to-face settings.
- Initiated a student design team to explore first-generation student experiences. They partnered
 with student researchers to administer a study on rural student experiences and engaged a graduate
 assistant to help analyze the findings and create interventions to better support rural students.
 Developed student personas and recorded interviews to help campus stakeholders better understand
 the needs and experiences of first generation students.
- Created a position in student involvement focused on creating a bridge between affinity based student organizations and ASBSU.
- **Expanded the food pantry** in partnership with the Idaho Food Bank and University Foundation to improve offerings and access of fresh foods.
- Secured \$7M in 5-year renewable Department of Education TRIO grants for veterans and students with disabilities.
- Boise State will become a JED Campus implementing the Mental Health First-Aid training model, developing psychoeducational conduct sanctioning for students engaging in risk-taking behaviors; and increased collaboration with community providers to help support a continuum of care for Boise State students.

B

BOISE STATE UNIVERSITY Annual Progress Report | 14

CCA Game Changer: "Think 30"

Students too often take fewer credits per semester (or year) than they could successfully complete, thereby prolonging their time in college and decreasing their likelihood of finishing. Boise State has implemented tactics to increase the number of credits taken per year and decrease the time to completion. At the same time, we recognize and respect that some students with full-time jobs and families, for example, may be unable to attend school full time. For these students, "Think 30" may not be appropriate.

Ongoing Activities and Current Status:

- Finish-in-Four program: participating students sign a contract stating they will stay on their plan, and Boise State guarantees that necessary courses will be available to enable students to complete in four years. Budget cuts could impact our ability to provide these courses. Currently, about 600 students are participating.
- Since 2019, we have discounted undergraduate per-credit cost of attending summer school by at least 20% compared with fall and spring semesters, which we will continue in the summer of 2022. We have engaged in a robust marketing campaign using a "Think 30: On Time On Track" message to motivate students to take summer courses as a way of reaching 30 credits for the full year. As a result of the discount and associated marketing campaign, the number of undergraduate discounted credit hours taken in summer sessions increased from 26,932 in 2018 to 29,825 in 2021. This is an overall increase of 2,893 or 11 percent.
- We have observed a sizable increase in students completing 30 credits per year, increasing from 23.9
 percent of students in 2016-17 to 28.3 percent of students in 2020-21.

Future Plans:

- Continue with the focus on expanding need-based scholarships a key reason students (especially low-income students) take fewer than 15 credits per semester is that they must work. A key component of our need-based financial aid is our True Blue Promise scholarship, which has the goal of ensuring support for all qualified Idaho college students, eliminating the financial barrier to their success. Based on our Financial Aid Office figures, we awarded \$1.04 million True Blue scholarship moneys to 522 students in FY22; for FY 23 we are on target to award \$1.4 million to 622 students and we plan to award \$2.4 million to 1126 Idaho students, growing the number of students receiving need-based scholarship by over 600 students between FY22 and FY26. Scholarships remain our highest fundraising priority.
- Take further steps to implement a Customer Relationship Management (CRM) solution, Salesforce, that will provide timely, targeted communications to students, employees, and the campus community (Phase 1). The technology and processes that facilitate better communication will then be used to identify students who are not on track to accumulate 30 credits in a given year, and initiate actions such as early intervention, which is more likely to help us impact student success.





CCA Game Changers: "Math Pathways" and "Co-requisite Support for Mathematics"

The goal of CCA's Math Pathways" are to (i) provide an array of math pathways (e.g., Statistics) to better accommodate students who do not need algebra as part of their major and (ii) The second is to minimize the negative impacts of changing majors and transferring among institutions by having all the majors within a pathway make use of the same math requirement. Boise State currently has five math pathways that serve the vast majority of students well, including courses appropriate for each of the groups of students identified by revised SBOE policy III.S: Academically prepared, underprepared, and unprepared.

The goal of CCA's Co-requisite support for **mathematics** is to **reduce student attrition and time to degree** by hastening completion of general education math courses, which is accomplished by replacing remedial math courses with credit-bearing gateway courses that provide supplemental support. Our Math Learning Center (MLC) employs an adaptive placement model, delivering lower-division math courses through an enhanced "modified emporium" model that has resulted in substantial increases in student success in early math. Fewer repeats (because of higher success) and a better placement strategy have resulted in dramatic decreases in the number of students needing to take early math courses.

However, CCA's game changers produce their own challenges (below we describe the steps we have taken to mitigate these challenges). The first of these challenges occurs when a student moves from one math pathway to another and faces the possibility of needing to go back and start a math sequence. Second is the failure to recognize the difference in necessary outcomes between STEM math pathways and non-STEM pathways. For the non-STEM pathway, the necessary outcome is for a student to complete a general education class, and for this the CCA strategy works well. However, for the STEM pathway, the necessary outcome of a gateway math class is that a student is prepared for subsequent higher-level math, science, and engineering coursework. The CCA strategy of pushing a student through a gateway math class, no matter how well prepared a student is, will result in poor downstream performance especially for those students who may have the lowest passing performance and who need to complete higher-level math for their majors.



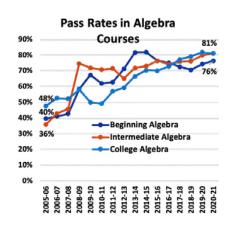
BOISE STATE UNIVERSITY Annual Progress Report | 16

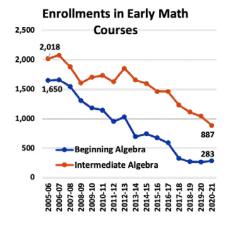
To help mitigate these challenges, Boise State has taken the following steps:

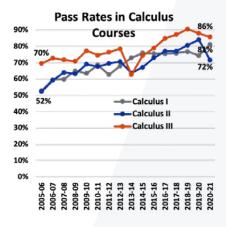
- We **created a new course**, MATH 133: Modeling and Functions, that simultaneously serves as a general education math class and as a stepping-stone for students pursuing STEM or other fields. This course replaces MATH 108, which was not a general education course; therefore, all students are now able to complete a general education math class by their second semester. In addition: (i) a student who takes MATH 133 as a STEM major but switches to a non-STEM field will not need to go back and take a general education math class, and (ii) a student who takes MATH 133 as a general education class for a non-STEM major but switches to a STEM major will not need to go back and begin the algebra sequence.
- We developed a new credit-bearing course, MATH 103, that will serve students who previously took MATH 025. This course is designed to help build self-confidence and basic math skills. We expect this course will help with increasing student success overall, as math is often a barrier course for students. For students who want to pursue a STEM major but who lack the skills, knowledge and/or confidence needed to succeed after having been rushed through a general education math class (as per CCA), MATH 103 will build the foundation necessary for success in higher level math, science, and engineering coursework.
- We are in the midst of **developing a new math placement tool** that will replace the SAT test, which is no longer required. The new placement tool will place a student based on high school math courses and grades, high school GPA, and results of evaluation of academic skills and confidence in math ability. Appropriate placement in math is very important: those placed in too high of a course are prone to failure; those placed in too low of a course waste time and also are prone to developing poor study habits.

The following graphs demonstrate the success of Boise State's strategy for early math classes:

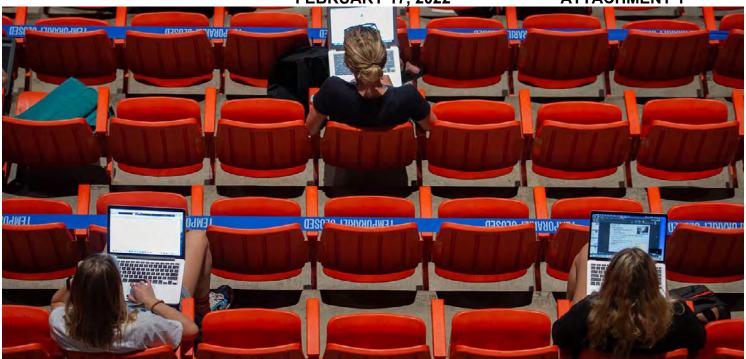
- · Pass rates in beginning and intermediate algebra have doubled since the MLC began its work.
- Courses that rely on success in early algebra classes (i.e., College Algebra and Calculus I, II, III) have seen substantial increases in success.
- Enrollments in "Beginning Algebra" (previously MATH 25 but now MATH 103), which is now
 our only early math class that does not fulfill the general education requirement, have dropped
 dramatically. Therefore, the bulk of incoming students are able to take a general education math
 class in their first semester.











CCA Game Changer: "Co-requisite Support for English"

This game changer strategy replaces remedial English courses with gateway courses that provide supplemental support in the form of a "P" corequisite studio for students who need it. It helps hasten completion of general education English courses to reduce student attrition and time to degree; build student self-efficacy in writing.

Ongoing Activities and Current Status:

- Our **First Year Writing Program** designed a web-based writing placement tool for students called "The Write Class" that has been adopted by colleges and universities around the country.
- We eliminated English 90, our zero-credit remedial course, in 2009 and implemented a pure co-requisite model in English 101-P. "P" stands for "plus," a one-credit, one-hour per week writing studio where students get hands-on support from trained writing coaches. Success rates for 101-P are virtually identical to those for the traditional 101 class, and success rates in the follow-on class (English 102) are also virtually identical for both populations.
- The combined success of English 101P and The Write Class have meant that the Boise State First-Year
 Writing Program is seen as a model of faculty-led curricular revisions that positively affect student
 success rates. These results have been shared at a number of state-level Complete College America
 events as well as in several peer-reviewed publications and an edited special issue of Composition
 Studies on equity and access in corequisite writing courses.
- The most pressing need in first-year writing (English 101, 101P, and 102) is for stable, teaching-intensive faculty positions. We need to increase the size of that workforce. Therefore we will create a comprehensive funding plan for first-year writing. Currently, the interest in this course exceeds the number of seats we can make available to students.



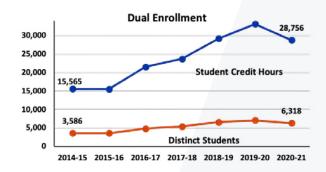
BOISE STATE UNIVERSITY Annual Progress Report | 18

CCA Game Changer: "Momentum Year"

This game changer strategy's main expected outcome is that clarity of post-graduate (career) path results in students settling on a major earlier in their academic careers, thereby reducing the impact of switching majors. Additionally, it promotes early academic success: higher pass rates in early coursework (including but not limited to math and English) are an important driver of retention and graduation, and increases the ability of students to understand and articulate the value of their degrees and of co-curricular experiences, enabling students to better wield the skills and knowledge gained during their college career. Ultimately, the goal is to help students understand the value of becoming a college graduate early in their academic career, fully prepared to pursue their aspirations with vigor and aware of the competencies they have acquired that can lead them to a variety of career pathways.

Ongoing Activities and Current Status:

- We have developed six meta-majors/areas of interest that largely correspond to current colleges or math pathways. They include Business, STEM, Education, Arts and Humanities, Social Sciences, and Health. We primarily use meta-majors as "undeclared pathways," which have been implemented in advising of new, incoming undeclared students at the point of orientation and registration.
- To give students a better understanding of careers, we are increasing information flow to students
 about majors and encouraging students to actively contemplate their futures. In addition, we aim to
 facilitate reflection about how coursework and co-curricular experiences will affect what the student
 knows, can do, and will become.
 - We have been using a relatively new university-wide strategy in University Foundation courses
 to bolster a student's knowledge, skills and disposition toward "Make a Living and Make a Life"
 far beyond graduation.
 - Major Finder is a web application that helps prospective and current undergraduate students
 gain information about the degree programs that Boise State offers. It includes information
 about the careers that can be pursued by a graduate.
 - Career Pathways dashboard enables exploration of majors to careers based on degree level, major field of study, and career outcomes. Conversely, one can also select a career outcome and see the fields of study that individuals came from.
- We continue to increase early academic success through our Learning Assistants program, which
 provides support in high fail-rate courses with embedded peer-to-peer support that has made asking
 for help a normalized activity, rather than a rarefied trip to a tutoring center.
- Dual Enrollment programs are one way to gain early momentum toward a degree. Boise State's numbers have increased substantially over time, as shown below.







• Finishing Foundations: Every student at Boise State takes a Finishing Foundations course in their senior year, and every one of those courses now requires that students engage in a culminating reflection assignment. Therefore, before students graduate, they will have a guided experience that includes articulating their vision for the future, looking back at the skills and experiences they gained at Boise State, planning a career and naming specific next steps for reaching their goals.

Future Plans:

- Consider an integrative approach to General Education that would bundle courses into clusters, pathways, or minors.
- Further incorporate career-readiness into all degree programs' curriculum to provide better access to high-quality and highly usable career data to all students.



BOISE STATE UNIVERSITY Annual Progress Report | 20

CCA Game Changer: "Academic Maps and Proactive Advising"

Focus is on offering full-program academic maps to provide a clear and relevant path to graduation, including default sequence of courses, identification of milestone courses, and alignment to math pathways and career interests, and providing proactive advising to create and enhance mechanisms to help students remain on track with their academic maps. As a result, there should be an increased rate of degree progression, fewer wasted credits, and lower attrition.

Activities and Status:

- Newly adopted **Kuali Catalog** provides a default set of courses in a semester-by-semester format to help students better understand their path to degree completion.
- Academic maps have been developed for all majors which list courses critical to each program's curriculum. Virtually all of these plans feature required English, Math and University Foundations courses to be taken in the first year.
- Those degree plans are available to students and their advisor in the software package "Degree Tracker." Several colleges make use of Degree Tracker. Full university engagement is expected by fall 2022.
- We hired a staff member, in May of 2021, with the responsibility of ensuring that the academic maps in Degree Tracker and Major Finder are updated and accurate. This update was completed in fall of 2021. As a result:
 - Advisors can query **Degree Tracker** for lists of students who are off-track, giving them the information necessary to intervene.
 - Engaging in the critical work of maintaining accuracy will enable us to create a strong expectation on the part of students, advisors, and advising faculty to utilize Degree Tracker. Our goal is universal use by advisors and students.

Proactive Advising:

- All new students must, during their first year, receive advisor approval for their course schedules.
- In the College of Business and Economics, students must receive approval to register throughout their college careers to help ensure timely graduation.
- Changing to high-intervention majors requires consultation with an advisor.

Future Plans

Develop ways to forecast the future schedule for the offering of courses, thereby providing greater predictability to students about required courses.

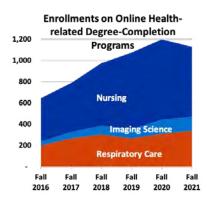


CCA Game Changer: "A Better Deal for Returning Adults"

Focus is on facilitating college attendance/completion for adult learners by leveraging modalities and schedules that accommodate life responsibilities; award more credit for prior learning; market to those with some college but no degree. Expected outcome is more adult completers at reduced financial and opportunity costs.

Ongoing Activities and Current Status:

- For several years we have offered two degree-completion programs in both face-to-face and online
 formats that are specifically designed to the needs of returning adult learners: Bachelor of Applied
 Sciences (BAS) and BA in Multidisciplinary Studies (MDS). Both BAS and MDS are highly flexible
 and customizable to meet the specific needs of individual students. Enrollments have continued to
 climb steadily: between Fall 2016 to Fall 2021, the MDS enrollment grew from 127 to 199 students and
 the BAS grew from 266 to 300 students.
- We have developed several additional online degree-completion programs to meet the needs of adult learners in high demand fields. One set of programs targets health care professionals who possess an associates degree: Bachelor of Science in Imaging Sciences, Bachelor of Science in Nursing, and Bachelor of Science in Respiratory Care. The other set targets a broader audience: BBA in Management, Bachelor of Arts in Public Relations, and Bachelor of Arts in Public Health. Enrollments in all are increasing (see graphs).







BOISE STATE UNIVERSITY Annual Progress Report | 22

TAB 1 Page 22

- We offer the Online Degree Pathway that enables adult degree-completion students to finish
 general education and prerequisite coursework before entering one of our online degree-completion
 programs. As the graph shows, enrollment has increased substantially.
- Boise State has been accepted as a partner for the Air Force General Education Mobile initiative, which will facilitate acceptance of military experience and technical credits into the BAS program.
- Our Military Tuition Assistance Promise program buys down the gap between traditional online tuition/fees and standard, Federally Approved Tuition Assistance. This "gap coverage" allows active duty, guard, and reserve members to maximize their tuition benefit without additional out-of-pocket expenses.
- **BroncoReconnect** is an ongoing effort to re-engage and re-enroll students who have stopped out of Boise State. The program provides these students with a guided pathway back into the institution using the same high-touch concierge-level support provided in the MDS and BAS programs.



PPGA

We hired a full-time Clinical Experiential Learning Faculty member in fall 2019 who teaches the
one-credit Prior Learning Assessment (PLA) preparation course described above and facilitates other
PLA support for students in all majors. In fall 2020, 44 students were supported in their challenge of
a total of 136 classes. Since the addition of the clinical line, we have issued 618 student credit hours,
and saved students \$216,300.

Future Plans:

- We are developing an "Experiential Learning Framework" (ELF) that will integrate a significant
 amount of Experiential Learning credits into the curriculum and thereby reduce the cost to students
 because the learning is taking place outside of the classroom. ELF is being integrated into a new
 Bachelor of Science in Cyber Operations and Resilience program that is in the program review
 pipeline.
- Continue to monitor existing programs and develop additional ways to support returning adults. There are many adults in Idaho who can benefit from achieving a college education.





BOISE STATE UNIVERSITY Annual Progress Report | 23



Goal #2: Innovation for Institutional Impact.

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

We sometimes call it Blue Turf Thinking, and we've been nationally recognized for it. Boise State is a top 50 university in the most recent U.S. News and the World Report's most innovative schools ranking. U.S. News annually asks top college officials to identify institutions "that are making the most innovative improvements in terms of curriculum, faculty, students, campus life, technology or facilities." Those schools that receive the most nominations by top college administrators for making promising changes on campus are announced and listed as the "most innovative schools."

Boise State is building on our culture of innovation — developing research that positively impacts lives, structures that transcend disciplines so researchers and students can collaborate on big problems, and spaces and programs specifically devoted to innovation. This new strategic goal recognizes our focus on innovation and seeks to expand and grow it in every aspect of what we do.



BOISE STATE UNIVERSITY Annual Progress Report | 24

MOST INNOVATIVE

NEW ACADEMIC PROGRAMS

Boise State continues to expand its curricular offerings in targeted areas driven by an analysis of student, industry, and community demand, as well as by our research about where we can create new innovations that will enhance student learning, research, and positively impact our state and nation.

These exciting new programs will improve the delivery of K-12 in the state, prepare more students to serve in a rapidly evolving healthcare industry, ready our state and our students for a new tech economy, and increase not only our students' post-baccalaureate success but also the availability of a highly-trained workforce for Idaho.

NEW DEGREE-LEVEL PROGRAMS

Bachelor of Science in Cyber Operations and Resilience - Fall 2021
Bachelor of Applied Science in Cyber Operations and Resilience - Spring 2022
Master of Science in Cyber Operations and Resilience - Fall 2021
Bachelor of Science in Digital Innovation and Design - Fall 2021

NEW GRADUATE CERTIFICATES

Computational Science - Fall 2021

NEW UNDERGRADUATE CERTIFICATES

Community Impact - Fall 2021
Content Production - Fall 2021
Creative Influence - Fall 2021
Data Sciences for the Sciences - Fall 2021
Physical Activity and Health - Fall 2021
Business Creation - Fall 2021
Environmental Education - Fall 2021
Environmental History - Fall 2021
Gender History - Fall 2021
Health Coaching - Fall 2021
Cryptography and Cryptanalysis - Fall 2021

Resort Operations and Hospitality Management - Fall 2021
Interventional Radiology and Interventional Cardiology - Fall 2021
Business Prep - Fall 2021

Drone Operations for Visualization, Research, and Resource Management - Fall 2021

NEW UNDERGRADUATE MINORS

Astronomy - Fall 2021
General History with Geographic Focus - Fall 2021
The History of Faith and Ideology - Fall 2021
The History of Law, Justice, and Power - Fall 2021
The History of War, Conflict, and Society - Fall 2021
Applied Data Science - Fall 2021

NEW INSTITUTE

Institute for Advancing American Values - Fall 2021

B

BOISE STATE UNIVERSITY Annual Progress Report | 25



The **Cyber Operations and Resilience degrees (CORe)** were approved at the MS, BS, and BAS level, enabling students from rural Idaho and AA/AAS students to transfer into a four year degree program. These programs are a part of the statewide cybersecurity initiatives and the collaboration between Idaho's higher education institutions to meet the growing workforce demand for cyber-related education. They collaborate and coordinate with Boise State's Institute for Pervasive Cybersecurity.

All CORe programs at Boise State are designed around the realities of today's cyber and physical landscape, and they prepare students to anticipate, detect, mitigate, and manage cyber, physical, and interdependencies infrastructure threats. In addition, the unique scaffolding of these programs (designed as a stackable degree program) along with the emerging importance of cyber and physical resilience prepares students with the knowledge, skills, and expertise needed for maintaining the operational effectiveness of complex business, academic, and government information and physical systems.

Because it is entirely online, the proposed program will enable Boise State to reach potential students who need flexibility in their education that result from professional and personal responsibilities. These students may also live in a rural area of Idaho that does not have face-to-face educational opportunities.

Designated as a National Center of Academic Excellence in Cyber Defense



BOISE STATE UNIVERSITY Annual Progress Report | 26



Communty Impact Program

In fall 2020, we launched the Community Impact Program (CIP). We engaged in dialogue with three communities — McCall, Mountain Home and Payette — to learn their educational needs. In response to those needs and in collaboration with local community and economic leaders, we are delivering a hybrid-format program that continues to grow in scope and impact.

- Twenty-eight (28) students with an average age of 30 enrolled in the fall 2021 cohort. They include students who are overcoming a variety of barriers: first generation students, underrepresented populations, 2021 high school graduates, mothers of young children, military spouses, returning adults, and students returning after a "gap year." The goal is to enroll an additional 45 students for fall 2022.
- Year 1 outcomes: Of 16 enrolled students, 1 student graduated, 14 remain engaged with higher education in fall 2021, and 1 "stopped out" for personal reasons.
- CIP students received a scholarship that cut their per-credit cost in half.
- Consistent with year one results, the program has a demonstrated impact on students beyond
 those enrolled: the go-on rate from these three communities increased by an average of 21
 percent, whereas the go-on rate in three similar, non-CIP communities (communities that are similar
 but are not part of the program) decreased by as much as 50 percent. This type of engagement,
 programming, and support works.
- Students are participating in a year-long team project focused on "making a positive impact in your community." This project engages students with their local community to solve challenges and/ or provide answers to pressing questions. The students will present their findings and outcomes in summer 2022.
- Students will participate in a **summer Entrepreneurship course** and will explore the entrepreneurial mindset and be introduced to establishing an entrepreneurial start-up in their community.



BOISE STATE UNIVERSITY Annual Progress Report | 27

- The CIP program has created considerable interest among local business owners seeking advice from Boise State faculty members and community-based problem-solving from students in the program. In response, we have created a new non-credit community leadership program that can be offered as a stand alone program or in concert with existing local leadership programming sponsored by Chambers of Commerce, etc. These offerings are being provided at no cost to partnering CIP communities and provide direct access to Boise State expertise.
- A large employer in the McCall/West-Central Mountains region has engaged with Boise State through CIP and the College of Business and Economics to develop a "world class" Resort Operations and Hotel Management (ROHM) program. This program is in active development and anticipated to launch in fall 2022.





The Hometown Challenge: provides scholarship dollars for students to return home and create projects that give back to their local communities.

The (Apple) Idaho Onramp program: designed to provide access to equipment and high-quality instruction using Apple's Everyone Can Code and Everyone Can Create curriculum, has continued the expansion begun in fall 2020 to support each of the partnering communities via local libraries and one school district (Payette). Additional equipment has been deployed directly to schools and libraries and a new mobile learning van is in the process of being outfitted to provide introductory experiences with the same equipment and curriculum. This effort will open doors to communities and provide valuable STEM related experiences to students and community members in a much larger geographic area. This activity is being funded by Apple.

Bronco Gap Year Program: We developed the "Bronco Gap Year" program in fall 2020 to give students a low-cost opportunity to make academic progress and benefit from the guidance of a faculty mentor, even if present circumstances prevent them from being enrolled full time. Of the first cohort of 35 Bronco Gap Year students, 60% enrolled at Boise State upon completing the program. The remaining students either: enrolled at CWI with plans to transfer to Boise

State, enrolled at another university, or selected a professional path (e.g., attaining a real estate license). On average, students earned three credits for their Gap Year experience, with some earning as many as nine. We have ten students in our current cohort, with plans to hire a Bronco Gap Year Program Coordinator this spring whose main task will be to grow enrollments and bolster student support.

While Bronco Gap Year is intended for students transitioning from high school, the majority of those enrolled in the program are current Boise State students who need a pause/reset or students who started college and stopped out. These students are utilizing the opportunity to explore major and career options, and work directly with a faculty mentor, with significantly reduced costs. The program is serving both as a recruitment and retention tool.

PPGA

TAB 1 Page 28

Storyboard Project: The Storyboard project is grounded in the belief that students experience their education with a stronger sense of purpose and ownership if they are actively building their story throughout their time at Boise State. In addition, students who can articulate the value of their degree are better positioned for success in the job market. Beginning in 2018, a team of faculty and staff collaborated on research, data collection, and programmatic innovation, and they developed and tested strategies for integrating reflective practices and storywork across disciplines.

The Storyboard mobile app, a unique tool designed by students and faculty at Boise State, launched in spring 2021. It creates a digital space where Boise State students can capture and compile their experiences and work on reflective practice through guided prompts. The app is currently being piloted in the First-Year writing program, and approximately 500 students will use it in spring 2022.

University Foundations: Boise State's University Foundations (UF) program reimagined general education by providing a connected, multidisciplinary framework of learning from freshman year through senior year. This kind of work represents one of the innovations for which Boise State is nationally known: defying the boundaries between disciplines to help students think critically in new ways and to prepare them for life after graduation.

New innovations include: Finishing Foundations, our capstone course for all graduating seniors, now includes a "making sense of college education" reflection assignment. It has proven effective in helping students articulate their knowledge and skills for life after graduation. Before students graduate, they have a guided experience that includes articulating their vision for the future, looking back at the skills and experiences they gained at Boise State, and naming specific next steps for reaching their goals.



B

BOISE STATE UNIVERSITY Annual Progress Report | 29









Goal #3: Advance Research and Creative Activity.

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

Boise State University is **committed to fostering an environment** where research and creative activity thrive. Focus and attention includes providing comprehensive support for faculty during all phases of the research endeavor; facilitating relationships with industry for research and commercialization collaboration; and leading outreach aimed at fostering economic development in Boise and the region.





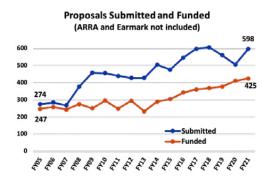
BOISE STATE UNIVERSITY Annual Progress Report | 30



million in research awards.
58 percent growth in five years.

Boise State has fostered a steady increase in research proposal submissions and in the number of globally competitive research awards

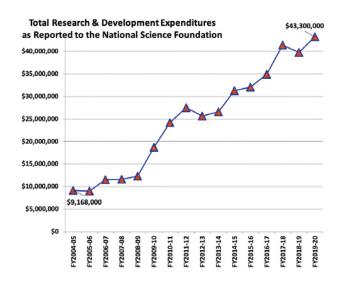
- an increase of almost 50 percent
- over the past 15 years. Even more remarkable is the dramatic increase in research funding dollars awarded to the university. From FY05 to FY20 (latest year data is available), total



Research and Development Expenditures have increased more than four-fold, from \$9 million to \$43.3 million.

Despite the challenges presented by COVID-19 to the campus research community in the recent past, total research and development expenditures grew by \$3.5 million, an almost 9 percent increase in FY20.

Awards support Boise State's path-breaking research across colleges and schools to impact a wide array of ongoing challenges. Currently funded research ranges from election cybersecurity, to evaluating farmland conversion impacts in the Treasure Valley, to better understanding the earthquake that shook the region in March 2020, and to revolutionizing aerospace manufacturing.



These awards not only support faculty in conducting research, but ensure that Boise State's students gain first-hand educational experiences and opportunities to prepare them for professional success and workforce placement. This permits our students to engage in the critical work of knowledge creation — experiences that will impact their ability to innovate and lead in the world beyond their graduation.



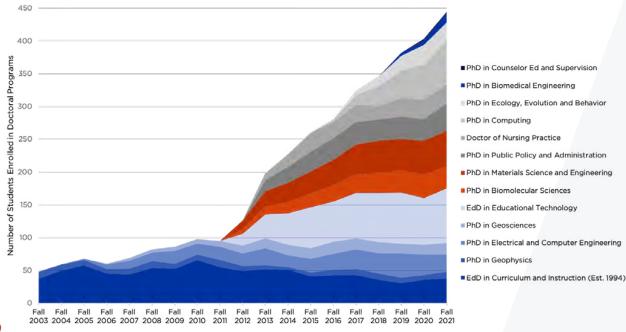
BOISE STATE UNIVERSITY Annual Progress Report | 31



Creating researchintensive graduate programs, especially doctoral programs, and recruiting active research faculty to the university have helped advance not only our students, but **Boise, the state** of Idaho, and, more broadly, the world by fostering discovery and innovation.

At the core of Boise State's critical service to the community, state and region has been the creation of successful and impactful doctoral programs. Over the past decade, Boise State has created **nine new doctoral programs**: Ph.D.s in Materials Science and Engineering; Biomolecular Sciences; Public Policy and Administration; Ecology, Evolution and Behavior; Computing; and Biomedical Engineering; Counselor Education and Supervision; an Ed.D. in Educational Technology; and a Doctor of Nursing Practice.

The following figure shows the growth in the number of doctoral programs and growth in the number of students enrolled in those programs. The annual number of doctoral graduates has increased more than four-fold from 2011-12 to 2020-21.



B



Goal #4: Foster Thriving Community.

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

President Tromp brings with her an ethic of "caring for our community" to Boise State. This ethic has strong roots on our campus, and we embrace the opportunity to imagine and implement new ways in which we can better serve the various communities within our sphere of activity, including and foremost all members of the campus community.

In 2006, Boise State was one of only 76 universities in the nation initially selected by the **Carnegie Foundation as a Community Engaged Institution**.

That classification was renewed in 2015 in recognition of the myriad ways that Boise State actively works to align with the cares, interests, and activities of our local and state community. This commitment to service has been, and continues to be, a defining feature of the university.







BOISE STATE UNIVERSITY Annual Progress Report | 33



The Institute for Advancing American Values encourages conversation between opposing viewpoints to spur engagement, understanding, and human connection. Institute activities 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.

Since its approval by the State Board of Education in August 2021, the Institute has:

- Established a **faculty research grant** (applications due in March 2022).
- Confirmed two Distinguished Lecturers, Jason Riley and Danielle Allen.
- Scheduled Idaho Listens for April 2022.
- Is **partnering with Idaho Public Television** to produce a documentary on Idaho Listens. Filming is currently underway.



BOISE STATE UNIVERSITY Annual Progress Report | 34



Boise State online programs among the nation's best

ONLINE PROGRAMS

We are proud that Boise State has had a longstanding commitment to develop academic programs at every level that can be completed fully online — a profound way to support our rural communities. Today, Boise State offers more than 60 degrees and certificates and 800 plus unique courses in a fully-online format at the undergraduate and graduate levels.

Thousands of Idahoans have engaged with these online programs and courses: 38% of students in fully online undergraduate programs are **residents of Idaho** (33% at the graduate level), and nearly two-thirds of all students who took at least one online course in the academic year 20-21, reside within Idaho's borders. Moreover, many online students residing outside of Idaho are residents of the state who are geographically displaced due to military service or other commitments. We also see the return on serving Idahoans and out-of-state students in their potential to build and maintain lifelong connections to Idaho that help the state thrive.

As described elsewhere in more detail, we launched the Community Impact Program (CIP) in fall 2020, which initially involves a partnership with three communities (McCall, Mountain Home, and Payette) and collaboration with community and economic leaders to identify the greatest educational needs and deliver a hybrid-format program to serve each community. Sixteen students of a variety of ages enrolled in the Fall 2020, 28 students with an average age of 30 enrolled in the fall 2021 cohort. They include students who are overcoming a variety of barriers: first generation students, underrepresented populations, 2021 high school graduates, mothers of young children, military spouses, returning adults, and students returning after a "gap year." The goal is to enroll an additional 45 students for fall 2022.

#59

Best Online Bachelor's Programs #40 for Veteran's

Best Online Bachelor's Programs in Business

Best Online MBA
Programs
#43 for Veteran's

Best Online Master's Business Degree Programs (non-MBA)(MSA)

Best Online
Master's in
Education
Programs
(Educational/
Instructional Media
Design)

Best Online
Master's in Nursing
Programs



In fall of 2021, The Provost's Office formed a working group to discuss the future of online. The working group is exploring opportunities to further improve Boise State's online capabilities. We anticipate recommendations from the working group in spring of 2022.



BOISE STATE UNIVERSITY Annual Progress Report | 35



Boise State is responding to the contemporary healthcare needs of rural and urban communities by offering a 21-week Value-Based Healthcare certificate (non-credit bearing) for practicing professionals, delivered in a mostly online format that includes one day of in-person work. The College of Health Sciences' workforce development program in value-based healthcare welcomed its first cohort in January 2020. In the same year, the program received a Workforce Development Training Fund Industry Sector Grant from the Idaho Workforce Development Council to fund scholarships.

While the entire country is adopting value-based payment models, each state is implementing laws, policies and processes on its own. Unfortunately, Idaho lags behind the nation in adopting value-based payment models; Idaho has a 29 percent rate for value-based payments while the national rate for value-based payments is 50 percent. It remains much more challenging for rural providers, hospitals and clinics to implement value-based payment models, and 35 of Idaho's 44 counties are rural. We are preparing leaders in healthcare for the future with this one-of-a-kind program.

The popularity of the certificate has increased with each cohort. The spring 2021 cohort was currently full, including 30 scholarships, and there was a waitlist for the fall 2021 cohort.



BOISE STATE UNIVERSITY Annual Progress Report | 36



An important element of the university's support of student success requires that we attend to the mental health and overall well-being of students, as well as the staff and faculty who support their growth and development. It is well documented that a large percentage of college students struggle with mental health issues, and Boise State students are not immune <u>activeminds.org/about-mental-health/statistics/.</u>

In Idaho, data shows that white males are at a disproportionately high risk for suicide and we must support them and all students who enter our institution.

For medical providers at Boise State, approximately 40% of appointments are mental health related. In addition, the pandemic has increased stressors for students, staff, and faculty and has increased the need for mental health services.

Foundational work

Even before the pandemic, Counseling Services had been working to address increased student needs. In tha last three years, appointments increased by approximately 40%; wait times for scheduled appointments decreased by about 30% decreasing from 4-5 weeks to 3 weeks; and the office created and sustained five new counseling groups.



BOISE STATE UNIVERSITY Annual Progress Report | 37



Additional efforts that focused on wellness include:

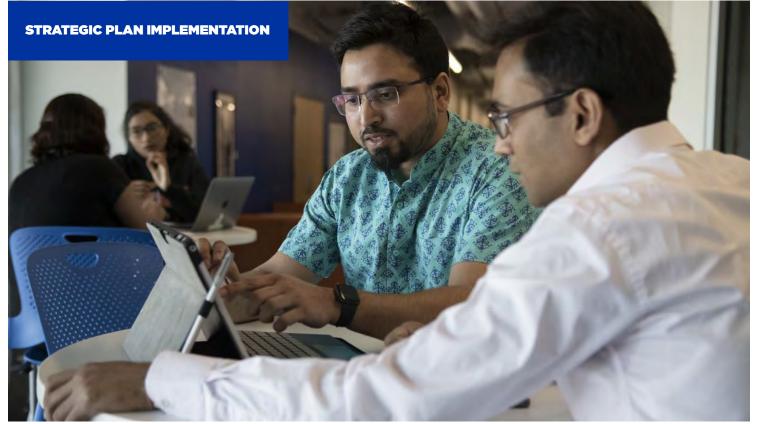
- Held 120 outreach events, including guest lectures, training, and discussions. Developed partnerships across campus to create educational and preventive initiatives to address mental health and wellness from multiple angles.
- Launched an initiative to become "America's Healthiest
 Learning Environment" because we know that well being is paramount to student success and their ability to
 graduate.
- Coordinated BroncoFit, a student and employee wellness program, utilizing staff liaisons in departments across the university and about 20 student staff. The BroncoFit program reached 9,000 campus community members in FY20, including after the wellness programs were moved to virtual formats.
- Propelled Boise State into prominence as a national thought leader by hosting over 700 participants from across the country in strategic dialogue to support student engagement and well-being through the Project Launchpad Summit.

Current and Future Plans

Even as the pandemic subsides or changes form, challenges around mental health and well-being in Idaho will persist. We intend to leverage lessons learned during the pandemic to build a campus culture focused on wellness, so that students can gain the full benefit of their years as students at Boise State and reach their academic and career goals. To work toward this aspirational vision, we plan to:

- Embed the President's **Wellness Working Group** into regular structures of the university in order to support a campus culture move toward a public health approach to wellness.
- Increase staffing in Health Services (medical, counseling, and wellness / BroncoFit) to support campus needs. The increased capacity of the past few years is not sustainable without additional resources.
- Ensure fair compensation for current positions in order to retain and recruit high-quality staff.
- Integrate well-being into the curriculum so that every student learns the 8 dimensions of wellness principles (and all staff and faculty know how to support them).

B



Goal #5: Trailblaze Programs and Partnerships.

Boise State University participates in many collaborative programs and community partnerships. Select examples to illustrate academic, research and industry / non-profit and other community partnerships are provided in the section below.

PRESIDENTS' LEADERSHIP COUNCIL

Perhaps the most noteworthy and exciting example of partnership is the unprecedented collaboration between the presidents and executive leadership of Idaho's eight public colleges and universities. All are deeply engaged with one another in shared projects. Their communication, cooperation, and alignment will produce better outcomes for Idaho. This year, the PLC worked on a state-wide marketing campaign to promote higher education throughout Idaho.



B

BOISE STATE UNIVERSITY Annual Progress Report | 39

COLLABORATIONS AND COMMUNITY PARTNERSHIPS

CAREER CHOICE PROGRAM

Boise State has completed the onboarding process to be an educational partner with a global organization. The program will provide their employees with new skills for career success. It can include a variety of education and upskilling opportunities including college tuition, industry certifications, and foundational skills such as English as a Second Language proficiency certifications, high school diplomas, and GEDs.

- Partnered with Idaho State and UI on Statewide Three-Minute Thesis presentations and competitions.
- Formed GradWell program on graduate student mental health and well-being, shared with Idaho State University and University of Idaho.
- GradPro Idaho professional development opportunities for graduate students, in collaboration with Idaho State and UI graduate deans.

Observatory (IBO) partners
with several companies
to study the impacts
of human lives

and bird conservation. Suez Idaho,
Micron Technology, Inc., and The
Nature Conservancy are just a few of
the organizations that have partnered
with IBO to develop the Diane Moore
Nature Center at the Boise River. A
significant partnership with the Micron
Foundation in 2021 reconstructed a
major side channel to add to water
quality and restore natural habitat.

INTERMOUNTAIN BIRD OBSERVATORY

- Bridges to Baccalaureate for underserved students in biomedical fields, implemented by Boise State and College of Western Idaho.
- Boise State faculty, in partnership with the Wassmuth Center for Human Rights, awarded grant to develop an Alternate Reality Game about democratic value of non-violent political participation.
- College of Health Sciences and Idaho State working to create a school of public health.
- Center for the Study of Aging, along with St. Luke's Health System, AARP, Molina Healthcare, Idaho Parents Unlimited and T Care Inc., connect professionals, faculty and students.
- Partnered with the 65,000-member
 Healthcare Financial Management
 Association to create a first-of-its-kind fully
 online Master in Population & Health Systems
 Management degree.
- College of Engineering collaborating CWI and CSI to develop more systematic pathways from community colleges into four-year engineering programs.
- Collaborating with veteran-run Idaho company WMDTech, Boise State developed a low-cost gunshot detection system.
- Expanded Vertically Integrated Projects research teams to include CWI students.
- Institute for Inclusive and Transformative Scholarship leading a collaboration with CSI around NSF Louis Stokes Alliance for Minority Participation program.

BOISE STATE UNIVERSITY Annual Progress Report | 40

- College of Education's Center for Multicultural and Educational Opportunities secured \$5.1 million in grants to fund academic tutoring, advising and counseling for k-20 students at schools across the state.
- College of Education's Center for School and Community Partnerships supported special education professional development and helps improve student achievement with than \$6 million in grants.
- Engineering students worked with the Micron Foundation, DOE, National Renewable Energy Laboratory, Fiberguide, Harbor Freight, Schweitzer Engineering Laboratories, InDepth and sunEtrike on senior design projects.
- Partnered with the University of Idaho
 College of Law to offer a concurrent JD/MSAT program and a concurrent JD/MBA program.
- In partnership with Apple, the College of Education and the College of Innovation and Design delivered coding experiences to 425 students in 5 Idaho school districts.
- The Institute for Inclusive and Transformative Scholarship partnered with the Micron Foundation to launch and run the Micron Academy for Inclusive Leadership undergraduate scholarship program.
- Boise State University, Idaho Power and INL established a new collaborative partnership to advance high-performance computing, statewide weather modeling and workforce development for the state of Idaho in the new Collaborative Computing Center.
- Idaho Small Business Development
 Center, hosted by the College of Business
 and Economics, launching a statewide
 collaboration to bring business assistance
 to underserved communities all across the
 state.
- Idaho Small Business Development Center helped generate \$735 million in sales revenues for Idaho businesses, and \$17.8 million in tax revenue for the state.

- TechHelp, Idaho's Manufacturing Extension Partnership and EDA University Centers, located in COBE, engaged over 100 Idaho manufacturing clients.
- Executive MBA students partnered with Idaho Suicide Prevention Hotline to create a strategic growth plan.



ERONCO CORPS

Bronco Corps connected College of Business and **Economics students with** local small businesses and nonprofits to help them navigate the pandemic. More than 55 companies and organizations, including **Boise Bicycle Project, American Red Cross, Girls** on the Run-Treasure Valley and Idaho Medical Academy were included. Students served as paid interns, thanks to an anonymous university donor.

- Boise State, Idaho State University, Lewis Clark State College and the University of Idaho library leaders formed the Network of Idaho Academic Libraries to enhance services and resources.
- Library faculty collaborated with the Idaho
 Commission for Libraries to select Idaho's
 Great Reads Book and participate in the
 National Book Festival at the Library of
 Congress.



CYBERSECURITY

Developed a statewide cybersecurity partnership with all public Idaho institutions of higher education to make Idaho a national leader in the field. Boise State's Institute for Pervasive Cybersecurity is leading innovative cybersecurity research and advancement in Idaho and the region.



- Expanded access to Robert C. Sims
 Collection on Minidoka and Japanese
 Internment housed in Albertsons Library's
 Special Collections and Archives.
- COBE management faculty worked with an interdisciplinary team on COVID-19 modeling for the state of Idaho, advising the Department of Health and Welfare on interventions to respond to the pandemic.
- Marketing faculty served on the Governor's Economic Rebound Advisory Committee to help Idaho businesses survive the pandemic and keep Idahoans employed.

- Collaborated with the Gem State Tax
 Symposium and Gem State Business and
 Accounting Conference to bring top national
 and Idaho speakers to educate professionals.
- Conducted research on Idaho Election
 Cybersecurity in collaboration with the Idaho
 Secretary of State.
- Collaborated with Idaho Power to provide support in hydrological modeling, cloud seeding and computational infrastructure high-performance computing; with Micron to conduct basic research in nucleic acid memory, memristive devices and materials science; and with Boeing Company to model and research performance of mechanical properties of materials.
- CAES Technical Assistance Program in the Office of Research and Economic Development has served almost 100 Idaho companies in five years.
- Idaho Policy Institute of School of Public Service has provided policy research to the City of Boise, Blue Cross Foundation, Idaho Departments of Health and Welfare, Agriculture and Insurance.
- The School of Public Service/Idaho Policy
 Policy Institute partnered with Valley
 Regional Transit to better understand how
 the COVID-19 pandemic has affected travel
 behavior.

FOOD AND DAIRY INNOVATION CENTER

With funding from the Idaho Global Entrepreneurial Mission Grant Program, State Board of Education, the Food and Dairy Innovation Center advances and creates new food and dairy safety and processing technologies, and establishes a robust employee pipeline from university to industry. It builds on existing strengths at Boise State University, the University of Idaho, and Idaho State University, with the goal of becoming a nationally recognized resource for research and development, for workforce training programs, and for driving economic success for Idaho industry. The team includes researchers from Chemistry, Biology, and Engineering.



- The Idaho Policy Institute is working with United Way of Treasure Valley to understand COVID-19 pandemic's impact on the financial stability, housing stability, education and health of Idahoans.
- School of Public Service faculty and students partnered with the Treasure Valley Cycling Alliance to help inform future policy.
- The Blue Sky Institute is connected to more than 25 Idaho-based corporate, civic and nonprofit organizations, including Boise Cascade, KeyBank, Micron, Simplot, St. Alphonsus, and the City of Boise and moreas a hub for DEI knowledge, expertise, resources, and connection.
- Work with Idaho-based resettlement refugee agencies to support the seamless integration of new Americans into our community.
- Intensive English Program provides
 English support to community
 members who identify with refugee
 backgrounds.
- Hazard and Climate Resilience Institute is a community of researchers and practitioners dedicated to improving society's resilience to natural hazards and the impact of a changing climate.
- Boise State Writing Project, led by faculty in the College of Arts and Sciences Department of English, works with teachers to make classrooms and school systems places of hope and possibility for all of Idaho's students.
- Cyberdome was established with funding from the Idaho Global Entrepreneurial Mission Grant Program of the State Board of Education to create a cybersecurity ready workforce that elevates Idaho as a leader across the nation, a platform that reduces the risk to the state and its citizens, and techniques, tools, and product commercialization opportunities that produce long-term economic value.

BUSINESS PARTNERSHIP HUB

Launched Business Partnership Hub
to provide a central place for the
university community to explore
innovations in research, teaching and
programming that meet the unique
expectations of business and industry.
In turn, the Hub offers the business
community a central doorway to
engage and navigate the university
and access all we have to offer. By
engaging the university leadership, this
group is helping set transformational
strategies for business partnerships that
will attract resources and draw them to
student talent.

- As part of the Business Partnership Hub,
 Dr. Marlene Tromp created the President's
 Business Advisory Council, a group of
 10 Idaho CEOs who are helping advance
 Boise State's commitment to Idaho and its economy.
- Venture College, out of the College of Innovation and Design, has partnered with several companies and nonprofit organizations to produce educational competitions for college and high school students.
- Career Services Center partners with area businesses and nonprofits to create an internship program with a twist.
 Students attend interactive workshops and network building events and are placed in an organization where they gain work experience, regardless of their major. Over 50 organizations regularly partner in this program.



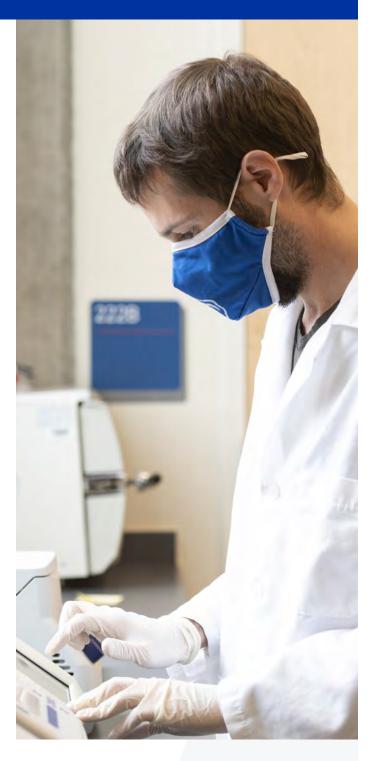
BOISE STATE UNIVERSITY Annual Progress Report | 43

PROGRAM PRIORITIZATION PROCESS

Our ongoing efforts include institutionalizing Program Prioritization through the implementation of a Responsibility-Centered Management (RCM)-style budget model ("BroncoBudget 2.0"), and our development of Department Analytics Reports (DAR) provide extensive, actionable data to department chairs, deans, and other academic decision makers.

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.





BOISE STATE UNIVERSITY Annual Progress Report | 44

Instructional	Minors, emphases, and undergraduate certificates	236 programs
Programs	Instructional degree programs (bachelor's and above, including graduate certificate programs)	204 programs
	Division of Academic Affairs	24 programs
	Centers/Institutes/College-based Administrative & Support	33 programs
	Division of Finance and Administration	31 programs
Administrative and	Division of Research and Economic Development	7 programs
Support 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

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.

Quintile Assignments Across All Programs								
Program Type	Total Programs	Quintile assignments						
	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	O	
Graduate Cert.	40	4	7	8	11	10	O	
Master's	62	10	16	12	18	6	O	
Education Specialist	2	1	o	o	1	O	O	
Doctorate	13	5	2	6	0	O	O	
Totals	440	82	79	82	79	74	44	
% of total per quintile	100%	20.7%	19.9%	20.7%	19.9%	18.7%		



- 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 and to
 describe substantive changes they plan to make.
- 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 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 not new) were
 required to submit an action plan.
- By June 1, 2021, 22 instructional programs were discontinued in academic year 2020-21 or are identified for discontinuation in fall 2021. These programs' discontinuation proposals are currently being reviewed by the University Curriculum Committee and the Graduate Council. To date, 13 programs have been discontinued.

Discontinued instructional programs:

- Master of Applied Historical Research
- Master of Arts Teaching English Language Arts
- Master of Education in Bilingual Education Pending State Board Review and Approval
- Graduate Certificate in History for Secondary Educators
- Graduate Certificate in School Technology Coordination
- Bachelor of Arts in Dual Blended Early Childhood / Early Childhood Special Education, Elementary Education
- Undergraduate Certificate in Special Education Services
- Undergraduate Certificate in Early Childhood Intervention Services
- Minor in Iberian Studies
- Minor in French for Business
- Minor in Romance Languages
- Minor in German for Business



BOISE STATE UNIVERSITY Annual Progress Report | 47

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 ExtraMile 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 quality, productivity and align communications and marketing strategy across the enterprise.
- 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. This is already underway as part of the development of the Strategic Enrollment and Retention Planning process and more details are expected to emerge by the end of spring semester.
- 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.



BOISE STATE UNIVERSITY Annual Progress Report | 49

INSTITUTIONAL DATA

Employees

Employees (Nov 2020	Full-time	Part-time	FTE	%
snapshot for IPEDS				
report)				
Instructional Faculty	784	584	979	35.6%
Professional Staff	1,274	57	1,293	47.0%
Classified Staff	471	27	480	17.4%
Total	2,529	668	2,752	100%

^{*}Due to enterprise HR system implementation, fall 2021 data for IPEDS HR reporting will not be available until closer to the IPEDS submission date of April 2022.

Revenue and Expenditures for FY2021

Operating Revenue	FY2021
Challed T. Winnerd France (Cons.)	000 750 011
Student Tuition and Fees (Gross)	200,760,211
Scholarship Discounts and Allowances	(29,075,000)
Federal Grants and Contracts	46,090,662
State and Local Grants and Contracts	8,312,869
Private Grants and Contracts	3,246,982
Sales and Services of Educational Activities	7,542,618
Sales and Services of Auxiliary Enterprises	35,204,126
Other	1,425,149
Total Operating Revenues	273,507,617

Operating Expenses	
Instruction	137,476,195
Research	38,261,728
Public Service	24,565,873
Libraries	5,900,730
Student Services	18,539,063
Operation & Maintenance of plant	26,332,090
Institutional Support	36,931,656
Academic Support	32,485,747
Auxiliary Enterprises	62,938,076
Scholarships and Fellowships	18,218,665
Depreciation	26,667,709
Total Operating Expenses	428,317,532
Operating Income/(Loss)	(154,809,915)



BOISE STATE UNIVERSITY Annual Progress Report | 50

^{**}FTE calculation for IPEDS is full-time plus one-third part-time.

Non-operating revenues/(expenses)	
State Appropriation - General	104,253,395
State Appropriation - Maintenance	2,854,992
Pell Grants	20,093,950
Gifts	27,123,074
Net Investment Income	1,259,670
Change in Fair Value of Investments	(689,048)
Interest	(5,715,724)
Gain/Loss on Retirement of Assets	(277,081)
CARES Act revenue	30,876,959
Other Non-operating Revenue/(Expense)	558,173
Net Non-operating Revenues/(Expenses)	180,338,360

Other Revenue and Expenses	
Capital Appropriations	2,052,336
Capital Gifts and Grants	873,449
Total Other Revenues and Expenses	2,925,785

Increase in Net Position	28,454,230
Net Position - Beginning of Year	\$495,972,179
Net Position - End of Year	\$524,426,409

Enrollment

Enrollment Fall 2021 (October 15 census)	Headcount
Undergraduate Degree-seeking	17.077
Graduate Degree-seeking	3,068
Early College/Dual-credit	5,169
Other Non-degree Seeking (Undergraduate and Graduate Combined) and Audit Only	515
Total	25,829

2020-2021 Graduates

Degree and Graduate Certificate Graduates	Distinct Number of Graduates
Baccalaureate Degree (Academic)	3,749
Graduate Certificate	166
Master's Degree	1,074
Educational Specialist Degree	23
Doctoral Degree	50
Total Distinct Graduates	5,120*

^{*}The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master's degree). This total also includes associates and undergraduate certificate graduates.



Research and Economic Development

	FY2017	FY2018	FY2019	FY2020	FY2021	
	Office of Te	Office of Technology Transfer				
Invention Disclosures	14	14	20	22	16	
Patent Applications Filed	10	14	18	28	20	
Patents Issued	3	3	2	5	1	
Licenses/Options/Letters of Intent	28	24	25	19	22	
License Revenue	\$39,231	\$24,820	\$57,136	\$15,996	\$8,500	
Startups	0	1	1	0	0	
FTEs	1	1	1.5	2.25	2.1	

Number of protocols reviewed by:	Office of Res	Office of Research Compliance					
Institutional Biosafety Committee	41	43	65	68	68		
Institutional Animal Care and Use Committee	98	93	101	82	68		
Social and Behavioral Institutional Review Board	408	514	526	494	509		
Medical Institutional Review Board	38	19	24	32	33		

	Office of Sponsored Programs				
Total # of Proposals Submitted	598	606	560	506	598
Total # of Awards	361	368	378	411	425
Total Sponsored Projects Funding	\$50.1M	\$56M	\$53.5M	\$58.2M	\$65.3M
Total Research and Development Expenditures as reported to NSF	\$34.9M	\$41.4M	\$39.8M	\$43.3M	not available at this time
Externally Funded Research Expenditures	\$21.1M	\$27.7M	\$27M	\$29.8M	\$34.7M



UNIVERSITY ADVANCEMENT

The future of the university and our state remains bright despite the uncertainty we've all experienced this year. Times like these underscore the importance of philanthropy and its impact on Boise State University and our students.

Boise State is a place where students from every walk of life and academic discipline have the opportunity to go on to become leaders in their respective careers and communities. We are a place where top-flight faculty blaze new trails in their fields and work side by side with their students to address some of the most challenging questions facing society today. The generosity of our donors ensures our students have a transformative academic experience and prepare them for rewarding careers.

In FY21, the donors gave nearly \$42 million in total private support - exceeding the previous fiscal year by \$7.6 million. Alumni gave \$15.9 million - a 54% increase over the previous fiscal year - while friends, parents, faculty and staff gave \$13.7 million. Corporations, foundations and other organizations gave a total of \$12 million.



University programs received \$14.9 million; \$3.1 million allocated to faculty and staff support, and \$14.7 million designated for student financial aid. In addition, donors contributed \$9.1 million to key facilities projects.

The university welcomed 22 new members to the Barnwell Society, recognizing donors who gave nearly **\$10** million this year through their deferred charitable state plans. Boise State's Chaffee Guild Society recognized 40 new members whose cumulative **lifetime giving exceeds \$100,000** and 3,201 President's Club members, the annual giving society recognizing donors who give \$1,000 or more annually, gave more than **\$24** million.





BOISE STATE UNIVERSITY Annual Progress Report | 53



UNIVERSITY ADVANCEMENT AND FOUNDATION SHARED CORE VALUES

- COLLABORATION We engage all stakeholders to the benefit of the University
- COMMUNICATION We are clear, concise and consistent in all forms of communication
- INTEGRITY We are direct, truthful and follow through on our commitments
- INCLUSION We proactively reach out to and embrace all stakeholders
- PERFORMANCE We plan, execute, measure and report
- OWNERSHIP We embrace responsibility and outcomes
- CONTINUOUS IMPROVEMENT We never settle and are always looking for ways to improve.

Because of this generosity, the Boise State University Foundation now has total net assets of \$215 million and distributed more than \$13.5 million to the university in FY21 for scholarships, facilities, programs and faculty support.

Such performance reflects the sound guidance of the Foundation's board of directors, our passionate volunteers. They manage our investments with the highest fiscal responsibility and accountability for the institution's benefit, its students and the communities it serves.

Under the direction of our vice president for University Advancement, Matthew Ewing, the advancement team continues to execute a significant restructure designed to create an integrated, university-wide advancement system and prepare to launch the university's next comprehensive philanthropic campaign.

This work is aligned with the university's strategic plan: *The Blueprint for Success* **2021-2026** and a vision to create the best culture of philanthropy and alumni engagement of any public university in the country.

UNIVERSITY ADVANCEMENT AND FOUNDATION SHARED VISION

Create the best culture of philanthropy and alumni engagement of any public university in the country.

UNIVERSITY ADVANCEMENT AND FOUNDATION SHARED STRATEGIC FRAMEWORK

Secure funds for philanthropic priorities; Ensure mutually beneficial relationships with alumni and friends of Boise State; Enhance the alumni and donor experience; Create an integrated, university-wide advancement system; Prepare to launch the university's next comprehensive campaign; Develop a culture of high-performing teams.

B

COLLEGE HIGHLIGHTS

Innovation and a multidisciplinary approach drive work across all seven of Boise State's academic colleges, Honors College and Graduate College, and help us best meet the needs of our communities, industry and our state.



College of Arts and Sciences

- College of Arts and Sciences, College of Innovation and Design, and College of Education launched **Bronco Gap**Year, demonstrating Boise State's ability to respond swiftly and meaningfully in challenging environments.
- FY21 research awards were up 60% to \$27.7M. This represents success across our college with 12 of 16 departments winning at least one award.
- Faculty research finds a broad national and international audience. A recent example would be Jeffery Johnson's work on volcanoes being featured by **National Geographic**.
- The Talkin' Broncos continue to be a national powerhouse in speech and debate, pivoting to prominence in
 online competition including at the 23rd Annual Gorlok Gala. This was the team's third win of this prestigious
 honor.
- College of Arts and Sciences partnered with Extended Studies to develop an online AA/AS which will provide
 the foundation for numerous stackable credentialing options.

College of Business and Economics

• Ranked by U.S. and World Report in Undergraduate Business: #17; MBA Programs: #56 (Ranked 5th in the West); Business (non-MBA): #69 (MS Accountancy).



BOISE STATE UNIVERSITY Annual Progress Report | 55







 Mark Cowan, professor of accountancy in the College of Business and Economics, has written about mental health issues in the accountancy profession. His cover article in the Journal of Accountancy won an Eddie Award for Essays and Criticism. Mark was subsequently invited to present to a group of SEC reporting professionals and to the Virginia Society of CPAs.

College of Education

- College of Education graduated 22 doctoral students in academic year 2021 - a new record of doctoral graduates in an academic year. Fourteen doctoral students graduated in Spring 2021 (four in Fall 2020 and four in Summer 2021) after an unprecedented year of persistence through a pandemic.
- College of Education faculty member Aida Midgett has trademarked an anti-bullying training campaign, STAC, with colleague in Counselor Education, Dr. Diana Doumas, and is training K-12 students across the state in her "howto-defuse" bullying strategies.

College of Engineering

- Over \$10M of research expenditures last year, doubling its number in just four years.
- Ranked highest in the state by US News & World
 Report for its undergraduate engineering and tied with
 University of Idaho for graduate education.
- Construction Management students won top honors
 at the Associated Schools of Construction Student
 Competition for Rocky Mountain Region 6. They were
 awarded 1st place in Commercial. The Design Build and
 Mixed Use team were awarded 2nd place honors. In the
 National categories, the Concrete Solutions team took 1st
 place.
- Assistant Professor Erin Mannen received the Best Friend Award by Kids in Danger for her "groundbreaking infant sleep research that has led to policy changes and saved lives."

College of Health Sciences

- Expanded the undergraduate nursing prelicensure program by 33% (from 60 to 80 cohorts size) to meet Idaho's nursing shortages.
- Continued to expand its online MSW program (~450 students currently) as part of its efforts to become a premier program in the Western United States.
- Partnered with Saint Alphonsus and their parent company Trinity Health to create a scholarship program

BOISE STATE UNIVERSITY Annual Progress Report | 56

B

through a three-million dollar loan. The program will award approximately **\$750,000-1M in scholarships** over the next 5 years.

- The School of Nursing increased the number of students in the nursing baccalaureate program by 33% (100 students) to help meet the health care needs of Idaho.
- Prior to the pandemic, Health Services did not provide any telehealth visits. Since that date, 10,000
 Counseling and 2,500 Medical visits have been done via telehealth across many parts of Idaho and other states. These visits allowed Health Services to stay in contact with patients during that time, and continue to be an important part of our service delivery going forward.



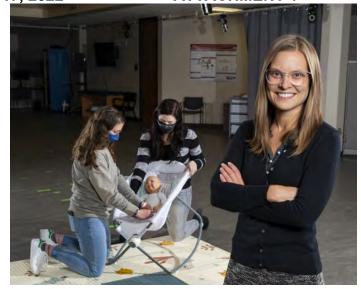
- Continued to lead the Apple Partnership with CWI, IDLA, and area K-12 districts to upskill Idaho public teachers working in historically underserved communities.
- Launched the Digital Innovation and Design degree.
 This innovative, online, stackable certificate, degree program is uniquely designed to prepare students for the modern digital workplace. This degree integrates digital and design skills with foundational training in collaboration, creativity, critical thinking, and communication, empowering students to be highly competitive for their first job and build a rewarding career.

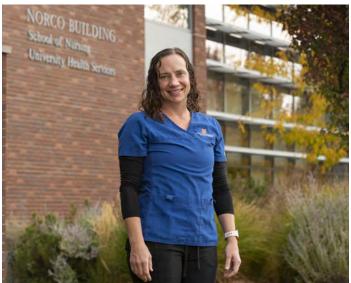
School of Public Service

- Jared Talley, an Environmental Studies instructor,
 was selected as a recipient of an Idaho Science and
 Technology Policy Fellowship, to begin this fall. This
 opportunity allows Idaho scientists, social scientists,
 and engineers to learn firsthand about policymaking
 through a yearlong fellowship, a collaboration among
 three Idaho universities.
- Piloted a Working Lands Field School in Cascade, ID in partnership with a Boise State donor, whose land was used for the three-day experiential learning program.

Graduate College

- Spring 2021 commencement saw a record number of doctoral (30) and master's (565) degrees conferred upon our graduates.
- Took first, second, and peoples' choice awards at the **State-wide 3MT**. A master's student took first place at the Western Association of Graduate School's 3MT,







BOISE STATE UNIVERSITY Annual Progress Report | 57







over entries from the 200+ graduate schools in the western United States, Canada and Mexico.

Honors College

- Students who completed the Honors College program increased by 39% with a total of 200 students finishing their Honors experience.
- Honors College national fellowships program facilitated seven winning applications for fellowships, including a Truman scholar, three Fulbright scholars, and a Schwarzmann scholar.

Multidisciplinary College Efforts

- A team of researchers from the College of Arts and Sciences, College of Engineering, and College of Education received a grant of nearly \$2M from the National Science Foundation to improve prospective elementary teachers' engagement through innovative, interdisciplinary, and inquiry-based approaches to address the need for integration of multiple disciplines in science, technology, engineering, and mathematics education.
- Composed of five research teams that span multiple departments and colleges, almost 30 faculty, professional staff and students, Boise State's Quantum DNA group received a Phase II renewal grant of \$5M for the DOE Basic Energy Sciences EPSCoR program.
- Project SCIENTIA is a team of College of Arts and Sciences faculty, graduate students and undergraduates working to translate science into Spanish, and make science more inclusive and accessible for the Hispanic community, both on and off campus. The project seeks to eventually widen its scope to include more languages. It receives support through a GEM3 (Genes by Environment- Modeling, Mechanisms, Mapping) grant.

B

ATHLETICS

Boise State athletics led the Mountains West Conference in being recognized by NCAA for academic excellence.



- Student-athletes combined for 29 straight semesters with an all-department GPA above 3.0, setting benchmarks in Academic All-Mountain West and Mountain West Scholar-Athlete accolades.
- Established its all-time best NCAA Graduation Success Rate with 70 student-athletes earning their degrees in 2021.
- The volleyball team captured its first conference tournament championship in school history.
- The men's golf team made a postseason appearance, earning an invitation to the NCAA Regional Championships as a team for the first time since 1994.

- The men's basketball team earned a postseason bid, garnering a No. 2 seed in the NIT, the team's third such bid in the last four seasons.
- The women's cross country team competed at the NCAA Cross Country National Championships in the spring, garnering a ninth-place finish.
- The gymnastics team made its 13thconsecutive appearance at the NCAA Regional Championships.



BOISE STATE UNIVERSITY Annual Progress Report | 59



NEW FACILITIES

Micron Center for Materials Research

The top floor of the Micron Center for Materials Research is being built out as research laboratory space and will be home to Boise State's new Food and Dairy Innovation Center. The center will use a transdisciplinary science, engineering and technology systems approach to drive innovation for the food industry in Idaho.

The Micron Center for Materials Research received the **City of Boise's Excellence in Sustainability - Commercial award** (May 2021) and **Idaho Business Review's (IBR) 2021 Project of the Year award**. In addition, it was the People's Choice at the IBR event.

The \$50 million Micron Center for Materials Research opened in fall 2020 on the Boise State University campus. It is a campus and community innovation hub for materials research and serves as the home of the Micron School of Materials Science and Engineering.

The 97,000-square-foot building provides research laboratories and spaces, state-of-the-art learning environments, a 250-seat lecture hall, two large classrooms, offices and work spaces for faculty members, staff and graduate students advancing materials teaching and research at Boise State.

"The building is a state-of-the-art research facility with labs and spaces specifically designed for materials characterization and scholarship. In addition, the west end of the building houses some of the best teaching space on campus, and some 800 students will eventually pass through the building every class change — when we can," said College of Engineering Dean JoAnn Lighty.

The Micron Technology Foundation Inc. gave \$25 million — the largest single gift in Boise State history — for the Micron Center for Materials Research. Micron has been an incredible partner to Boise State since the company, and later the foundation, were formed. To date, their support of Boise State has exceeded \$75 million. In 2012, the Micron Foundation helped the university open the Micron College of Business and Economics Building, in 2019, the Fine Arts Building and, this fall, the Micron Center for Materials Research. Together, they are shaping the future of Idaho.

B

BOISE STATE UNIVERSITY Annual Progress Report | 60



Center for the Visual Arts

The new **Keith and Catherine Stein Luminary** in the Center for the Visual Arts opened for Boise State classes and small groups in January 2022. This all-digital museum space with touch-activated glass walls, 26K-lumen projectors, and 7.1 digital surround sound, produces a range of immersive, interactive and sensory experiences.

In fall 2021, 600 students, administrators, donors and faculty previewed and tested the space, and students built programming. It will be open for additional classes and community events later this year.

The Center for the Visual Arts opened in 2019. It brings together all of the Department of Art, Design, and Visual Studies programs — History of Art and Visual Culture, Art Jewelry and Metalsmithing, Art Education, Ceramics, Drawing and Painting, Graphic Design, Illustration, Photography, Printmaking, Time-Based Art, and Sculpture — into a single building of five-stories and nearly 90,000 square feet. Close to 4,000 students take courses annually in the CVA — courses which were previously spread among five buildings across the campus with aging technologies.

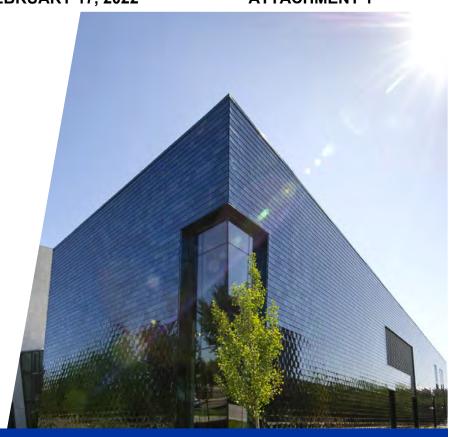






BOISE STATE UNIVERSITY Annual Progress Report | 61

This state-of-the-art, donor-supported facility, praised as one of the finest in the nation by the director of the National Endowment for the Arts, fosters the kind of interdisciplinary excellence that will help Boise State blaze new trails in higher education. The Center for the Visual Arts was awarded an American Architecture **Award** in the Cultures and Museums category for 2020 by The Chicago Athenaeum Museum of Architecture and Design along with The European Centre for Architecture Art Design and Urban Studies. This tremendous national and international award confirms that the Center for the Visual Arts project is a world class art research, teaching and learning facility. The CVA mirrors Boise State's commitment to the arts and significantly impacts the regional landscape with remarkable and dazzling contemporary architecture.



Blue Galleries

The Blue Galleries, located on the first floor of the Center for the Visual Arts, host contemporary visual art exhibitions as a program of the Department of Art, Design, and Visual Studies. In the first two years in our new spaces, the Blue Galleries have organized exhibitions of work by national artists, alumni, and students and have welcomed thousands of visitors for exhibitions, online exhibitions, and in-person and virtual visiting artists lectures. Tours of the exhibitions were given to prospective and current students, classes from across disciplines, civic groups, arts leaders, and community members. New dedicated student gallery space highlighted the work of undergraduate and graduate students with solo exhibitions by MFA and BFA students, an annual student juried exhibition, and group BFA Exhibitions for graduates from the BFA Visual Art, Illustration, and Art Education programs each semester. The Blue Galleries are open to the public with free admission creating dynamic spaces for firsthand experiences with contemporary art for Boise State University and the region.



BOISE STATE UNIVERSITY Annual Progress Report | 62

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2022

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Idaho Division of Career Technical Education (IDCTE) - Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M. Annual Planning and Reporting

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for Idaho Division of Career Technical Education to provide an annual progress report on the Division's strategic plan, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

This annual report serves to provide a state of the Division update and inform the Idaho State Board of Education of the annual priorities and ow they are and will be used to guide the division' scope of work moving forward.

ATTACHMENTS

Attachment 1 – IDCTE Annual Report 2021

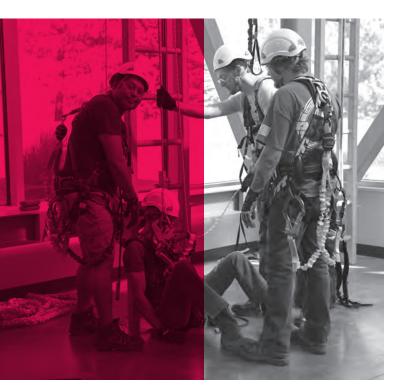
BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Division of Career Technical Education provides leadership, administrative and technical assistance, and oversight for career technical education programs in Idaho's public secondary schools and technical colleges. The Division is responsible for approximately \$46.7M in funding for postsecondary program, \$17.5M for secondary and general programs and an additional \$6.8M toward related programs such as adult education, workforce training centers, and apprenticeship programs in addition to career technical educator training and development.

BOARD ACTION

This item is for informational purposes only.









ANNUAL REPORT 2021

We prepare Idaho's youth and adults for high-skill, in-demand careers.

Letter from the administrator



As we emerge from the cloud of the pandemic, one thing is clear: Never has the need for skilled workers been higher. Equally clear is the fact that employers and government see career technical education (CTE) as a significant component of our economic recovery, both across the state and

across the nation. As evidence of the growing importance of CTE, look no further than the \$3.5 million Governor Brad Little invested in expanding and modernizing Idaho's secondary and postsecondary CTE programs as part of his Building Idaho's Future initiative, or the \$600 million earmarked for Perkins V in the Build Back Better Act.

Because demand for CTE and the careers it generates is rising, the need to provide innovative services and support to help our educators and administrators is, too. That's why I charged the Idaho Division of Career Technical Education (IDCTE) team with five priorities during fiscal year 2021: solidifying internal processes and systems, expanding educator services, stabilizing and growing program services support, supporting student success, and increasing stakeholder engagement and communication.

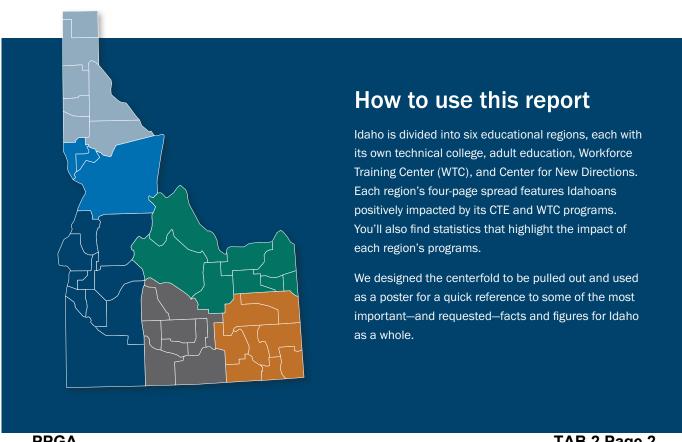
We've made substantial progress in achieving these objectives during the last fiscal year, as you'll see on the following pages. Highlights include helping more industry professionals become CTE teachers through our new InSpIRE Ready! program, promoting the value of SkillStack® to educators and employers and better communicating with stakeholders at all levels.

But we still have work to do. Though we've seen significant growth in secondary enrollment and received substantial financial support at the state and federal levels, we don't have enough facilities or qualified educators to meet Idaho employers' demand for CTE program graduates. Additionally, we can better reach out to and support adult learners who were unable to attain their educational goals during the pandemic.

In the year ahead, I look forward to your feedback and working with you to ensure we fulfill our mission: to prepare Idaho's youth and adults for high-skill, in-demand careers.

Best regards,

Clay Long, Ph.D., State Administrator



PPGA TAB 2 Page 2





Table of contents

Region 1	1
Region 2	5
Region 3	9
SkillStack [®]	13
CTSO highlights	15
New secondary CTE facility	16
Year in review infographic	17
New postsecondary CTE facilities	19
Fire Service Training	20
Region 4	21
Region 5	25
Region 6	29
Centers for New Directions	33
Financial overview	35
Looking forward	36



HVAC program provides seamless transition from secondary to postsecondary

The week before the fall 2017 semester began, Sean Sater received a call from the Trades and Industry Division Chair at North Idaho College (NIC), Doug Anderson. Anderson wondered if Sater would be willing to teach the heating, ventilation, and air conditioning technician (HVAC) class; if Sater said no, the program would be shut down.

Fortunately, Sater, who has 22 years of experience in the field, knew firsthand how much the Coeur d'Alene-Spokane area needed well-trained HVAC technicians. He'd also considered cutting back his hours at HollisterStier, where he worked as a consultant, so he agreed.

"I thought it was a great way to pay it forward and help the next generation change their stars." said Sater.

Though his first year was a baptism by fire of sorts, Sater enjoyed teaching. So when Anderson, who also served on the board of Kootenai Technical Education Campus (KTEC), asked if Sater would be interested in teaching HVAC at the secondary level the following year, he again agreed.

"I was head over heels to get a hold of them early and get them trained up right," said Sater. "When we first sat down, we didn't want the HVAC program to be a huge expense, so we decided it would be best to let the KTEC students use the NIC lab. It's within walking distance, and we didn't have to bring in more equipment, which helped us strengthen the partnership between the secondary and postsecondary programs. It was a win-win-win for the students, the schools, and the taxpayers."

Next, Sater had to strike a balance between offering enough dual credit to make the HVAC pathway appealing to secondary students but not reducing the course load so much that students wouldn't be considered full-time students and not qualify for financial aid once they transferred to NIC. Sater settled on offering the three-credit HVAC 165 course for his KTEC students, making it easy for them to transition to the second semester's coursework at NIC.

Sater's unique position at KTEC and NIC means he can ensure his students have a seamless path from secondary to postsecondary to career. And because there is such a demand for HVAC technicians, employers are eager to speak to his classes and offer opportunities for his students to job shadow or do ride-alongs with their employees.

44

They can talk with industry professionals and see how they operate, keep their vans, and figure out if it would be a good fit—and they get paid to do so.

-Sean Sater

"It gives them a chance to see if an employer's culture fits what they're looking for," said Sater. "They can talk with industry professionals and see how they operate, keep their vans, and figure out if it would be a good fit—and they get paid to do so."

These interactions with employers mean most postsecondary students in their second and final semester know where they want to work and have a job lined up after graduation. The jobs Saters' students walk into don't exactly pay minimum wage, either.

"They're paying \$9,000 for books and tuition and can be making \$52,000 a year to start, without the baggage of student debt," said Sater. "That's a pretty solid return on investment."

At the end of the day, Sater loves knowing he's setting future professionals up for success while helping to meet industry needs.

"I love the feeling of getting through to someone," said Sater. "They might ride the struggle bus for a while, but when things come together, they learn it and burn it into their memory. It's priceless to see the light come on."

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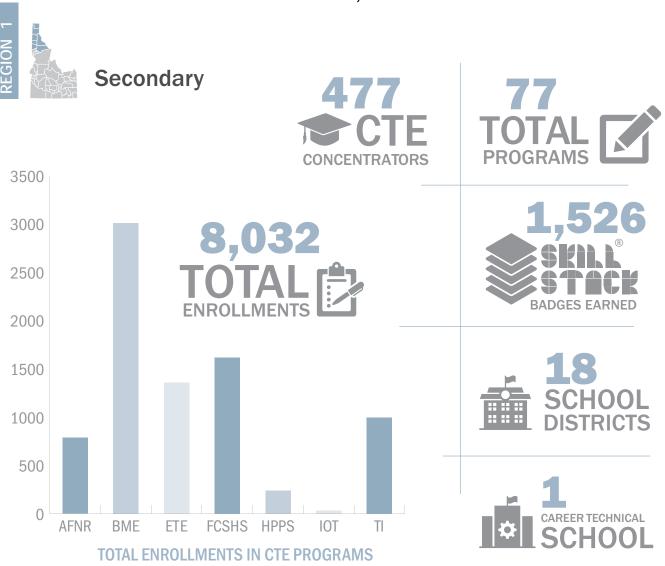




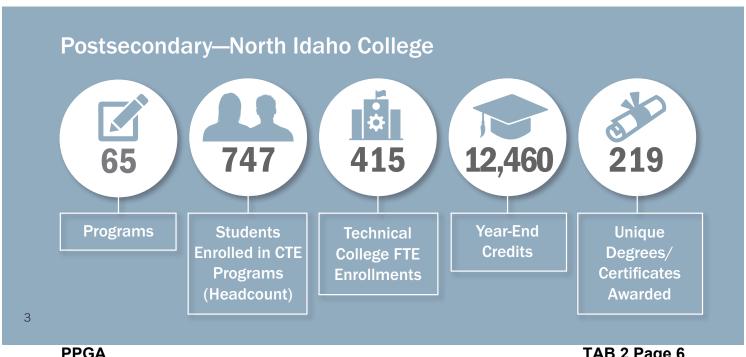
ADVANCED OPPORTUNITIES AND CTE

There are multiple ways students can earn postsecondary credit for their high school CTE classes. These opportunities reduce the time and cost of obtaining a postsecondary credential.

To ensure prior learning is correctly transcribed, each technical college employs transition coordinators. Transition coordinators do more than help students, parents, teachers, and counselors understand what credits will transfer and how they will impact a student's postsecondary goals. They also provide degree advising, host tech expos, open houses, and career information days, conduct program tours, and act as a liaison between students and parents. Finally, they're well-versed in employers' needs, expectations, and connection to postsecondary programs. That allows transition coordinators to provide timely and accurate information for career planning.



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry



PPGA TAB 2 Page 6

Apprenticeships



Workforce Training Center



Employer Spotlight

PotlatchDeltic

St. Maries, Idaho

Type of industry: Wood products

Employees: 390

Training need: PotlatchDeltic first started working with the Idaho Department of Labor (IDOL) and North Idaho College's (NIC) Workforce Training Center (WTC) in 2012 to assess training needs in the wood products industry. PotlatchDeltic has unique hiring challenges due to its location and demand for employees with specialized skills. The partnership focused on skill gaps for high-wage, high-demand occupations such as electricians, millwrights, programmable logic controllers, and log scalers.

How the WTC delivered: NIC currently offers workforce training for millwright, mechanic, welding, boiler operator, and carpenter positions, plus electrician apprenticeship classroom training, PLC 1-4 training, and log scaler prep and testing. Through apprenticeships and custom training, PotlatchDeltic and NIC's WTC have developed a robust skilled training program. All apprenticeships are recognized through the IDOL. As of February 2021, the electrician apprenticeship has been officially set up through the IDOL.

44

When there's been a need, NIC worked with us to develop the training needed in that area.

- Bonnie Siron, human resource manager, PotlatchDeltic





LCSC grad takes over Collision Repair Technology program

Growing up in the unincorporated town of Laclede, Idaho, Luke Thomas didn't know what he wanted to do after high school—but he did know he loved working on cars.

"We had a neighbor who worked on cars, and he helped me restore my first vehicle," said Thomas.

From then on, Thomas was hooked. A family friend who taught at Lewis-Clark State College (LCSC) recommended its two-year Collision Repair Technology program. The program's reputation, hands-on application, small class size, and one-on-one time with the instructor all appealed to Thomas, who graduated with an Associate of Applied Science in 2008.

After graduation, Thomas' career was humming along. He had his own repair shop and worked on custom restorations, but he wanted to explore a different facet of the industry. Around that time, Thomas' professor, Clarence Griffin, decided to transition to teaching parttime, so Thomas saw an opportunity to teach in the same program from which he graduated.

"I was ready for a change and the opportunity to teach the collision program arose at the right time," said Thomas. "It sounded like a fun way to change things up and help make a difference in the industry."

During his first three years teaching, Thomas was grateful to be teaching alongside Griffin. And for the most part, Thomas kept the program the same as when he completed it. During the first year, core instruction is provided, and during the second year, students receive in-depth instruction in more complex systems and hands-on training in mock and customer projects.

"Because it's a two-year program, students can go beyond just learning metal straightening or crash repairs," said Thomas. "That means we can focus on more advanced skills, and they can get exposure to more facets of the collision repair industry. They're qualified for a broad spectrum of industry segments by the end of the program, including some outside the collision field, like aviation refinishing, boat manufacturing refinishing, heavy trucks collision repair, custom cars, and hot rods."

A major component of the program is completing an eight-week internship with a local shop. Many students have jobs lined up after graduation at the shop where they completed their internship, which many keep until they decide to move on. The internship allows employers to tap into a talent pipeline to fill their needed positions, which Thomas says translates into more support for

44

Because it's a two-year program, students can go beyond just learning metal straightening or crash repairs. That means we can focus on more advanced skills, and they can get exposure to more facets of the collision repair industry.

- Luke Thomas



the program. Body shop owners have donated vehicles, parts, and uniforms or provided scholarships for the students, and vendors will come in for demonstrations or product training.

Six years later, Thomas has found what he was looking for as a career technical educator. Teaching gave him the freedom to continue running his repair shop and custom restoration business while having more time to pursue other interests. It's also given him a more holistic perspective of the industry he loves, deepening his appreciation for it.

Above all, Thomas says teaching has allowed him to share his passion with others.

"I like seeing someone make something of themselves," said Thomas. "It takes a lot of work to complete the two-year program, and it's very rewarding to see a student who completed the program working in the industry and enjoying it."

5





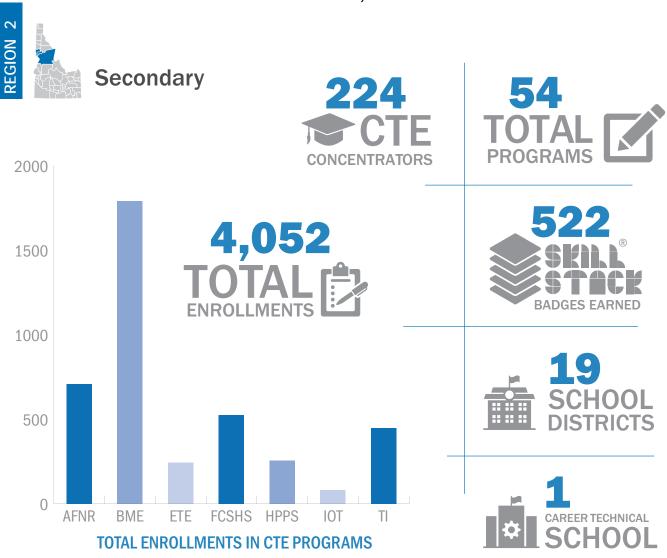
HOW ARE PROGRAMS PRIORITIZED AND FUNDED?

Creating cutting-edge programs to meet the needs of Idaho's employers and workforce is expensive. Resources like software and equipment don't come cheaply, so how does IDCTE decide how to spend its allocated funding? We start by looking at the programs and pathways we currently have and use a variety of tools to make sure these CTE programs support regional employer needs, have sufficient growth to support a newly trained workforce, and have industry support and involvement to ensure programs provide students with the right skills, training, and experience.

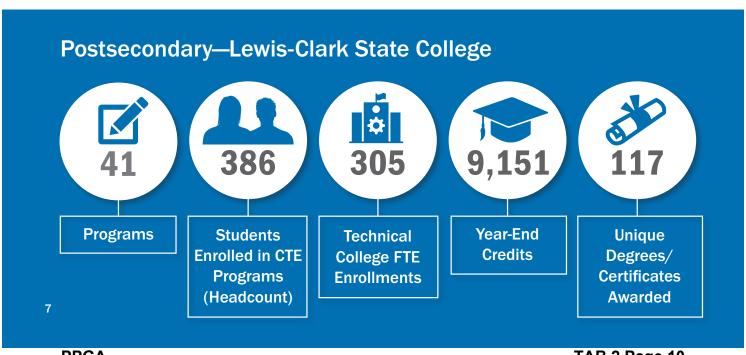
But evaluating how well programs meet those criteria is only part of the puzzle. Once we have that information, the Program Quality team has to decide whether to phase out a program, provide substantial changes to keep it current and relevant, and retrain educators to ensure they're prepared to share the latest technology and information with their students.

During fiscal year 2022, the Program Quality team was charged with developing a screening tool and rubric to make this process more transparent and consistent. Once we have a prototype complete, we'll invite employers, CTS administrators, and internal stakeholders to provide feedback before reviewing it with external stakeholders. For more information on the program prioritization process or to get involved, contact Program Quality Manager Chet Andes at chet.andes@cte.idaho.gov.

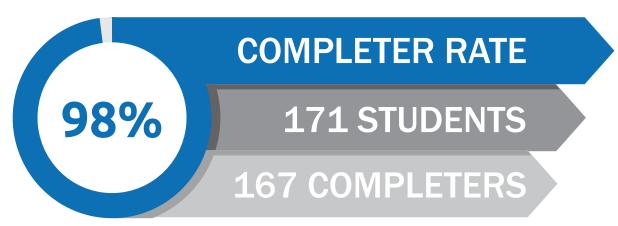
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AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry



Apprenticeships



Workforce Training Center



Employer Spotlight

Nez Perce Tribal Enterprises

Lewiston, Idaho

Type of industry: Hospitality and gaming

Employees: 254

Training need: To improve the overall customer experience, Nez Perce Tribal Enterprises identified a need for training on customer service, new employee onboarding, recruitment and retention, and developing new supervisors.

How WTC delivered: The Nez Perce Tribe contacted Lewis-Clark State College's (LCSC) Workforce Training Center to develop a course to help their employees in several areas. A targeted needs assessment was conducted, and a customized curriculum was developed to communicate and reinforce the company's training goals. Employees can use these transferable anywhere within the organization.



LCSC's Workforce Training Center has provided our staff great opportunities to learn and enhance their abilities in the workplace. We highly value our relationship with the WTC program and their ability to provide education and training to our staff here at the Nez Perce Tribal Enterprises.

- Julian Matthews, HR manager, Nez Perce Tribal Enterprises





Relationships, certifications lead to 100% job placement for Diesel Technology program

Diesel mechanic John Montana knows firsthand how difficult it is to find skilled workers, especially for in-demand professions. In fact, his inability to find and hire qualified workers is what drove him to become a teacher in the first place (see sidebar).

"I couldn't hire decent help," said Montana. "I was training new employees on the job anyway for about 10 or 11 years, so when Canyon-Owyhee School Service Agency's (COSSA) old diesel technology teacher retired in 1999, I figured I'd give teaching a try."

Though Montana started teaching part-time, he soon discovered he loved working with the kids and was teaching full-time by his second year. In the two decades since, Montana has cultivated relationships with about a dozen farm implement companies, several of whom employ Montana's former students. These relationships benefit students and businesses alike—in many ways.

First, industry partners like John
Deere, Kenworth, Peterbilt, AgriService, Caterpillar, and Mountain View
Equipment are always willing to drop off
equipment and provide opportunities

for students to develop their skills via job shadowing and internships. They know they'll be able to hire skilled workers from the talent pool Montana produces, so they're willing to help his students develop career readiness skills by conducting mock job interviews or reviewing student resumes.

Second, industry partners provide additional feedback about new workers' skills and what needs to change or be updated in the program to prepare students for their careers. This also helps ensure Montana himself stays current.

"That's one positive thing about these kids staying local; they're an excellent reference for me," said Montana. "I don't get to work out in the field like I used to, so I bounce stuff off my former students all the time. I know I can call any of them up and ask, 'What have you run across?' or 'We've got this truck in here that's doing this and this; have you seen anything like that?'"

Most importantly, these relationships have resulted in 100% job placement over the past 14 years.

"Because the program teaches to NATEF standards, students can earn industry-



If a student walks out of a CTE program with these certifications, they can walk into a job immediately.

- Patricia Frahm

recognized certifications in electrical engines, transmissions, engine repair, brakes, and preventative maintenance," said Montana. "Students can also earn their OSHA 10 card and SP2 Safety and Pollution Prevention training certificates while still in high school. That means students may not need a lot of on-the-job training after they graduate."

This is a huge advantage to not only students but their employers as well.

"If there are 50 applicants for a job and you have these certificates—especially the safety certificates—you'll move to the top of the list because it cuts down on the number of hours an employer has to train you, and you can get right to work," said Montana.

COSSA's principal, Patricia Frahm, says the importance of this foundation can't be overstated.

"If a student walks out of a CTE program with these certifications, they can walk into a job immediately, and if they decide to go on to college, it gives them a skill they can use to pay their way through school," said Frahm. "They also learn work ethic and accountability in the process—things that can help them for the rest of their lives."



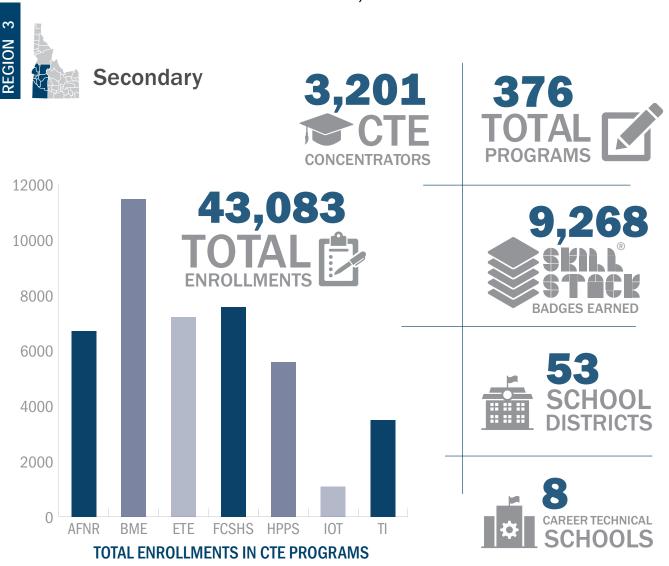




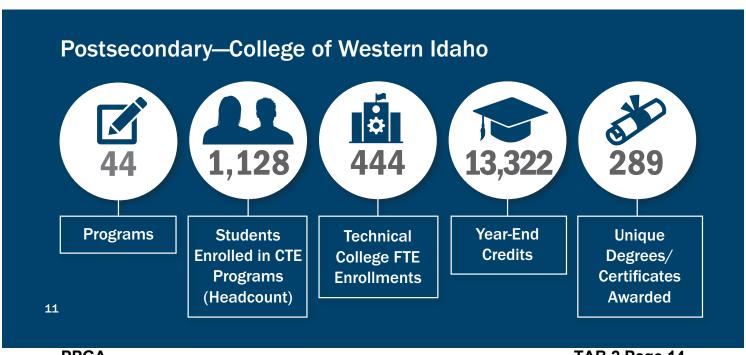
BECOME A CTE EDUCATOR!

Some CTE educators train in a formal college preparatory program; others come to the classroom after acquiring valuable experience in their industry. But all CTE educators feel called to prepare Idaho's youth and adults for high-skill, in-demand careers. Regardless of your education or experience, there's a route to becoming a CTE educator that's right for you. Whether you're finishing college, are already certified to teach in Idaho, or are considering teaching as a second or third career, our knowledgeable Educator Certification and Professional Development teams can help you become certified to teach CTE in Idaho.

To learn more, visit https://cte.idaho.gov/educators-5/become-a-cte-educator/ or email certification@cte.idaho.gov.



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry



Apprenticeships



Workforce Training Center



5,878WTC HEADCOUNT

Employer Spotlight

In Time Tec

Meridian, Idaho

Type of Industry: Information technology, software services **Employees:** 130 in the United States

Training need: In Time Tec provides software development services. A lack of qualified DevOps engineer candidates meant that In Time Tech needed to train their developers in Amazon Web Services (AWS) and Azure DevOps to increase their ability to serve their clients.

How the WTC delivered: Four software development engineers were enrolled in the AWS Cloud Foundations course in fall 2021. In addition to developing critical skill competencies in AWS Cloud Computing and preparing for the AWS Certified Cloud Practitioner exam, they received a voucher for half the exam cost.



We could train our engineers more effectively in DevOps and fill the need for DevOps engineers. We are a software development services company, and our clients are asking for DevOps engineers, which we cannot fill currently. The AWS Cloud Foundations course gave our web, mobile, and cloud software engineers a better understanding of the cloud and AWS.

- Robert Tuft, vice president of client success, In Time Tec







I wasn't really planning on going into construction, but it was something positive to do. I like learning, and I like the educational environment.

- Daniel Dives

SkillStack® and self-improvement are resident's formula for success

Self-improvement has always been important to Daniel Dives. When Dives worked for Metro by T-Mobile, he always strove to become a better manager and salesperson. But it wasn't until he read "Unlimited Power" by Tony Robbins and "The 7 Habits of Highly Effective People" by Stephen Covey that he unlocked his potential and realized that business wasn't about increasing your sales or moving product; it was about developing yourself spiritually, mentally, and physically and teaching others to do the same.

It's no surprise that Dives was one of 169 unique learners who earned the stacked Administrative Functions microcertification in SkillStack® last year (see sidebar). What is surprising is that he earned it at the Idaho State Correctional Center in Kuna.

Dives is one of 2,777 residents of the Idaho Department of Correction (IDOC) taking advantage of the opportunity to learn industry-recognized credentials and certifications while in residence in 2021. IDCTE partners with IDOC and Workforce Training Centers at each technical college to validate the credentials residents earn.

"Residents can leverage the skills they're learning to transition to the workforce," said Taylor Stump, IDCTE's SkillStack® and performance management coordinator. "Because the credits are transcribed through the technical colleges—and because they're demonstrating skills aligned with industry standards and credentials—they have a lot of credibility that can help residents upon reentry."

In addition to learning skills he can use to pursue his career goals upon his release, the classes Dives has taken while in residence have also helped him build his self-confidence. Dives, who has an associate degree in criminal justice,

never learned to use Microsoft Office programs, so he'd skip classes if he had to use PowerPoint or wouldn't speak up in meetings if he had to present.

"When I worked at Metro, we had to run reports two or three times a week. I didn't know how to create a report, so a lot of things didn't look right, but they let me wing it because I was good at other things," said Dives. "As a manager, I'd have rather had my reports look more professional. Had I known then what I know now, I'd have been more confident going to a meeting and saying, 'This is what I think.' Before, I would've stayed in the background a bit more because I wasn't confident enough to put myself forward."

Though Dives has always known he wanted to be an entrepreneur, he's also taken electrical wiring, electrical systems, and masonry courses through IDOC.

"I wasn't really planning on going into construction, but it was something positive to do. I like learning, and I like the educational environment," said Dives. "if you're going to take classes, you might as well give it your all."

Dives found he liked the hands-on nature of the construction classes and even earned certifications in electrical wiring, electrical systems technology and masonry from the National Center for Construction Education and Research.

"These classes helped me realize I have options and be more open-minded about my future," said Dives. "There are some guys who've been released and come back three times in the five years I've been here, and it's because they don't have any plans. They don't have any plans because they don't think they can do something different. But when you start to realize you are intelligent, you realize you can do these things. You can take these classes. You can have a different future."

WHAT IS SKILLSTACK®?

SkillStack® is Idaho's microcertification platform that allows educators to document, assess, and validate student skills using industry and disciplinary defined standards. Standards are developed for each badge through a collaborative process that engages industry, college/university faculty, secondary faculty, and other critical stakeholders.

HOW DO DIGITAL BADGES WORK?

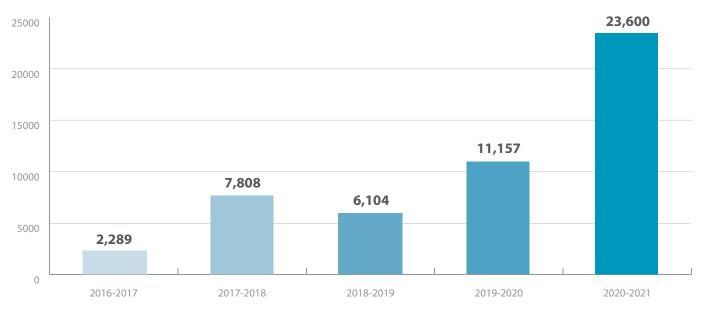
A microcertification is a recognized credential that confirms mastery of skills or concepts. Through demonstration and assessment, educators measure skills in SkillStack® that translate into a digital badge. Digital badges are a visual representation of a microcertification and are embedded with data that verifies an earner's skills and achievements.

WHO USES SKILLSTACK®?

Programs and partners use SkillStack® for a variety of purposes. IDOC uses it to help residents develop re-entry skills, while the Idaho Department of Juvenile Corrections uses it to help their residents with career exploration. Secondary CTE pathways use the system for credit articulation and assessment validation, and postsecondary institutions stack the microcertifications so students can earn certificates or degrees. Workforce Training Centers use SkillStack® to track wage progression and local industry needs, and Boise State University uses it to track its employees' professional development.

Statewide summary:

Over 18,000 students have earned microcertifications



CTSO highlights >13,000 AFFILIATED MEMBERS



Left to right: Madison Healy, Xavier Christy, Garett Christensen, Lucy Christensen, Samuel Beutler, Annely Magallanes, Madison Honn, Emma Pfaff, Liberty McGuire, Hannah Christensen, Kellen Nie, Shelby Hobbs, Michael Lin, Abigail Ballhagen, Kayla Hutchings, Audrey Norris, Claire Shelton, Kennedy Farden, Cassie Morey, Katie Hebdon, Kayden Driggs, Cassie Moody, Jaden Dawdy, Shea McGuire, and Karyssa Gowans. Not pictured: Gretchen Pals and Cree Milliron.

Career Technical Student Organizations (CTSOs) are intra-curricular programs designed to help students develop skills and connections needed for their future careers. They're also a key component of quality CTE programs. CTSOs allow students to develop leadership skills through chapter, community, and statewide involvement. Through CTSO competitive and leadership events, students hone their technical and professional skills and can gain a competitive advantage when applying for college and jobs. Idaho's seven CTSOs align with our six program areas and provide support and growth from secondary to postsecondary and beyond.

Accomplishments:

BPA: Of the **267 students** who qualified for nationals, **32** were top **10 finalists** and one student placed first in their event.

FCCLA: One chapter earned **Exemplary Chapter recognition, 19** members completed the Power of One program, **four members** completed the Stand Up community service project, and **20** advisers were recognized for their years of service (10 one-year, four five-year, two 10-year, one 25-year, and three 30-year).

FFA: 206 State Degrees and 33 American Degrees were earned, and three members qualified as national finalists for proficiency awards.

DECA: Several teams from across the state are participating in the **first Idaho DECA Marketing Challenge**. This contest gives students real-world experience by creating a marketing plan for Next Steps Idaho.

HOSA: Advisor Carie Staub of Meridian Medical Arts Charter High School was inducted into the **HOSA Hall of Fame**. In addition, **two postsecondary students** and **eight secondary students** earned top awards and honors at the international conference.

SkillsUSA: The state association earned the **Gold-**Level Standards of Excellence Award for the second consecutive year.

TSA: 17 members qualified and competed in 13 events at the TSA National Leadership Conference.

- 430 total chapters
- 9,524 affiliated members
- 3,661 State Conference attendees
- 1,359 National Leadership Conference, International Leadership Conference, or International Career Development Conference attendees
- 2 National/International Officer candidates
- 1 National/International Officer elected















15

PPGA

New secondary CTE facility







Size: 40,000 square feet



Cost: \$10 million



Programs housed:

Automotive Maintenance and Light Repair, Construction Trades, Hospitality Services, Marketing, Nursing Assistant, Pharmacy Technician, Precision Machining, and Pre-Engineering



Major donors: Brien, Shelly, and Patricia DeAtley donated \$2 million.



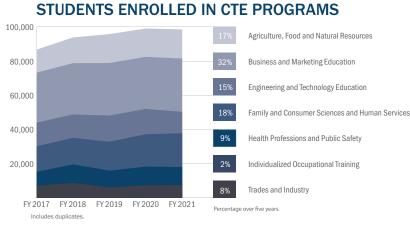
Year in review

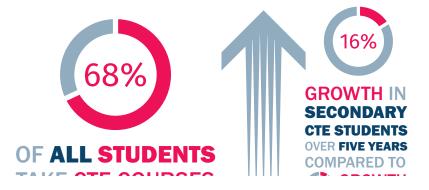


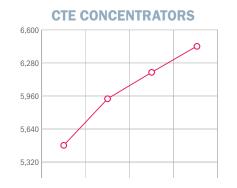
SCHOOL DISTRICTS



OVER 66,000









TECHNICAL



Junior or senior in a capstone course.

60,000

50,000

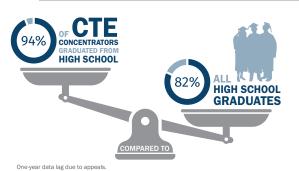
40.000

30,000

20,000

10,000

FY 2017





>3,000 (FTE)



YEAR-END CREDITS

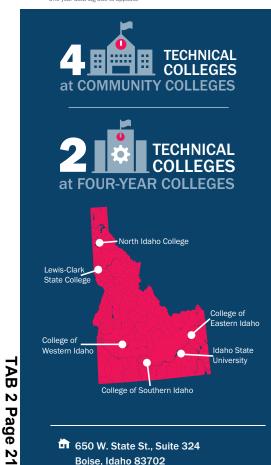
14%

Fire Service Training

INCREASE

IN ONE YEAR

New methodology matches OSBE (fall data) and National Clearinghouse data.



208-429-5500 @ cte.idaho.gov





FY 2017

Total

headcount

FY 2018

FY 2019

6,000

5,000

4.000

3,000

2,000

1,000



FY 2020 FY 2021

Equivalent full-time

enrolled (FTE)





Workforce Training Center

FY2018 FY2019 FY2020 FY2021



>50,000/FIVE YEAR AVERAGE

IDCTE 2020/2021 Annual Report

New postsecondary CTE facilities

Schweitzer CTE Center







Size: 86,169 square feet



Cost: \$27 million



Programs housed: Auto
Mechanics Technology,
Computer Numerical Control
Machining Technology,
Engineering Technology,
HVAC Technology, Industrial
Electronics Technology,
Industrial Maintenance/
Millwright Technology, and
Information Technology



Major donors: Schweitzer Engineering Laboratories (SEL) donated \$2 million to the project, while SEL founder Edmund O. Schweitzer, III, and his wife Beatriz donated another \$1 million, as did the J.A. and Kathyrn Albertson Family Foundation.



William M. and Karin
A. Eames Advanced
Technical Education and
Innovations Complex







Size: 220,000 square feet



Cost: \$22 million





Programs housed:

and Refinishing, Diesel Technology, Computer Aided Design Drafting, Computerized Machining Technology, and Welding



Major donors: William and Karin Eames donated \$2.5 million to the project, and the J.A. and Kathryn Albertson Family Foundation donated \$2 million.





Fire Service Training returns to IDCTE

Most of Idaho's fire protection services are provided by volunteer fire departments that operate on a limited budget and volunteer staff. And since Idaho has no state-mandated minimum training requirements for firefighters, it falls on each department to establish its own minimum standards. To help them provide quality training and safety practices consistent with National Fire Protection Association standards and current national best practices, Fire Service Training (FST) was established in 1967.

Since then, FST has grown from serving about 250 firefighters per year to an average of 4,000. FST also administers the International Fire Service Accreditation Congress (IFSAC) certification program, establishes instructor/evaluator development and qualification standards, maintains centralized student training records, supports a coordinated statewide, multi-agency training and testing calendar, and supports leadership and curriculum development for regions without fire training programs at their technical colleges.

FST ESTABLISHED

FST was created to offer training to fire departments in Idaho and was initially housed under IDCTE (formerly known as the Idaho Division of Vocational Education).



EITC BECAME COLLEGE OF EASTERN IDAHO (CEI)

Voters approved to change EITC from a technical college to a community college, establishing their own governing board and providing independent oversight for the FST program. While running the program, CEI secured more than \$1 million in federal grant funding to purchase state-of-the-art fire training equipment to support more than 180 Idaho fire departments.



FST RETURNED TO IDCTE

At the start of fiscal year 2021, FST moved back to IDCTE. After IFSAC accreditation is transferred from CEI, IDCTE begins engaging its partners in strategic planning to develop a shared vision for the future of FST in Idaho.



1967

FST TRANSFERRED TO EASTERN IDAHO TECHNICAL COLLEGE (EITC)

The FST program was transferred to the technical college system to gain efficiencies. At that time, EITC began the IFSAC accreditation process, which was attained in April 2015.



2017

IDCTE ANNOUNCED FST MOVING BACK TO BOISE

IDCTE proposed moving FST back to the Division to create a statewide system that allows institutions to meet the needs of their region and industry and use SkillStack® for student record management.



2021







Hard work, determination, translate into career in phlebotomy

Maria Lopez always knew she wanted to be a nurse. In Mexico City, where she lived before coming to the United States, she even began taking classes. While Lopez didn't complete her studies, she never abandoned her dream. So when Lopez saw a flyer at the Mexican store advertising the Integrated Certified Nursing Assistant (I-CNA) course at the College of Southern Idaho (CSI), she knew this was an opportunity to make her dream a reality.

At CSI, the I-CNA program is offered through a partnership between its College and Career Readiness (CCR) and Workforce Development Center programs and the Health Science and Human Services department. It is designed to help non-native English speakers learn or improve their English while pursuing their CNA certification. Participants include English-language-learning U.S. citizens, refugees, immigrants, and foreign nationals from various national backgrounds, including countries in Africa, the Middle East, Asia, and Latin America.

"Because the program integrates
English language and civics instruction
into the standardized CNA curriculum,
it takes a whole semester to complete,
as opposed to the eight weeks of the
general population version of the CNA
class at CSI," said Philip Valenta, industry
training coordinator for CCR. "Otherwise,

our students are completing the same clinicals and exams as the students of any other CNA section offered on campus."

The I-CNA program provides a dedicated English Language Acquisition (ELA) instructor to help students improve their language skills and support them during their CNA instruction. The program also includes support outside the classroom, including securing funding assistance, figuring out transportation and childcare options, and creating study groups. And because the cohorts are small—about 10 students are served each semester-CCR can follow up with program graduates to see how they're doing, personally and professionally. The program was perfect for Lopez, so she enrolled on Jan. 10, 2021.

Lopez, who has been in the U.S. for 26 years, found the customer service and guest relations skills she acquired working at a casino, first as a housekeeper, then as a desk clerk, translated well to being a CNA. But studying medical terminology in her second language proved to be particularly challenging. Fortunately, her children, ages 17, 35, and 38, have been supportive and encouraging.

"They've been incredible. I'm 56, so going back to school was a little hard, especially at my age. But when I begin something, I don't stop," said Lopez.

44

I had the best teachers. Every patient is different, and they showed me so many ways to get the job done and make sure every patient has a good experience.

- Maria Lopez

"Sometimes, I'd take a picture of something I didn't understand and send it to my daughter-in-law and have her explain it to me."

Lopez also studied with her youngest daughter.

"She'll be graduating early in February, and she wants to be a CNA, too," said Lopez. "She helps me a lot, and I always practice with her."

In addition to support from her family, Lopez also appreciates the help she received from her instructors at CSI.

"I had the best teachers. Every patient is different, and they showed me so many ways to get the job done and make sure every patient has a good experience," said Lopez. "They made everything look so easy, but they also made me feel like I could do it. They were so encouraging."

Through hard work and determination, Lopez finished the I-CNA program in June and passed her exams in August. After getting hired as a CNA at St. Luke's Magic Valley in September, Lopez decided to take the 80-hour phlebotomy course at CSI, which she completed in December. She continues to improve her

21



skills-in both nursing and English.

"When I was taking the CNA course, I had to read some chapters four or five times in English and one or two times in Spanish. I even downloaded a translation app on my phone to help me," said Lopez. "But now, in my phlebotomy class, I need minimal translation to understand."

Lopez loves her new job, but she hasn't forgotten the importance of customer service and hard work.

"It doesn't matter what language you speak," said Lopez. "It matters how you do your job, how you handle difficult situations, and how you choose to care for people."



ADULT EDUCATION IN IDAHO

Nearly 3,000 adults were served by the adult education programs IDCTE oversees. These programs are designed to help Idahoans over age 16 who aren't currently enrolled in a public high school obtain the education and training they need to achieve their career goals. Services like the program Maria Lopez was enrolled in at CSI are offered through our partners at Idaho's six technical colleges and are designed to meet the specialized needs of adult learners:

Adult education

This free service can help adults improve their math, reading, writing, and English language skills. These services are available to any adult—even high school or college graduates—with skills below the 12th-grade level. Adult education programs also serve students learning to read, write, and speak the English language.

Centers for New Directions (CND)

CNDs are designed to help single parents and displaced homemakers complete the technical programs in which they are enrolled. Services include personal, career and educational counseling, assessment and testing, life-skills training, pre-employment preparation, and emergency financial assistance. See pp. 33-34 for more details.

GED testing

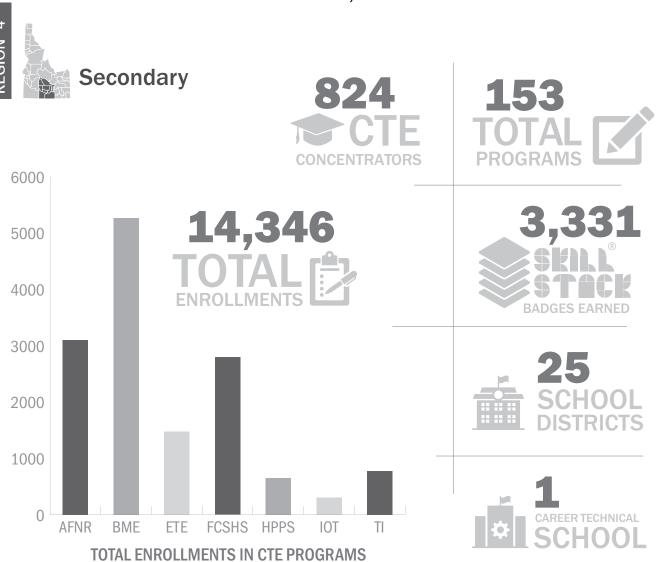
The GED is a series of four tests that indicate whether someone has achieved a high school level of education. A high school diploma or equivalent—like the GED—is required for many jobs or to pursue post-secondary education.

Workforce Training Network (WTN)

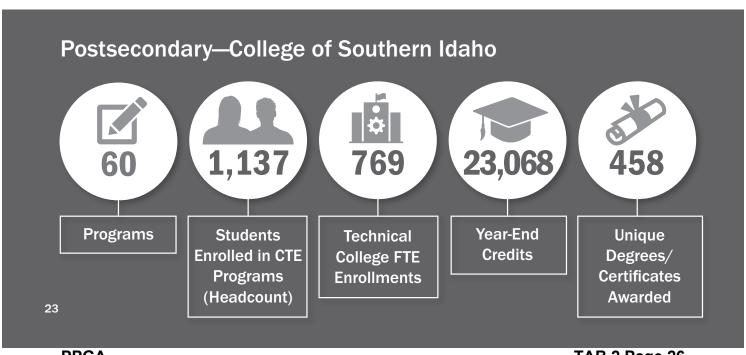
WTN's mission is to coordinate the delivery of statewide customized training to meet the needs of Idaho's employers and citizens. Programs can be customized to help employers fill gaps in their workforce or retrain and upskill employees.

For more information on Idaho's adult education programs, contact Korey Mereness, program director of adult education and GED, at korey.mereness@cte.idaho.gov or visit https://cte.idaho.gov/programs-2/postsecondary-and-adult-education/.

22



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry



Apprenticeships



Workforce Training Center



Employer Spotlight

Minidoka Memorial Hospital

Rupert, Idaho

Type of Industry: Healthcare

Employees: 305 full-time employees and over 400

part-time or PRN employees

Training need: Minidoka Memorial is a county-owned critical access hospital that includes a long-term care facility and a rural health clinic on its facility campus. They currently employ a broad scope of medical professionals from entry level to specialized doctors to meet the needs of their growing rural county.

How WTC delivered: The College of Southern Idaho's (CSI) Workforce Training Center (WTC) collaborates closely with Minidoka Memorial Hospital as an employer and clinical facility for CNA and phlebotomy students. In addition to training, CSI's WTC partners with Minidoka as an American Heart Association site to train new CPR instructors and maintain certifications for existing instructors.

44

Being the premier healthcare organization that delivers exceptional care close to home while progressively meeting the needs of our growing community is our continuing priority. Having the opportunity to collaboratively work with CSI and my peers is one way we can accomplish our goals. Sharing our knowledge and ambition helped keep student healthcare programs on course for graduation during the COVID-19 pandemic. Investing in our students today produces employees invested in our future.

- Jennifer Titus, director of education, Minidoka Memorial Hospital



High school fire program helps fill workforce need in the Portneuf Valley

When veteran firefighter Mark Brood agreed to do a presentation on volunteer firefighting at Pocatello High School in 2015, he had no idea where it would lead.

"Right after my presentation, I got hauled down to the principal's office," said Brood. "Lisa (Delonas) told me they had a first responder academy, but they didn't have an EMT or a fire component. She asked if I would be interested in helping get it up and running. I guess it was a case of being in the right place at the right time."

In his 29 years in the fire service, Brood had trained a lot of new firefighters, so he was up for the challenge. As an active fire chief with the North Bannock Fire Department, he could also rely on his industry connections to establish the program. Fortunately, Brood received much support from Superintendent Dr. Douglas Howell, the school board, the school district, and the fire community. Throughout Eastern Idaho, donations poured in, including turnouts (the protective gear worn by firefighters) from the city of Chubbuck, various equipment from the city of Pocatello, and fire hoses from the Idaho Falls Fire Department.

One of the reasons the community rallied around the program is the growing need for first responders and the fact that so many small communities in Idaho rely on the service of volunteer firefighters.

"In these communities, shopkeepers, farmers, ranchers, and neighbors just drop whatever they're doing when the bell rings and hop on the fire truck as it goes by," said Rhonda Naftz, career technical education administrator for School District No. 25. "It's like training them to fulfill their civic duty. This CTE program can bring this service to smaller communities."

The Pocatello/Chubbuck School District renovated a building to house the career technical school program and purchased a retired fire engine using Perkins funds. Brood built all the other props necessary for the program, so it was ready to accept its first students when the 2016-2017 school year began.

"When you walk into the classroom, I wanted it to feel like you were walking into a fire department," said Brood. "I teach to International Fire Service Accreditation Congress (IFSAC) standards. We start each class with the textbook and didactics, then get into the skill work. We try to do everything just like in a fire department, including breaking the class into three platoons, each with its own captain."

Every day, Brood's students go through all the equipment to make sure it's ready and even participate in timed drills, like putting on all their gear in under three minutes. Just like in a real fire department, they have competitions to

"The need for first responders is only going to increase as Idaho's population grows, and this program helps to fill some of that need."

- Mark Brood

see which platoon finishes first. Students also can assist on calls, do a ride-along and practice practical skills towards the end of the program.

Everything about the program is designed to ensure students are prepared to be first responders upon graduation. For example, Brood follows the Candidate Physical Ability Test curriculum, the recognized standard for measuring an individual's ability to handle the physical demands of being a firefighter. Also, all students earn the National Heart Association CPR for Healthcare Providers certification. Finally, most students take the firefighting course as juniors and the EMT course as seniors because most fire departments require EMT certification.

Upon completion, students have received training to earn their IFSAC and National Wildfire Coordinating Group certifications in Hazardous Materials, Extrication, and Wildland Fire. Students still have to take the industry test, which involves the use of a specialized burn trailer. Students need to be 18 and graduated from high school to complete this component; this activity is usually completed the summer following graduation.

25





As proof of Brood's students' achievements, the SkillsUSA chapter he advises swept the podium during the 2019* state competition. After graduation, many of the students begin their careers with municipal or volunteer fire departments, the Bureau of Land Management, or the U.S. Forest Service, and one student went on to graduate from the Idaho Police Officer Standards Training.

"The need for first responders is only going to increase as Idaho's population grows, and this program helps to fill some of that need," said Brood. "Now that we're six years into the program, we're starting to get success stories, which is really cool. I love it when you see a student achieve their goal, or even better, achieve something they didn't think they could do."

*Due to the COVID-19 pandemic, 2019 was the most recent year the SkillsUSA state competition was held in person.

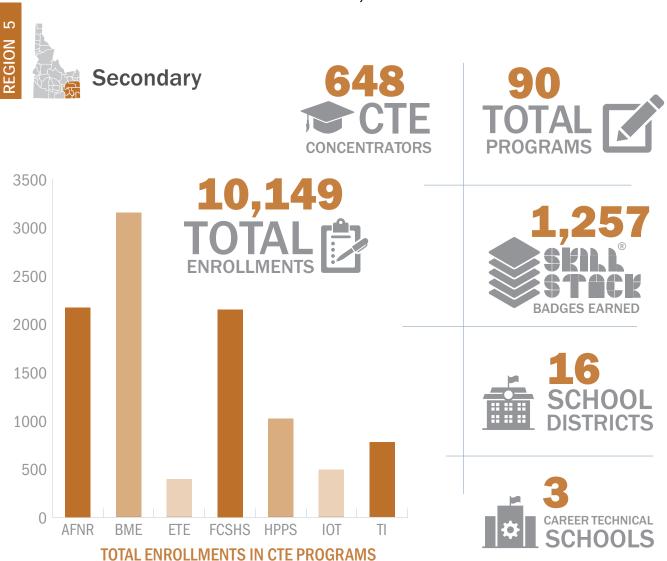


WHAT'S THE DIFFERENCE BETWEEN TRAINING AND CERTIFICATION?

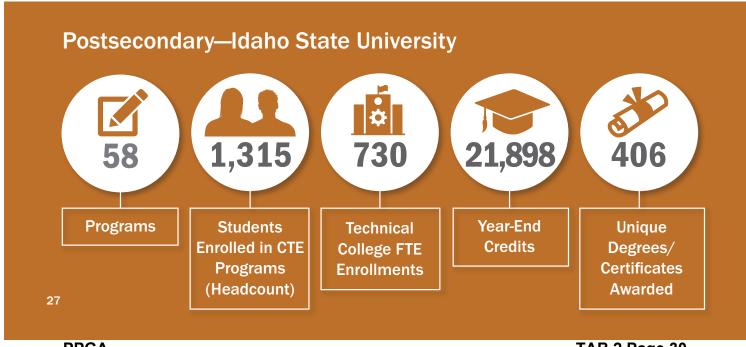
Fire Service Training (FST) is the program that ensures Idaho fire departments have access to quality training and safety practices consistent with National Fire Protection Association standards and current national best practices (see p. 20)

Fire departments—or programs like Pocatello High School's—train firefighters on the skills they need to perform their job duties successfully and safely. Once training is complete, the fire department chief or training officer will submit a certification exam request. Candidates must pass both a written exam and demonstrate they have mastered the requisite skills. Once a candidate has successfully passed their exams, the fire chief or training officer will sign the candidate's certification test application to verify the applicant is adequately trained and qualified for the requested level of certification testing.

26



AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry



Apprenticeships



Workforce Training Center



Employer Spotlight

Portneuf Medical Center

Pocatello, Idaho

Type of Industry: Healthcare **Employees:** More than 1,300

Training need: Emergency medical technicians in the emergency department need to be involved in patient care post transport to understand what happens once a patient arrives at the hospital. Connecting pre-hospital and inhospital care is essential to understanding the continuity of care.

How the WTC delivered: These students' training at ISU allows them to quickly onboard for employment.





Portneuf Medical Center has provided outstanding support for our EMT training program, certificate programs, and clinical site training. We've collaborated on job training opportunities and future workforce training needs, and they're the title sponsor of our Emergency Management Conference. Their support is integral to the growth of health programs, which impacts our state and nation.

- Gary Salazar, director of continuing education and workforce development, ISU

Leadership Institute helps business educator achieve career goal, promote CTE

Twelve years ago, Shelley High School business educator Pam Kantack was a big proponent of every student needing a college degree—until she saw what CTE programs were doing for students.

"I didn't really understand what CTE was until I got into the schools," said Kantack. "There are all these different pathways that allow students to explore what they love without spending a lot of money to get the training they need to enter the workforce."

Since then, Kantack has been an ardent supporter of CTE programs and was eager to help more administrators, teachers, parents, and students see their value. So when she received an email from the Idaho Division of Career Technical Education (IDCTE) promoting its Leadership Institute (see sidebar) program in 2017, she thought it would be a good way to champion CTE—and achieve her goal of becoming an administrator.

"I didn't think I would be accepted, but I thought our school could benefit from more leadership on the CTE side, so I applied anyway," said Kantack.

To her surprise, she was accepted. Over the next three years, Kantack balanced her responsibilities as a business educator with the requirements of the Leadership Institute program, which included attending seminars on state and national CTE policy, completing the Idaho Association of School Administrators Project Leadership program, creating a professional development plan to obtain an Idaho CTE administrator's endorsement, and attending state and national meetings to expand her knowledge of CTE. Kantack said the state and national policy initiative was the most helpful of all the opportunities Leadership Institute provided.

"My overall goal was to make CTE a priority in our district, but I didn't know how or who to talk to," said Kantack. "Through Leadership Institute, I gained the confidence to talk to legislators, tell them what was going on in our classrooms, and ask for their support."

Though the time commitment was at times intense, Kantack says the most challenging thing about the program was developing confidence in her leadership skills.

"It probably took until the second year of the program for me to realize I had the capability to be a leader, accept that power, and move forward with it," said Kantack. "It was truly life-changing. I didn't consider myself a leader before Leadership Institute, but my leadership qualities have tripled since I started."

44

My overall goal was to make CTE a priority in our district. Through Leadership Institute, I gained the confidence to talk to legislators, tell them what was going on in our classrooms, and ask for their support.

- Pam Kantack

77

Kantack used her newfound confidence to ask her administration if she could teach part-time and spend the rest of her time serving as the school's CTE administrator; he agreed. Kantack has also used what she learned through Leadership Institute in her new role as president-elect of Career Technical Educators of Idaho, the professional association for career technical educators, administrators, and stakeholders in Idaho.

Now that Kantack has graduated from Leadership Institute, she's more driven than ever to elevate the perception of CTE and advocate for a career technical school in the Shelley School District.

"Now everybody in my school knows what CTE means, and they respect it," said Kantack. "When people see what's going on and what we're producing, it's making a difference."









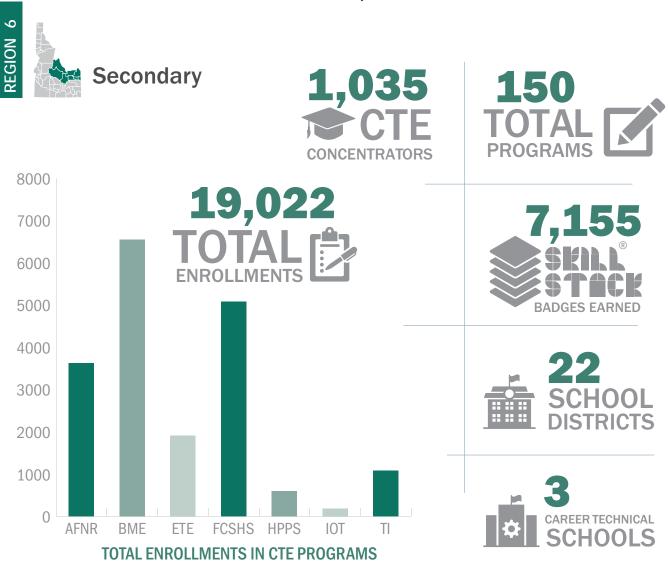
Leadership Institute is a professional development experience to prepare upcoming leaders to face the opportunities and challenges of administering CTE programs. The three-year program is designed to increase participants' knowledge, skills, and abilities in governance, policy and advocacy, leadership, and administration.

Up to five new cohort members are selected each year through an application-based, competitive process, and applicants must be nominated by and supported in their participation by their employer (an Idaho district or institution) and hold an ACTE membership.

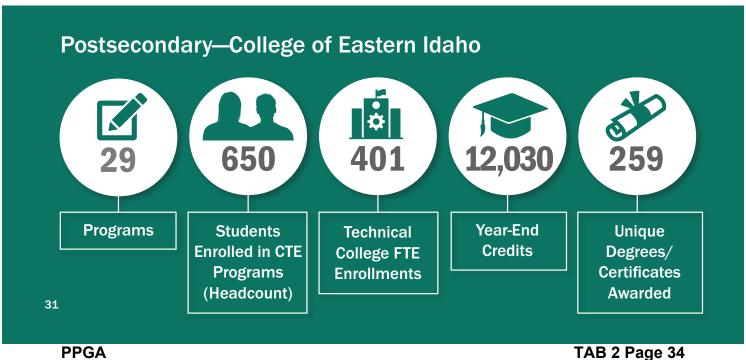
Throughout the program, participants build and strengthen relationships with CTE thought leaders from across the state as they get exposure to leadership opportunities and earn university credits for their participation.

For more information about Leadership Institute, email professionaldevelopment@cte.idaho. gov or visit https://cte.idaho.gov/ educators-5/professional-development/ leadership-institute/.

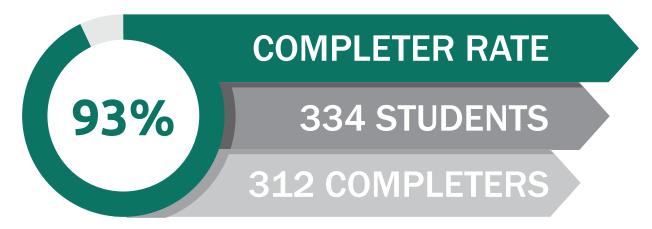
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Apprenticeships



Workforce Training Center



Employer Spotlight

Premier Technology, Inc.

Blackfoot, Idaho

Type of Industry: Custom fabrication

Employees: 320

Training need: Premier is actively searching for qualified welders to meet their project workload. In addition, they have many other skilled trades and professional positions open. They asked for on-site training so their employees could be trained during work hours.

How the WTC delivered: The College of Eastern Idaho (CEI) met these needs with an advanced welding program held on campus and on-site. CEI also started a welding apprenticeship program for Premier employees last spring. Five employees completed their first year and will be starting their second year in 2022.

44

The WTC program has been a great resource in training our craftsmen to become a valuable asset to our company.

- David Phinney, production controller, Premier Technology, Inc.



Center for New Directions helps student finish program, support family

Josh Mortensen was making good money in construction. A father of three, Mortensen could easily work 15-hour days when he didn't have his kids, ages 11, 13, and 15. But when his exwife passed away, he found himself rethinking his career choice.

"I had to find a new job with more pay and fewer hours so I could take care of my kids," said Mortensen.

Mortensen heard about the Energy Systems Technology program at the College of Eastern Idaho from some acquaintances and was drawn to the challenge of the field and the fact that it was less labor-intensive than construction but still allowed him to work with his hands. He could complete the first year of his two-year program in Idaho Falls, where his kids were well established in their elementary, middle, and high schools. However, Mortensen had to complete the second year of his program at Idaho State University in Pocatello—a 100-mile commute round-trip. And he had to do it five days a week.

A few weeks after midterms, Mortensen received an unexpected bill in the mail. He didn't know how he would pay the bill and afford gas for his car, which was critical to his ability to attend classes. Fortunately, one of Mortensen's instructors told him about the Center for New Directions (CND) shortly before midterms. He remembered they offered emergency assistance scholarships to help students like him juggle the demands of completing their education while caring for them themselves and their families (see sidebar).

Mortensen used the scholarship to put gas in his car and complete the semester.

"The Center for New Directions helped me through a challenging time," said Mortensen. "Because of them, I didn't have to choose between putting fuel in my car and food in my kids' bellies."

















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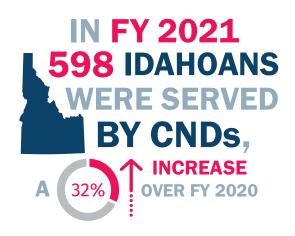
Because of [the Center for New Directions], I didn't have to choose between putting fuel in my car and food in my kids' bellies.

- Josh Mortensen

Mortensen was grateful for the assistance and has since used the CND's career readiness services to help with his resume and prepare for job interviews. Mortensen attributes this support as one of the reasons he could secure an internship as an electrical and instrumentation technician at the J.R. Simplot company last summer.

"A lot of older students tend to think they need to carry everything on their shoulders, and they need help, but they don't know where to go," said Mortensen. "I think a lot of students would be surprised at what's available. Having someone point you in the right direction saves so much time, and it's really helped me take care of my kids while going to school."





WHAT ARE THE CENTERS FOR NEW DIRECTIONS?

Idaho's six CNDs are located at each technical college and are designed to help students who are single parents or displaced homemakers receive the job training and skills they need to become self-sufficient. Less than half of Idaho's single parents are in the labor force, demonstrating a real need for CNDs to help these students overcome barriers to completing their courses or program.

CNDs are supported by dedicated funds generated by a \$20 fee for each divorce filing, totaling \$136,619 in fiscal year 2021. Each CND collaborates with the Department of Commerce, Department of Labor, Department of Health and Welfare, local job service offices, workforce investment boards, correctional facilities and technical colleges to avoid duplication of efforts and ensure each participant has access to:

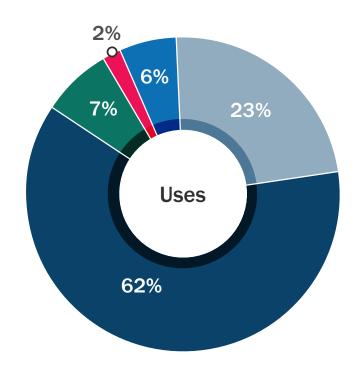
- Job counseling services designed to leverage their existing skills and job experiences.
- Job training and placement services developed in cooperation with public and private employers.
- Assistance gaining admission to public and private job training programs.
- Health education and counseling services concerning preventative health care, mental health, substance abuse and other health care matters.
- Financial management services, including assistance regarding insurance, taxes, estate and probate problems, mortgages, loans and other related financial matters.
- Information about courses offering credit through secondary and postsecondary education programs.

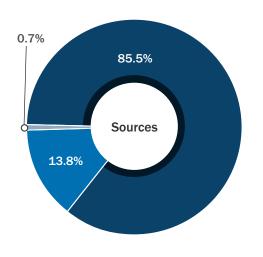
In addition to serving displaced homemakers and single parents, CNDs expand their services to support special populations and individuals preparing for nontraditional occupations. A nontraditional occupation has less than 25% gender representation in a field. CNDs increase awareness of these nontraditional careers and support students leading the way in these fields. Many CNDs provide nontraditional occupational students with scholarships, networking student groups, special STEM events, volunteer opportunities, and specialized career and personal counseling.

Financial overview

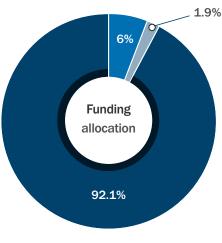
	44 500 000
 Administrative services 	\$4,532,200
Personnel costs	3,819,500
Operating expenses	712,700
 Secondary and general programs 	\$17,528,400
Added-cost operating support	12,398,400
Perkins grant programs	3,809,900
Program Quality Initiative	657,500
Agriculture and Natural Resources	340,000
Workforce Readiness Incentives	190,000
Other programs	132,600
 Postsecondary programs 	\$46,734,800
Related programs	\$5,519,900
Adult education	3,365,900
Workforce Training Centers	1,148,000
Apprenticeship programs	530,300
Fire Service Training	223,900
Centers for New Directions	170,000
Other programs	81,800
Educator services	\$1,308,300
Teacher pipeline development	981,700
REACH conference	281,600
Leadership Institute	45,000



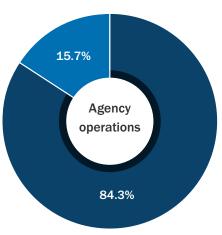




- State funds
- Federal funds
- Other



- Program distributions
- Agency operations
- Program support



- Personnel costs
- Operation expenses

35

Looking forward

Keeping up with the growing demand for CTE means aligning our goals and priorities is more important than ever. In fiscal year 2022, the IDCTE team is structuring our work around five overarching goals:



Enhancing professional development and program recognition opportunities. In response to feedback from stakeholders and the desire to connect the dots between secondary, postsecondary, and employers, we'll be moving from a single annual professional development conference to three rotating regional conferences in 2022. This approach will allow secondary and postsecondary CTE educators to collaborate and connect while making and maintaining strong relationships with industry partners in their region. Partnering with our technical colleges also provides an opportunity for them to highlight their programs and facilities, which we hope will result in better program alignment and collaboration. We also look forward to highlighting the achievements of our secondary and postsecondary programs by reinstating our program awards and implementing awards for adult education programs.



Streamlining the CTE educator certification process. More demand for CTE programs means more demand for CTE educators. In addition to providing clearer guidance for industry professionals interested in teaching CTE, we'll also be identifying a digital certification platform to make it simpler for us to track and certify our occupationally certified teachers.



Facilitating regional relationships, program support, and employer engagement. When we look at CTE from a regional perspective, we can better understand workforce needs and prioritize resources accordingly. To that end, we're exploring the concept of regional versus program management. For example, rather than being responsible for agriculture or engineering, program quality managers would be responsible for one of the six educational regions and work with the middle school, secondary, postsecondary and industry partners in that region.



Establishing a program prioritization model and standards that support state and regional employer needs.

In addition to understanding regional workforce needs, we also need to make sure our programs generate graduates with the skills to meet them. At the secondary level, that means updating program standards, adjusting our schedules and timelines to be more forward-thinking, aligning certifications for students and faculty, and adjusting funding levels as necessary. At the postsecondary level, we'll be exploring our methodology for postsecondary funding.



Ensuring our services and support meet our customers' needs. As we continue to facilitate two-way communication with our stakeholders, we'll be focusing specifically on promoting the value of SkillStack® to educators, employers and students, and enhancing the experience and usability of SkillStack®. And now that we've brought Fire Service Training (FST) back in-house, we'll be exploring how to become a Pro Board-accredited state, implementing a new record management system, and engaging our

2021

As you can see, we have a lot of work ahead of us. But our commitment to our mission remains unwavering: To prepare Idaho's youth and adults for high-skill, in-demand careers.

stakeholders in developing a strategic plan for FST.



2022



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- in linkedin.com/company/idaho-career-and-technical-education

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2022

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

SUBJECT

Idaho Public Charter School Commission Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

The Idaho Public Charter School Commission (Commission) serves as authorizer for 57 operating charter schools and 6 pre-operational schools. Annually, the Commission presents a report to the State Board of Education. During the 2021 legislative session, legislation was passed (SB 1115) that established the Commission as an independent agency under the umbrella of the State Board of Education.

IMPACT

This report will provide the Board with an update on the status and performance of charter schools authorized by the Commission as well as the progress of the Commission's transition to agency status.

ATTACHMENTS

Attachment 1 – Commission FY21 Annual Report

Attachment 2 – School Choice Publication

Attachment 3 – Stakeholder Survey Results

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-5213, Idaho Code, established the Public Charter School Commission within the Office of the State Board of Education in 2004. During the 2021 Legislative Session, the Commission was moved out from within the Office of the State Board of Education and established as a commission under the State Board of Education. The Director of the Commission is responsible for the enforcement of Chapter 52, Title 33 (Public Charter Schools) and the Commission is charged with making recommendations to the State Board of Education regarding the oversight of Idaho public charter schools.

In Idaho, public charter schools must be authorized prior to starting operations. Pursuant to Section 33-5202A, Idaho Code, authorized chartering entities consist of: local boards of trustees of a school district, the Commission, Idaho public college or university, or a private Idaho-based nonprofit nonsectarian college or university accredited by the same organization that accredits Idaho public colleges and universities. Currently, only the Commission and local boards of trustees have authorized public charter schools in Idaho. The authorized chartering entity of a charter school is responsible for executing a performance certificate that sets forth the academic and operational performance expectations and measures by which

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2022

the charter school's performance will be judged and used in consideration of renewal or non-renewal.

Additionally, pursuant to Section 33-5209C, Idaho Code, the authorized chartering entity shall continually monitor the performance and legal compliance of the public charter schools it oversees and annually publish and make available to the public a performance report for each public charter school it oversees.

BOARD ACTION

This item is for informational purposes only.



Portfolio Performance Report 2020-2021 School Year

304 N. 8th St. Ste. 242 Boise, ID 83720 208-332-1561 pcsc@osbe.idaho.gov



Alan Reed, Chairman Term Ends 2022



Sherrilynn Bair, Vice Chair



Brian Scigliano Term Ends 2024



Wanda Quinn





Nils Peterson Term Ends 2023



Term Ends 2024

Julie Van Orden Term Ends 2022



Jenn Thompson

IPCSC Director

The IPCSC's mission is to cultivate exemplary charter schools.

The Idaho Public Charter School Commission (IPCSC) is Idaho's independent chartering entity. Composed of seven Governor-appointed commissioners and a small staff, we provide oversight for approximately 60 public charter schools in our state.

The commission is primarily tasked with protecting taxpaver and student interests in the charter sector. This important work requires that we evaluate the risk to student and taxpayer dollars posed by new charter school applications. It also requires that we evaluate the return on investment of those public dollars as we consider charter school renewal applications.

Our mission of cultivating exemplary charter schools reminds us that our day-today tasks are in service of students and families.

We envision a healthy charter school

IPCSC

landscape focused on:

Quality—Idaho families have exemplary charter school options.

Autonomy—Charter schools design and implement unique educational programs.

Accountability—Charter schools meet the standards defined in the IPCSC's performance framework.

Compliance—Charter schools operate in compliance with laws, rules, and regulations.

Advocacy—The IPCSC advocates for student and public interests.

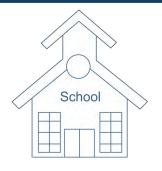
We believe that by engaging in our mission with professionalism, integrity, and transparency, Idaho's charter schools and our educational landscape as a whole will continue to thrive.

PPGA

TAB 3 Page 2

Fiscal Year 2021—Just the Facts

57
Operating Schools





29,049 Students Served



and Public



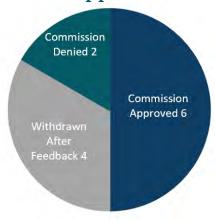
Authorizers Balance

Autonomy

Accountability

50%

Petition Approval



Idaho Students
Served by
Charter
Schools

8.26%

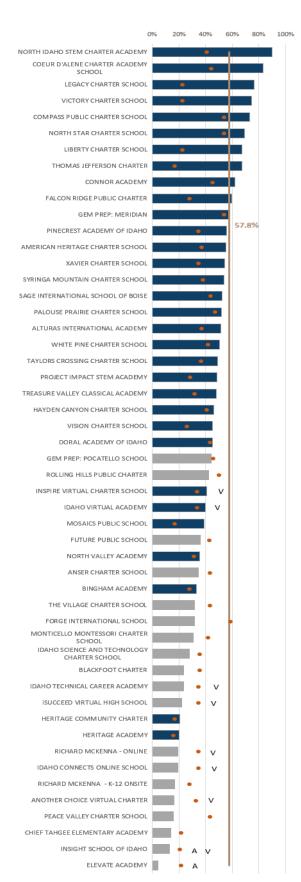
IPCSC

Portfolio Performance Report FY21

Page 3 of 12

PPGA

TAB 3 Page 3



Math Proficiency

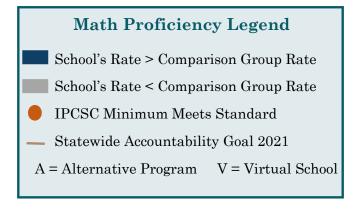
The inherent variability of charter schools makes it difficult to effectively evaluate assessment outcomes. As we seek to better understand the relative performance of each of our schools, the IPCSC revised its performance framework to provide more nuanced data.

The Math ISAT proficiency chart on this page presents each school's average rate of proficiency in comparison to both a minimum standard (orange dots) and a reach goal (brown line).

The reach goal is the statewide goal for 2021 established in Idaho's Consolidated Plan (ESSA). Just under 10% of all Idaho schools met this goal. The minimum standard is established by the IPCSC and represents the average proficiency rate of each charter school's "identified comparison group".

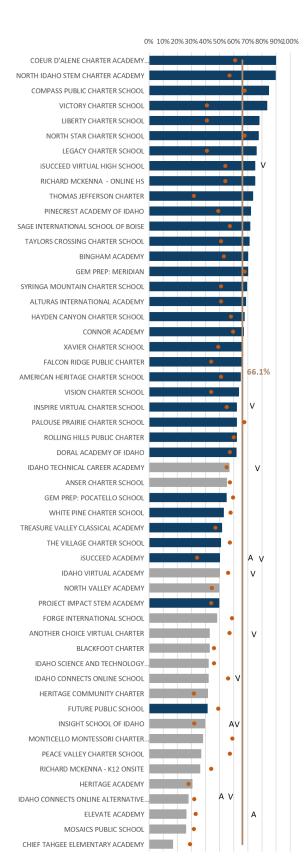
Why is the minimum meets standard different for each school? This is because the IP-CSC's minimum expectation is that each charter school performs as well or better than the average of its peers. In most cases the comparison group is defined as the traditional school district in which the charter school is physically located.

In a handful of cases in which the student population is markedly dissimilar to the district, a custom comparison group was identified based on schools with similar percentages of student groups, such as economically disadvantaged or special education.



IPCSC Portfolio Performance Report FY21

Page 4 of 12



ELA Proficiency

The ELA ISAT proficiency chart on this page presents each school's rate of proficiency in comparison to both a minimum standard (orange dots) and a reach goal (brown line).

Each year, the IPCSC provides an annual performance report to each school. These individual reports are made available to the public on our website. Schools are encouraged to use this information to inform their strategic planning process each year.

A school that meets all standards at renewal is guaranteed another five year term of operations. On the other hand, a school that does not meet the minimum standard on one or more measure (academic, operational, or financial) is not guaranteed a next operating term.

Math and ELA Data Highlights

<u>Well done!</u> - In their first year of operations, both Doral Academy and Pinecrest Academy performed well on all academic measures.

<u>Challenge accepted!</u> - Among the schools that have not yet met the minimum standard, several are within 10% of the goal and with focused effort, this goal is achievable.

<u>High flyers!</u> - Kudos to the schools consistently performing at the top of the charts! These schools meet the IPSC's minimum standard and exceed the reach goal year after year.

<u>Shout Out!</u> - iSucceed Virtual performed particularly well in ELA. Your efforts are appreciated!

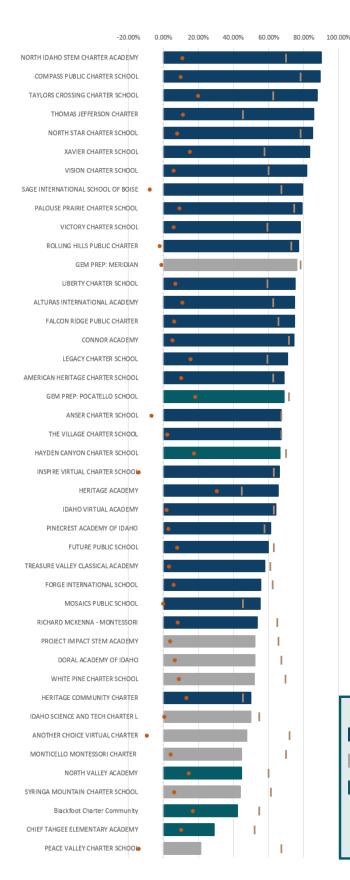
ELA Proficiency Legend

- School's Rate > Comparison Group Rate
- School's Rate < Comparison Group Rate
- IPCSC Minimum Meets Standard
- Statewide Accountability Goal 2021

A = Alternative Program V = Virtual School

IPCSC Portfolio Performance Report FY21

Page 5 of 12



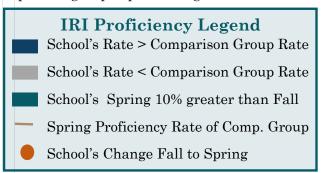
IRI Proficiency

IRI Proficiency is a new measure in the IPCSC's framework. Blue bars indicate a school that outperformed its comparison group on the spring administration of the IRI. Teal bars indicate that the school did not outperform it's comparison group, but did improve its own proficiency rate by at least 10% between fall and spring.

Several aspects of this data are worth noting. First, schools such as Chief Tahgee and Blackfoot Community did not achieve high outcomes, but did make significant gains with their own students between fall and spring. Second, schools such as Thomas Jefferson and Heritage Academy outperformed their comparison groups by a significant margin. Third, some schools, such as Sage International saw a drop in their own proficiency rate, but still outperformed their peers. These are all wins, especially during a pandemic year.

Of concern are schools such as Peace Valley and Another Choice who did not perform as well as their comparison groups by a significant margin. In both cases, fewer students achieved proficiency in the spring than in the fall, indicating that these schools lost significant ground during the school year.

As the IPCSC considers fine-tuning these new measures, Gem Prep Meridian's outcomes make a case for considering a ceiling for this measure. For example, the IPCSC may choose to consider whether 80% meets standard, regardless of how a school's comparison group is performing.



IPCSC Portfolio Performance Report FY21

Page 6 of 12

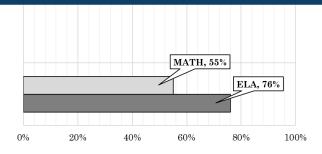
Alternative Measures

At-risk students face additional barriers to success. The IPCSC's revised framework includes measures designed to provide a more complete picture of how well a school meets the academic needs of its students. Alternative measures serve to complement standard measures.

MATH AND ELA CONTENT MASTERY

Why This Matters: At-risk students are often behind in grade-level proficiency in both Math and ELA. This measure is a complement to Math and ELA proficiency.

This measure considers the percentage of students who were continuously enrolled at



the school who earned 2 credits in Math and ELA, regardless of the grade-level of the course taken. This measure acknowledges that a student enrolled in 8th grade, may not perform well on the 8th grade ISAT assessment if his or her skills are at the 6th grade level; however, if that student mastered the content (earned full credit) in the next course in his/her own academic progression, that success should be noted for the student and the school.

PROGRESS TOWARD GRADUATION

Why This Matters: At-risk students may change schools frequently and fall behind in credits earned. As traditional academic measures only reflect the school's success with students who were continuously enrolled for the whole school year, alternative measures are necessary to evaluate whether a school is serving all students well.

For students who are at-risk of failing to graduate, it is crucial to ensure that they earn enough credit while enrolled at a school to not fall further behind, regardless of whether they are enrolled for the whole school year or only one grading term. The 9-12 progress toward graduation measure considers whether a student successfully completed at least as many credits as expected during the time they attended the charter school.

ADDITIONAL GRADUATES

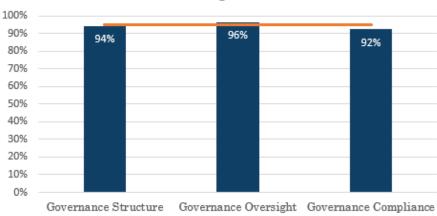
Why This Matters: 4 and 5 Year ACGR measures capture the percentage of students who graduate 4 and 5 years after they began 9th grade. These measures are designed to speak to *student* success. They only speak to *school* success in cases where the school retained the student for the entire 4 or 5 years. As at-risk students are a more mobile population and generally enroll in several high schools throughout their high school career, ACGR alone does not sufficiently help us understand whether an alternative school is serving students well.

This additional graduation measure allows the IPCSC to consider the percentage of students who were in enrolled as 12th grade students and graduated, regardless of when the student should have graduated. As this measure includes students who may be in their 6th or 7th year of high school, this measure provides a clearer "data story" for at-risk students and the schools that serve them.

IPCSC Portfolio Per

Operational Measures: Board Stewardship





For public charter schools, the line between success and failure often comes down to the quality of board stewardship and school leadership they experience. School teams that respond quickly and competently to issues as they arise help ensure a school's overall success. Conversely, teams that do not respond quickly or competently foster a riskier environment.

The IPCSC's operational measures are designed to identify signs of distress in a charter school. While charter school failure is most commonly linked to financial failure, financial failure is always precipitated by signs of distress in a school's operations.

For example, a governing board in distress might hold many executive sessions, have long board meetings, experience Open Meeting Law violations, or may not evaluate their school leader thoroughly. A leadership team in distress may experience staff turn-over, have "findings" in student services reviews, fail to turn reports in on time, or lose track of the "little things", such as updating the website.

The operational measures are divided by board stewardship and leadership/

management in order to help a school identify which party is responsible for the issue and who can take action to address it. Through these measures we hope to help our schools identify issues before they get out of hand

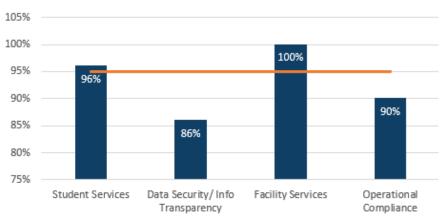
The IPCSC evaluates three Board Stewardship measures. The Governance Structure measure considers whether the board's guiding documents (such as bylaws and meeting procedures) are compliant and in use. The Governance oversight measure considers whether the board is performing its duty to the school and taxpayers by ensuring the school has effective leadership, policy, and financial oversight. The Governance compliance measure considers whether more serious investigations into issues such as ethics were necessary.

The IPCSC evaluates four leadership and management measures, some of which require inter-agency cooperation to fully address. First, the student services measure considers whether the State Department of Education's (SDE) expert teams in special education and federal programs are satisfied with the school's services.

 IPCSC

Operational Measures: Leadership and Management

% of IPCSC Schools Meeting Leadership/Management Standards



Second, the data security and transparency measure considers whether the school is engaging in compliant financial transparency and is keeping student data safe.

Third, the facility services measure considers whether a school's facilities are being well maintained and ancillary programs, such as meal service and transportation, are adequate, requiring collaboration with the building safety team and several SDE expert teams.

Finally, the operational compliance measure considers the compliance of a school's enrollment process and its response to any issued corrective action plans.

In order to evaluate a school's performance against these measures, the IPCSC staff conduct an extensive desk audit, reading reports and working with other agencies to make sure all parties are all on the same page with expectations and that ratings earned by a school on any particular measure are directly connected to a data source.

The IPCSC's goal is to have 95% of our schools meet standard on the board stewardship and leadership/management

measures. In fiscal year 2021, two investigations into governance compliance were necessary. In both cases, the issues were ultimately joint failures of board stewardship and school leadership.

At the time of this report, both schools are on a path toward resolution. A third school has been identified as struggling with board stewardship and efforts have been made to provide support.

The lower percentage of schools meeting standard on the information transparency measure is specifically related to website compliance. Overall, schools are compliant with Idaho's transparency laws; however, as the law is somewhat vague, each school posts reports in different formats and in different locations. In some cases, information was difficult to find on the school's website. In some cases expenditure reports include more detail than in others. The issue of which contracts to post is also somewhat unclear.

The IPCSC is working with schools to clarify the expectations. We are also working internally to better streamline our processes.

IPCSC

Financial Oversight

In addition to academic and operational oversight, the IPCSC evaluates each school's financial performance against a set of nearterm measures and against a set of sustainability measures. Near-term measures are designed to identify whether a school is able to meet its financial obligations in the next year; sustainability measures are designed to identify whether a school is able to meet its long-term financial obligations. Our overall goal is to see 95% of our schools meet standard on all financial measures.

The data below indicates that while the results are close to goal on most measures, only 72% of IPCSC schools were able to meet their enrollment projections in fiscal year 2021. This is likely due to student mobility caused by the pandemic during the 2020-2021 school year. However, as a charter school's budget is directly impacted by student enrollment, the ability to meet and maintain projections is an important factor in a charter school's financial viability.

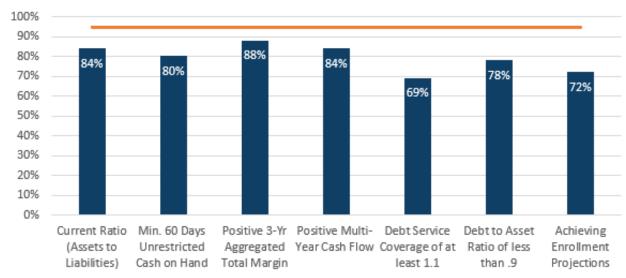
Schools with lower enrollment generally also evidence a decrease in their cash on

hand in compensation for the lesser revenue received. The data in the chart below reflects a drop from previous years on both the enrollment projection and cash on hand measures. Post-pandemic, schools are expected to bounce back in these areas.

Another obvious area of concern is the percentage of schools able to maintain a sufficiently high debt service coverage ratio and a sufficiently low debt to asset ratio. This is a more difficult needle to move as it is reflective of facility costs. While a few schools have poorly structured leases they are working to improve or move away from, most of the schools impacting this measure have long-term loans that are not likely to change.

In addition to the seven measures below, the IPCSC also considers whether any school is in default of its financial obligations. During fiscal year 2021, two schools were in default: one with chronic late payments, and another in default of loan covenants. Both schools have taken action to address the issues.

% of IPCSC Schools Meeting Financial Standards



IPCSC

Portfolio Performance Report FY21

Page 10 of 12

Drilling Down

While high level information is useful in guiding the IPCSC toward its goal, it is important that our work is also useful at the school level. Below are a few examples of the charts each individual school might see on its annual performance report.



Why cash on hand matters: This measure estimates a school's average daily cost of operations and considers the number of days a school could operate using only its available cash and investments.

A school with at least 60 days cash on hand would be able to meet its immediate financial obligations with available cash, buying the time it might take to access other assets. A school with less than 15 days cash on hand is in financial distress and is at risk of automatic closure.

Why debt to asset ratio matters:

The Debt to Asset Ratio compares a school's total liabilities to its total assets.

A school whose total liabilities are 90% or less of its total assets is likely to be able to repay all short-term debts and still manage to set its long-term affairs in order in a worst-case scenario. A school with more liabilities than assets would not be able to meet all its financial obligations in a worst-case scenario.





Why total margin matters: The Total Margin compares a school's total revenue to its net income. A school with a positive total margin spent less than it brought in. That is, the school is living within its means and can plan for future purchases and investments.

An occasional negative total margin may indicate that a planned or necessary purchase has taken place. This is not necessarily a negative indicator. However, if the Total Margin is chronically negative or severe decreases appear, the school may be in financial distress. Aggregating this margin over three years helps identify long-term trends.

IPCSC Portfolio Performance Report FY21

Page 11 of 12

FAQ and Additional Resources

How are new petitions evaluated?

Statute outlines a 12-week process. The IP-CSC provides guidance for applications and evaluations. The guidance document outlines the timeline and procedures for new applicants. The Standards of Quality describes what a high-quality response might look like in each category. This is the tool by which applications are evaluated.

New Petitioner Guidance
Standards of Quality

How are schools performing?

To serve the needs of schools, policy-makers and Idaho families, the IPCSC maintains a webpage for each school on which annual performance reports are accessible.

Sample School Performance Report

What is the renewal process?

Charter schools are approved for 5-year terms and must apply for renewal every 5 years. The renewal process was revised ahead of 2021 renewals to ensure alignment to statute. The guidance document outlines timelines and procedures. The performance framework describe the standards each school is expected to meet for a nonconditional renewal.

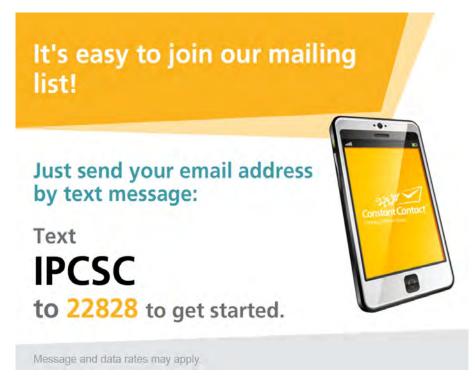
Renewal Guidance

Performance Framework

What are the IPCSC's plans?

The Commission's 5-year strategic plan outlines goals in communication, school achievement, and organizational growth.

Strategic Plan



IPCSC

Portfolio Performance Report FY21

Page 12 of 12



AN IDAHO PUBLIC CHARTER SCHOOL COMMISSION PUBLICATION

 ${\bf SCHOOL\ YEAR\ 2022\text{--}2023}$

UPDATED: December 2021

AUTHORED BY: IPCSC STAFF

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 $\underline{https://charter commission.idaho.gov/}$

AUTONOMY | ACCOUNTABILITY | ACCESS

Table of Contents

Who is the Idaho Public Charter School Commission?	4
Mission Statement	4
About the IPCSC	4
What is a Public Charter School?	5
Why Choose a Public Charter School?	5
Idaho Charter Schools	6
Charter School Accountability	6
Charter Schools by Model	
North Idaho Region 1 Schools	
Coeur d'Alene Charter Academy	
Elevate Academy North	
North Idaho STEM Academy	
North Idaho Region 2 Schools	
Mountain Community School	
Palouse Prairie Charter School	
Treasure Valley Region 3 Schools	
Anser Charter School	
Cardinal Academy	
Compass Academy	
Doral Academy of Idaho	
Elevate Academy Caldwell	12
Elevate Academy Nampa	
Falcon Ridge Public Charter School	
FORGE International Academy	
Future Public School	
Gem Prep-Meridian	
Gem Prep-Meridian (North)	
Gem Prep-Meridian (South)	
Legacy Charter School	
Liberty Charter School	
MOSAICS	
North Star Charter School	
Peace Valley Charter School	
Project Impact STEM Academy	
Richard McKenna Charter School Montessori Program	
Richard McKenna Charter School On-Site Program	
Rolling Hills Public Charter School.	
Sage International School of Boise	
The Village Leadership Academy Thomas Jefferson Charter School	
momas generson Charter School	18

Treasure Valley Classical Academy	19
Victory Charter School	19
Vision Charter School	19
Central Idaho Region 4 Schools	20
Gem Prep Twin Falls	20
Heritage Academy	20
North Valley Academy	20
Pinecrest Academy of Idaho	21
Syringa Mountain School of Idaho	21
Xavier Academy	21
Eastern Idaho Region 5 Schools	22
Chief Tahgee Elementary Academy	22
Connor Academy	
Gem Prep-Pocatello	
Eastern Idaho Region 6 Schools	
Alturas International Academy	23
Alturas Preparatory Academy	23
American Heritage Charter School	23
Bingham Academy	24
Blackfoot Community Charter Learning Center	24
Idaho Science & Technology Charter School	24
Monticello Montessori Charter School	25
Taylor's Crossing Public Charter School	25
White Pine Charter School.	25
Statewide Virtual Schools	26
Another Choice Virtual Charter School	26
Idaho College & Career Readiness Academy (ITCA)	26
Idaho Connects Online Alternative (Idaho Connects Online Virtual)	27
Idaho Virtual Academy (Insight Academy)	
Inspire Connections Academy (Empower Academy)	
iSucceed Academy (iSucceed Virtual)	28
Kootenai Bridge Academy	28
Richard McKenna Charter School Virtual Program	28
Richard McKenna Charter School Virtual Alternative Program	29

Idaho Public Charter School Commission

Mission Statement:

The Public Charter School Commission's mission is to cultivate exemplary public charter schools.

"School Choice is one of the strongest ways we have to educate our children."- Ari Fleischer

About the IPCSC:

Commissioners: The IPCSC is made up of 7 volunteers who serve 4-year terms. Our commissioners bring a broad scope of experience in public education, business and governance and share a desire to encourage innovation and quality school

choice for Idaho families.

IPCSC Staff: IPCSC Staff performs the dayto-day work of school authorizing and oversight. We are happy to answer any questions you have.

Authorizer: The role of an authorizer is to provide oversight for charter schools, balancing the autonomy of the schools with accountability to taxpayers and students.

Why Choose a Public Charter School?

Charter schools are public, tuition-free schools that are open to all students. They provide unique instructional models and have the autonomy to choose how best to implement that model if they work within the boundaries of the law and meet established performance outcomes.

"The possibilities are endless, but charter schools aim to provide a range of options so that parents can choose the public school that best fits their child." (2020 National Alliance for Public Charter Schools)



"The reasons that parents choose charter schools for their children are just as unique as the student themselves. They choose charter schools because of the strong, dedicated teachers, because the school's focus matches their child's needs, or simply because their child was struggling in their assigned public school and needed to try something new."

"Charter schools provide families with options in public education, allowing parents to take a more active role in their child's education."

(2020 National Alliance for Public Charter Schools)

Idaho Charter Schools

The IPCSC is Idaho's largest authorizer, with a portfolio comprising 76% of Idaho's 71 charters. IPCSC Portfolio schools are located across the state, in both rural and urban communities, and serve approximately 26,000 students. Their time in operation ranges from one to nineteen years.



In this publication you will find a list of all of Idaho Public Charter Commission's charter schools, primarily sorted by location. These pages provide information about the model and mission of IPCSC portfolio schools in each region as well as their contact information. We'd encourage you to read this document in its entirety and reach out to the school's of choice that best meet the needs of your students.

Academic models range widely from Montessori to STEM to International Baccalaureate. An index of schools sorted by model is also provided in this publication.

Charter School Accountability

All charter schools operate under a contract with charter school authorizer that holds them accountable to the high standards outlined in their "performance certificate". In Idaho, performance reports are published each year to inform the school and the public of the school's performance.

Every five years, the authorizer evaluates the school's performance and determines whether to renew the school's certificate for another five years of operation. This publication also includes links to each school's certificate an annual report.

6 | Page

Charter School by Model

Alternative

Cardinal Academy

Elevate Academy- Caldwell

Elevate Academy-Nampa

Elevate Academy-North

Idaho Virtual Academy

Idaho Connects Online Alternative

Insight Virtual School

iSucceed Academy (iSucceed Virtual)

Kootenai Bridge Academy

Richard Mckenna Charter School

American Heritage - Core Knowledge

American Heritage Charter School

North Valley Academy

White Pine Charter School

Blended Learning

Gem Prep-Meridian

Gem Prep-Meridian (North)

Gem Prep-Meridian (South)

Gem Prep-Pocatello

Career Technical Education

Elevate Academy-Caldwell

Elevate Academy-Nampa

Elevate Academy-North

Classical

Coeur d'Alene Charter Academy

Treasure Valley Classical

Vision Charter School

Xavier Academy

Expeditionary Learning

Anser Charter School

Hayden Canyon Charter School

Palouse Prairie Charter School

The Harbor School Method

Connor Academy

Legacy Charter School

Liberty Charter School

Thomas Jefferson Charter School

Taylor's Crossing Public Charter School

Victory Charter School

International Baccalaureate

Altura International Academy

Alturas Preparatory Academy

Forge International Academy

North Star Charter School

Sage International School of Boise

Montessori

Monticello Montessori Charter School

Richard McKenna Charter School

Project Based Learning

Compass Academy

Idaho Science & Technology Charter School

Mountain Community School

Science, Technology, Engineering, Arts, and

Math (STEAM)

Blackfoot Community Charter Learning

Idaho Science & Technology Charter School

Mosaics Public School

Pinecrest Academy of Idaho

Science, Technology, Engineering, & Math

(STEM)

Bingham Academy

Future Public School

North Idaho STEM Academy

Project Impact STEM Academy

<u>Virtual:</u>

Another Choice Virtual Charter School

Idaho Connects Online

Idaho Virtual Academy

Insight Virtual Academy

Inspire Connections Academy

iSucceed Academy (iSucceed Virtual)

Idaho College & Career Readiness Academy

(ITCA)

Kootenai Bridge Academy

Richard Mckenna Virtual High School

Richard McKenna Virtual High School

(Alternative)

7 | Page

<u>Waldorf</u>

Peace Valley Charter School Syringa Mountain School of Idaho <u>Other</u>

Blackfoot Community Charter Learning Center |

Brain Based Learning Model

Chief Joseph Elementary Academy |

Cultural/Global Theme

(Immersion)

Doral Academy of Idaho |

Arts-Integration

Falcon Ridge Public Charter School |

Direct Instruction

Heritage Academy |

School Enrichment Model (SEM)

Heritage Community Charter School |

Dual-Language Classical

(Immersion)

Rolling Hills Public Charter School

Personalized Learning Model

The Village Charter School |

The Limitless Learning Model

Northwest Idaho Schools | Region 1

Beautiful Northern Idaho is home to a few, high quality charter schools. These schools have traditionally boasted steady enrollment and strong academic outcomes.

• Coeur d'Alene Charter Academy (Coeur d'Alene)



- Grades 6-12 | Post-Secondary Prep
- o Contact: 208-676-1677 | <u>info@cdacharter.org</u>
- Website: https://www.cdacharter.org/
- Year Opened: 1999 | Enrollment Capacity: 812 | Term Renewal: 2022
- o Certificate/Reports: CCA Performance Certificate & Reports)

"Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich, college preparatory education for any students who are willing to accept the challenge."

• Elevate Academy (North)

o Grades 6-12 | Career Technical



- Contact: Pending |
- Website: https://www.elevate2c.org/
- Year Opened: 2022 | Enrollment Capacity: 486 | Term Renewal: 2027
- o Certificate/Reports: (Elevate Performance Certificate & Reports)

"Elevate Academy Nampa is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction students will take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation."

Hayden Canyon Charter School (Hayden)





- Contact: (208) 477-1812
- Website: https://haydencanyoncharter.org/
- o Year Opened: 2015 | Enrollment Capacity: 668 | Term Renewal: 2025
- o Certificate/Reports: (HCC Performance Certificate & Reports)

"Achieving breakthroughs in academic excellence and character development by inspiring passion for inquiry and lifelong learning – utilizing hands-on discovery, real world application, collaboration and community; preparing each student for engagement in productive, thoughtful citizenship."

• North Idaho STEM Charter Academy (Rathdrum)



- o Grades K-12 | STEM
- o Contact: (208) 687-8002
- o Website: https://www.northidahostemcharteracademy.org/
- O Year Opened: 2012 | Enrollment Capacity: 724 | Term Renewal: 2023
- o Certificate/Reports: (NISTEM Performance Certificate & Reports)

"The mission of the school is as follows: To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and the higher-level critical thinking skills needed to solve problems in the real world."

Northeast Idaho Schools | Region 2

• Mountain Community School (McCall)



- o Grades K-8 | Place Based
- o Contact: (208) | info@mccallcommunityschool.org
- o Website: https://mccallcommunityschool.org/
- o Year Opened: 2019 | Enrollment Capacity: 225 | Term Renewal: 2025
- o Certificate/Reports: (McCall Performance Certificate & Reports)

"The mission of the McCall Community School is to inspire curiosity, engagement, and leadership through transformative place-based education."

Palouse Prairie Charter School (Moscow)



- o Grades K-8 | Expeditionary Learning
- o Contact: (208) 882-3684 | office@palouseprairieschool.org
- o Website: https://palouseprairieschool.org/
- o Year Opened: 2009 | Enrollment Capacity: 230 | Term Renewal: 2023
- o Certificate/Reports: (PPCS Performance Certificate & Reports)

"The mission of Palouse Prairie Charter School is to engage the children and the community of the Palouse in a rigorous and collaborative education of the highest standards by fostering a spirit of inquiry, a persistence towards excellence, a responsibility for learning, and an ethic of service."

Southwest Idaho Schools | Region 3

The Treasure Valley is home to the greatest number and variety of charter schools in the state. Families in Boise, Meridian, Kuna, Caldwell, Eagle, Nampa, and Middleton can choose from many high-quality options.

• Anser Charter School (Garden City)



o Contact: (208) 426-9840 |

Website: https://www.ansercharterschool.org/

O Year Opened: 1998 | Enrollment Capacity: 709 | Term Renewal: 2024

o Certificate/Reports: (Anser Performance Certificate & Reports)

"To educate the whole child in a collaborative learning community where individuals are inspired to be self-motivated and to feel a sense of connection and responsibility to the world."

• Cardinal Academy (Boise)

o Grades: 9-12 | Alternative

o Contact: https://cardinalacademycharter.org/contact/

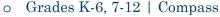
o Website: https://cardinalacademycharter.org/

o Opened: 2020 | Enrollment Capacity: 140 | Term Renewal: 2025

o Certificate/Reports: Pending Update*

"Cardinal Academy Public Charter School, Inc. will provide a rigorous academic program to pregnant and parenting teens in a supportive environment where students are prepared for parenthood, college, career, and life."

Compass Public Charter School (Meridian)



o Contact (208) 888-5847 |

a personal worldview."

Website: https://compasscharter.org/

O Year Opened: 2005 | Enrollment Capacity: 1600 | Term Renewal: 2024

o Certificate/Reports:(Compass Performance Certificate & Reports)

"Compass Public Charter School's Mission is to provide a safe and challenging learning community that prepares students for lifelong excellence through exceptional academics, character development, and the ability to define and defend

• Doral Academy of Idaho (Meridian)

o Grades K-8 | Arts Integration



o Contact: (208) 901-8281

Website: https://www.doralidaho.org/

o Year Opened: 2020 | Enrollment Capacity: 489 | Term Renewal: 2025

o Certificate/Reports:(DAI Performance Certificate & Reports)

"Through arts integration, individual student focus, and rigorous academics, Doral Academy of Idaho will place all students on a path for success at the college and career level".

• Elevate Academy (Caldwell)

o Grades 6-12 | Career Technical



o Contact: (208) 779-4086 |

Website: https://www.elevate2c.org/

o Year Opened: 2019 | Enrollment Capacity: 488 | Term Renewal: 2023

o Certificate/Reports: (Elevate Performance Certificate & Reports)

"Elevate Academy's mission is for all students to take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof."

• Elevate Academy (Nampa)

o Grades 6-12 | Career Technical





o Website: https://www.elevate2c.org/

o Year Opened: 2022 | Enrollment Capacity: 486 | Term Renewal: 2027

o Certificate/Reports: (Elevate Performance Certificate & Reports)

"Elevate Academy Nampa is a 6th-12th learning environment committed to serving at-risk students. Through purposeful instruction students will take responsibility for leading their own lives and studying a career track that may include vocational and college paths or a combination thereof. By owning their educational pathway, students will become contributing members of their community and local economy upon graduation."

Falcon Ridge Public Charter School (Kuna)

FALCON

PUBLIC CHARTER SCHOOL

- o Grades K-8 | Direct Instruction
- Contact: (208) 922-9228 | office@falconridgecharter.org
- Website: https://falconridgecharter.org/
- o Year Opened: 2005 | Enrollment Capacity: 276 | Term Renewal: 2023
- o Certificate/Reports:(FRPCS Performance Certificate & Reports)

"Developing students who are competent, productive and responsible by promoting the academic skills and character to succeed in life.

Forge International Academy (Middleton)

- o Grades K-12 | International Baccalaureate
- o Contact: (208) 244-0577
- o Website: http://forge.sageintl.org/
- o Year Opened: 2019 | Enrollment Capacity: 700 | Term Renewal: 2024
- o Certificate/Reports: (Forge Performance Certificate & Reports)

"Forge International School engages students within an inclusive international learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry."

• Future Public School (Garden City)





o Website: https://www.futurepublicschool.org/

Year Opened: 2018 | Enrollment Capacity: 576 | Term Renewal: 2023

o Certificate/Reports: (Future Performance Certificate & Reports)

"Future Public School equips engineers with the knowledge, skills and character to succeed in college and the future world."

• Gem Prep Meridian (Meridian)

- o Grades K-8 | Blended Learning
- o Contact: (208) 917-9150
- o Website: https://gemprep.org/meridian/
- o Year Opened: 2018 | Enrollment Capacity: 732 | Term Renewal: 2023
- o Certificate/Reports: (GPM Performance Certificate & Reports)

"To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families."

• Gem Prep Meridian-North (Meridian)

o Grades K-12 | Post-Secondary Prep

o Contact: (208) 373-9950

o Website: https://gemprep.org/meridiannorth/

o Year Opened: 2021 | Enrollment Capacity: 676 | Term Renewal: 2026

o Certificate/Reports: <u>GPMN Performance Certificate & Reports</u>)

"To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families."

• Gem Prep Meridian-South (Meridian)

o Grades K-12 | Post-Secondary Prep

o Contact: (208) 373-9950

o Website: https://gemprep.org/meridiannorth/

Year Opened: 2022 | Enrollment Capacity: 676 | Term Renewal: 2027

o Certificate/Reports: (GPS Performance Certificate & Reports)

"To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families."

• Heritage Community Charter School (Caldwell)

o Grades K-8 | Classical; Dual Language

o Contact: (208) 453-8070 | <u>info@hccs481.org</u>

o Website: http://heritagecommunitycharter.com/

Year Opened: 2011 | Enrollment Capacity: 540 | Term Renewal: 2023

o Certificate/Reports: (HCCS Performance Certificate & Reports)

"The Mission of Heritage Community Charter School is to create: an atmosphere of mutual respect where students feel safe and are challenged to become their best selves as they develop a curiosity and love of learning that will continue throughout their lives and prepares them for post-secondary education, careers, and service in their communities as well educated leaders who desire to preserve a democratic society and who act with integrity and character."

• Legacy Public Charter School (Nampa)



o Grades K-12 | Harbor

Contact: (208) 467-0947
 Website: http://www.legacycharterschool.net/

o Year Opened: 2011 | Enrollment Capacity: 325 | Term Renewal: 2023

Certificate/Reports: (Legacy Performance Certificate & Reports)

"Legacy's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life."

• Liberty Charter School (Nampa)

o Grades K-6 | Harbor

o Contact: (208) 466-7952

o Website: http://www.libertycharterschool.com/

Year Opened: 1999 | Enrollment Capacity: 440 | Term Renewal: 2024

o Certificate/Reports: (Liberty Performance Certificate & Reports)

"Liberty Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life."

• MOSAICS (Caldwell)

OSAICS

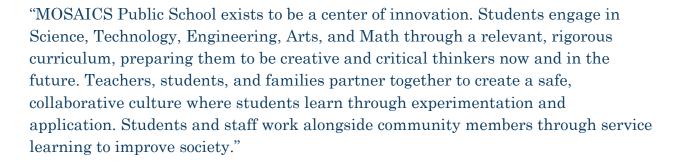
o Grades K-8 | STEAM

o Contact: (208) 402-8899 | <u>info@mosaicsps.org</u>

o Website: https://www.mosaicsps.org

o Year Opened: 2018 | Enrollment Capacity: 540 | Term Renewal: 2025

o Certificate/Reports: (Mosaics Performance Certificate & Reports)



• North Star Charter School (Eagle)



o Grades K-12 | International Baccalaureate

o Contact: (208) 939-9600

Website: https://www.northstarcharter.org/

Year Opened: 2004 | Enrollment Capacity: 1020 | Term Renewal: 2023

o Certificate/Reports: (NSCS Performance Certificate & Reports)

"North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship."

• Peace Valley Charter School (Boise)



Grades K-8 | Waldorf

Contact: (208) 205-8818

Website: https://www.peacevalleycharter.org/

o Year Opened: 2018 | Enrollment Capacity: 540 | Term Renewal: 2023

o Certificate/Reports: (PVCS Performance Certificate & Reports)

"To provide a developmentally appropriate, arts and nature-based education, nurturing children's innate creativity and inspiring them to become lifelong learners who are mindful, active, and engaged global citizens."

• Project Impact STEM Academy (Kuna)



Grades K-12 | STEM; Project-Based Learning

o Contact: (208) 576-4811 | office@pistem.org

o Website: http://www.pistem.org/

o Year Opened: 2018 | Enrollment Capacity: 429 | Term Renewal: 2023

o Certificate/Reports: (PI STEM Performance Certificate & Reports)

"Project Impact STEM Academy will provide an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, mastery-based progression, and with authentic projects embedded in science, technology, engineering and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge."

• Richard McKenna Charter School-Montessori (Mountain Home)

- o Grades K-8 | Montessori
- Contact: (208) 580-2347 | info@rmckenna.org
- o Website: https://www.rmckenna.org/
- o Year Opened: 2002 | Enrollment Capacity: 291 | Term Renewal: 2022
- o Certificate/Reports: (RMCS Performance Certificate & Reports)

"The mission of Richard McKenna Charter Schools is to provide a non-traditional educational environment for our students by emphasizing: 1) project-based learning; 2) personal responsibility; 3) outstanding citizenship."

• Richard McKenna Charter School-Onsite (Mountain Home)

- o Grades 9-12 | Alternative
- o Contact: (208) 580-2347 | info@rmckenna.org
- o Website: https://www.rmckenna.org/
- o Year Opened: 2002 | Enrollment Capacity: 291 | Term Renewal: 2022
- o Certificate/Reports: (RMCS Performance Certificate & Reports)

"The mission of Richard McKenna Charter Schools is to provide a non-traditional educational environment for our students by emphasizing: 1) project-based learning; 2) personal responsibility; 3) outstanding citizenship."

• Rolling Hills Public Charter School (Boise)

- o Grades K-8 | Personalized Learning
- o Contact: (208) 939-5400 |
- o Website: https://www.rhpcs.org/
- o Year Opened: 2005 | Enrollment Capacity: 278 | Term Renewal: 2023
- o Certificate/Reports: (RHPCS Performance Certificate & Reports)

"Rolling Hills Public Charter School will develop educated and engaged citizens through high expectations for student behavior and academic success in a small, safe, structured environment."

• Sage International School of Boise (Boise)

o Grades K-12 | International Baccalaureate



o Website: http://www.sageinternationalschool.org/

Year Opened: 2010 | Enrollment Capacity: 1200 | Term Renewal: 2024

o Certificate/Reports: Sage Performance Certificate & Reports)

"Sage International School engages students within an inclusive IB learning community, challenging all members to take risks and contribute locally and globally through open-minded inquiry."

• The Village Leadership Academy (Boise)

o Grades K-8 | 7 Habits & Leadership

Contact: (208) 336-2000 | info@thevillagecharterschool.org

o Website: https://www.thevillagecharter.org/

o Year Opened: 2011 | Enrollment Capacity: 550 | Term Renewal: 2023

o Certificate/Reports: (TVCS Performance Certificate & Reports)

"The Village Charter School provides a challenging, hands-on curriculum to cultivate students who are critical thinkers and confident leaders in a safe, supportive and loving environment."

• Thomas Jefferson Charter School (Caldwell)

o K-12 | Harbor

VIII AGE

o Contact: (208) 455-8772 | tjcs@tjcharterschool.org

o Website: http://www.tjcs.org/

o Year Opened: 2004 | Enrollment Capacity: 402 | Term Renewal: 2025

o Certificate/Reports: (TJCS Performance Certificate & Reports)

"To develop virtuous citizen leaders. Instilling and developing virtue is accomplished by examining lives of noble and great people to ascertain the value of their virtues and then strive to emulate those virtues to serve the interests of family, community, professional vocation, and our nation."

• Treasure Valley Classical Academy (Fruitland)



- o Grades K-12 | Classical
- o Contact: (208) 779-4088 | info@tvcacademy.org
- Website: https://www.tvcacademy.org/
- o Year Opened: 2019 | Enrollment Capacity: 702 | Term Renewal: 2024
- o Certificate/Reports: (TVCA Performance Certificate & Reports)

"Our mission is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility."

• Victory Charter School (Nampa)



- o Grades K-12 | Harbor
- o Contact: (208) 442-9400 | office@victorycharterschool.net
- o Website: http://victorycharterschool.net/
- o Year Opened: 2003 | Enrollment Capacity: 440 | Term Renewal: 2024
- o Certificate/Reports: (Victory Performance Certificate & Reports)

"Victory Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in life."

• Vision Charter School (Caldwell)





- o Contact: (208) 455-9220 |
- o Website: https://visioncsd.wpcomstaging.com/
- o Year Opened: 2007 | Enrollment Capacity: 910 | Term Renewal: 2024
- o Certificate/Reports: (Vision Performance Certificate & Reports)

"To create well educated, respectful citizen leaders in a K-12th grade College Prep Science and Art School."

Central Idaho Schools | Region 4

From rapidly growing Twin Falls to small rural communities, Central Idaho has a varied charter landscape. Families are invited to take a closer look at charters in Central Idaho. Many have seats available.

• Gem Prep (Twin Falls)

- o Grades K-12 | Blended Learning
- Contact: *Pending*
- o Website: https://gemprep.org/pocatello/
- o Year Opened: 2023 | Enrollment Capacity: 676 | Term Renewal: 2028
- o Certificate/Reports: (GPP Performance Certificate & Reports)

"To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families."

• Heritage Academy (Jerome)

- o Grades K-8 | School Enrichment
- o Contact: (208)595-1617 | tcarver@heritageacademyid.org
- o Website: https://heritageacademyid.org/
- o Year Opened: 2011 | Enrollment Capacity: 207 | Term Renewal: 2022
- o Certificate/Reports: (HA Performance Certificate & Reports)

"Heritage Academy is a public school that welcomes all students Kindergarten through 8th grade. The school provides programs designed to meet the needs of diverse learners including students with disabilities, English language learners, and gifted and talented students."

• North Valley Academy (Gooding)

- o Grades K-12 | Core Knowledge
- o Contact: (208) 934-4567 | info@nvapatriots.us
- Website: https://www.northvalleyacademy.org/
- o Year Opened: 2008 | Enrollment Capacity: 442 | Term Renewal: 2023
- o Certificate/Reports: (NVA Performance Certificate & Reports)

"Our mission is to provide an excellent educational choice where students have the opportunity to become an informed and involved citizenry."

• Pinecrest Academy of Idaho (Twin Falls)



o Grades K-8 | STEM

o Contact: (208) 944-2129

Website: https://www.pinecrestidaho.org/

Year Opened: 2020 | Enrollment Capacity: 489 | Term Renewal: 2025

o Certificate/Reports: (PAI Performance Certificate & Reports)

"The Mission of Pinecrest Academy, Inc. Charter School Organization is focused on Providing Individual instruction, in a Nurturing environment, Ensuring College and Career success, using Rigor, relevance, and relationships to Empower Students to become Tomorrow's global leaders."

• Syringa Mountain School (Hailey)



o Grades K-6 | Waldorf

o Contact: (208) 806-2880 | info@syringamountainschool.org

o Website: https://syringamountainschool.org/

O Year Opened: 2014 | Enrollment Capacity: 520 | Term Renewal: 2022

o Certificate/Reports: (SMS Performance Certificates & Reports)

"Cultivating the Head, Heart, and Hand | We provide a rigorous, arts-integrated educational program guided by the Core Principles of Public Waldorf Education to meet and exceed the Idaho Common Core State Standards."

• Xavier Charter School (Twin Falls)



O Grades K-12 | Classical

O Contact: (208) 734-3947 | Xavier@xaviercharter.org

O Website: https://xaviercharter.org/

o Year Opened: 2007 | Enrollment Capacity: 810 | Term Renewal: 2024

o Certificate/Reports: (XCS Performance Certificate & Reports)

"Xavier Charter Schools are dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue."

Southeast Idaho Schools | Region 5

Eastern Idaho families are passionate about their charter schools. Many of the charters in the area have long waitlists and have expanded their enrollment capacities in recent years. From patriotism to personalized learning to native language immersion, there's a program for every child.

• Chief Tahgee Elementary Academy (Chubbuck)



Grades K-6 | Native Language & Culture

o Contact: (208) 237-2710

o Website: http://www.cteacademy.org/

o Year Opened: 2013 | Enrollment Capacity: 210 | Term Renewal: 2022

o Certificate/Reports: (CTEA Performance Certificates & Reports)

"The mission of CTEA is to provide every student the Power of Two. The Power of Two is the ability to speak, read, write, and think in both English and another language. Students who have the Power of Two are better prepared to meet the challenges of a global society because they have these life advantages: Enhanced cognitive skills; Greater success in cross-cultural communication; More career opportunities; Enhanced problem-solving skills; Preparation for the global economy; Increased academic achievement."

• The Academy (Connor Academy) (Chubbuck)

Grades K-8 | Direct Instruction



o Contact: (208) 232-1447

Website: https://www.academycharter.net/

Year Opened: 2006 | Enrollment Capacity: 558 | Term Renewal: 2024

o Certificate/Reports: (Connor Performance Certificate & Reports)

"The vision of the Academy is to provide teachers, parents, and students with innovative teaching tools and methods so that together they create a school that will develop students who are competent, confident, productive, and responsible young adults who possess the habits, skills and attitudes necessary to succeed in post-secondary education, find satisfying employment and succeed in life."

• Gem Prep Pocatello (Pocatello)



Grades K-8 | Blended Learning

Contact: (208) 238-1388

o Website: https://gemprep.org/pocatello/

o Year Opened: 2016 | Enrollment Capacity: 732 | Term Renewal: 2024

o Certificate/Reports: (GPP Performance Certificate & Reports)

"To prepare students for success in college and professional technical careers by providing a high quality, personalized, relevant and rigorous education through exceptional teaching, innovative uses of technology and partnerships with families."

Eastern Idaho Schools | Region 6

Eastern Idaho families are passionate about their charter schools. Many of the charters in the area have long waitlists and have expanded their enrollment capacities in recent years. From patriotism to personalized learning to native language immersion, there's a program for every child.

• Alturas International Academy (Idaho Falls)

- o Grades: K-8 | International Baccalaureate
- o Contact: (208) 522-5145
- Website: https://www.alturasacademy.org
- o Year Opened: 2016 | Enrollment Capacity: 594 | Term Renewal: 2024
- o Certificate/Reports: (AIA Performance Certificate & Reports)

"Alturas International Academy promotes academic distinction while empowering students to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their loc all and global community."

• Alturas Preparatory Academy (Idaho Falls)

- o Grades 6-12 | International Baccalaureate
- o Contact: (208) 522-5145
- o Website: https://www.alturasacademy.org/apa/
- o Year Opened: 2021 | Enrollment Capacity: 672 | Term Renewal: 2026
- o Certificate/Reports: (APA Performance Certificate & Reports)

"Alturas International Academy promotes academic distinction while empowering students to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their loc al and global community."

• American Heritage Charter School (Idaho Falls)

- o Grades K-12 | Core-Knowledge
- o Contact: (208)-529-3344
- o Website: <u>clerk@ahcspatriots.us</u>
- o Year Opened: 2013 | Enrollment Capacity: 442 | Term Renewal: 2022
- o Certificate/Reports: (AHCS Performance Certificate & Reports)

"At American Heritage Charter School, our mission is to create patriotic and educated leaders. We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."

Idaho STEM Academy (Bingham Academy) (Blackfoot)

o Grades 9-12 | STEM



- o Contact: 208: 557-4003 | office@bingham.academy
- Website: http://www.bingham.academy/
- o Year Opened: 2014 | Enrollment Capacity: 400 | Term Renewal: 2022
- o Certificate/Reports: (Bingham Performance Certificate & Reports)

"The mission of Bingham Academy (BA) is to prepare students to make intelligent and appropriate decisions about their education and future careers. Students who are motivated will be able to complete an Associate Degree by the time they graduate from high school."

• Blackfoot Charter Community Learning Center (Blackfoot)

Grades K-8 | Brain-Based; STEAM

Contact: (208)-782-0744

o Website: https://www.bcclc.com/

Year Opened: 2000 | Enrollment Capacity: 810 | Term Renewal: 2024

o Certificate/Reports: (BCCLC Performance Certificate & Reports)

"The mission of the Blackfoot Charter Community Learning Center is to know each student well enough to challenge and meet their individual academic and developmental needs. This is accomplished through a goal-driven environment that utilizes small groups, interactive technology, and brain-based learning. These are supported by a high level of teacher collaboration and professional development."

• Idaho Science & Technology Charter School (Blackfoot)

o Grades K-8 | Project Based Learning; STEAM

o Contact: 208-785-7827

o Website: https://www.idahoscience.com/

o Year Opened: 2009 | Enrollment Capacity: 460 | Term Renewal: 2023

o Certificate/Reports: (ISTCS Performance Certificate & Reports)

"To engage students in independent learning through authentic, complex projects in a positive collaborative setting."

• Monticello Montessori Charter School (Ammon)



- o Grades K-8 | Montessori
- Contact: (208) 419-0742
- Website: http://www.monticellomontessori.com/
- o Year Opened: 2010 | Enrollment Capacity: 345 | Term Renewal: 2023
- o Certificate/Reports: (Monticello Performance Certificate & Reports)

"The mission of the School is as follows: Through a Montessori-inspired approach to learning, students will maximize their inner potentials and experience purpose and meaning in life, take responsibility for their own education, cultivate personal dignity and develop independence and purpose in life."

Taylors Crossing Public Charter School (Idaho Falls)

- o Grades K-12 | Direct Instruction; Harbor Education
- o Contact: (208) 552-0397
- o Website: https://www.tceagles.com/
- o Year Opened: 2006 | Enrollment Capacity: 440 | Term Renewal: 2024
- o Certificate/Reports: (TCPCS Performance Certificate & Reports)

"By giving our students a firm foundation built on a core curriculum of mathematics, science, reading, writing and social studies, with an enhanced emphasis on American History and the Constitution, Taylor's Crossing Public Charter School will guide our students across the bridge from childhood into adulthood. The students will be prepared to accept challenges with the confidence, courage, and skills needed to achieve success. In a highly challenging academic environment, which nurtures respect and care for all, our students will become people of integrity, vision and virtue."

• White Pine Charter School (Ammon)



- o Contact: (208) 522-4322 | office@wpcscougars.org
- o Website: https://whitepinecharterschool.org/
- o Year Opened: 2000 | Enrollment Capacity: 1049 | Term Renewal: 2024
- o Certificate/Reports: (WPCS Performance Certificate & Report)

"Success for Every Student. To maximize our student's success, our mission is to provide a dynamic, safe, and challenging learning environment, holding students to the highest academic standards and behavioral expectations."

Idaho Statewide Virtual Schools

Idaho families have embraced the variety of virtual school options in the state. From career technical to drop out recovery to programs specialized in serving students with learning differences, Idaho's virtual charter schools are another option for families.

• Another Choice Virtual Charter School

o Grades K-12 | Virtual

Contact: (208) 475-4255

Choice o Website: https://www.anotherchoicecharter.org/

o Year Opened: 2010 | Enrollment Capacity: 514 | Term Renewal: 2022

o Certificate/Reports: (ACVCS Performance Certificate & Reports)

"Another Choice Virtual Charter School seeks to provide a safe, individualized, standards-based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format. Another Choice Virtual Charter School is built on

- i. Academic achievement
- ii. Development of social competence,
- iii. Post-secondary preparedness
- iv. And the development and advancement of student's technological skills."
- Idaho College & Career Readiness Academy (Idaho Technical Career Academy)
 - o Grades K-12 | Career-Technical



READINESS ACADEMY

- COLLEGE & CAREER O Website: https://itca.k12.com/
 - o Year Opened: 2014 | Enrollment Capacity: *unlimited | Term Renewal: 2022
 - o Certificate/Reports: (ITCA Performance Certificates & Reports)

"Our mission is to give students a head start on their career goals and college aspirations. At our innovative online school, students can graduate high school with technical and specialty trade credentials, workplace experiences, skills that will lead to real-world success, and a jump start on college."

• Idaho Connects Online



- o Grades K-6-12 | Alternative
- Contact: (208) 475-3093
- o Website: https://www.iconschool.org/
- O Year Opened: 2009 | Enrollment Capacity: unlimited | Term Renewal: 2022
- o Certificate/Reports: (ICON Performance Certificate & Reports)

"The mission of ICON is to provide middle and high school students with a personalized education alternative that integrates one-to-one support, a robust curriculum, flexible instruction, and innovative technology in an Idaho Public Charter School."

Idaho Virtual Academy (Insight Virtual Academy)



- o Grades K-12 | Alternative
- o Contact: (866) 339-9065
- Website: https://idva.k12.com
- o Year Opened: 2002 | Enrollment Capacity: *unlimited; TBD by school board annually | Term Renewal: 2023
- o Certificate/Reports: (IDVA Performance Certificates & Reports)

"Building a community of engaged learners."

• Inspire Connections Academy (Empower Academy)



- o Grades K-12 | Alternative
- o Contact: (208) 322-4002 | info@inspire.connectionsacademy.org
- o Website: https://www.connectionsacademy.com
- Year Opened: 2005 | Enrollment Capacity: *unlimited | Term Renewal: 2023
- o Certificate/Reports: (Inspire Performance Certificate & Reports)

"We will help each student maximize his or her potential and meet the highest performance standards. Connections Academy is a high-quality, high-tech, hightouch "school without walls" that brings out the best in every student."

• iSucceed Virtual High School

- o Grades 9-12 | Alternative
- o Contact: (208) 375-3116 | <u>info@isucceedvhs.net</u>
- Website: https://www.isucceedvhs.net/
- o Year Opened: 2008 | Enrollment Capacity: *unlimited | Term Renewal: 2022
- o Certificate/Reports: (iSucceed Performance Certificate & Reports)

"To engage and motivate all students in a quality personalized education that promotes individual success and lifelong learning."

Kootenai Bridge Academy



tual High School

- o Grades 11-12 | Virtual
- o Contact: (208) 930-4515
 - Website: https://www.kootenaibridgeacademy.org/
- o Year Opened: 2009 | Enrollment Capacity: 320 | Term Renewal: 2022
- o Certificate/Reports: (KBA Performance Certificate & Reports)

"To provide every student an academically excellent education and to facilitate graduation for alternative students. We will provide bridges to success through education, self-motivation and community responsibility."

• Richard McKenna Charter School | Virtual



- Grades 9-12 |
- Contact: (208) 580-2347 | info@rmckenna.org
- Website: https://www.rmckenna.org/
- Year Opened: 2002 | Enrollment Capacity: *unlimited; TBD six weeks prior to the end of a school year | Term Renewal: 2022
- o Certificate/Reports:

"The mission of Richard McKenna Charter Schools is to provide a non-traditional educational environment for our students by emphasizing: 1) project-based learning; 2) personal responsibility; 3) outstanding citizenship."

• Richard McKenna Charter School - Virtual Alternative



Contact: (208) 580-2347 | <u>info@rmckenna.org</u>

Website: https://www.rmckenna.org/

- o Year Opened: 2002 | Enrollment Capacity: *unlimited; TBD six weeks prior to the end of a school year | Term Renewal: 2022
- o Certificate/Reports: (RMCS Performance Certificate & Reports)

"The mission of Richard McKenna Charter Schools is to provide a non-traditional educational environment for our students by emphasizing: 1) project-based learning; 2) personal responsibility; 3) outstanding citizenship."

1/12/22, 5:12 PM

IPCSC Stakeholder Survey

IPCSC Stakeholder Survey

33 responses

Please indicate your stakeholder role:

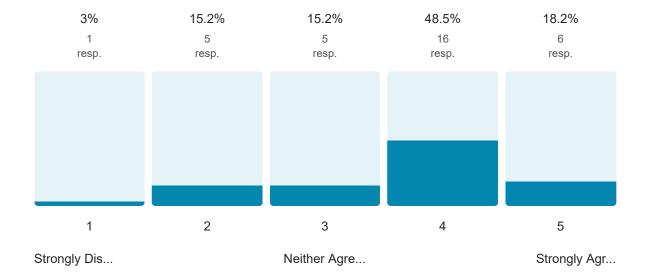
33 out of 33 answered

Charter School Administrator	26 resp. 78.8%
Charter School Board Director	4 resp. 12.1%
Charter School Parent or Employee	3 resp. 9.1%
Other Community Member	0 resp. 0%

The IPCSC's mission is to cultivate exemplary charter schools. Achieving this mission is realistic in light of the agency's size and resources.

33 out of 33 answered

3.6 Average rating



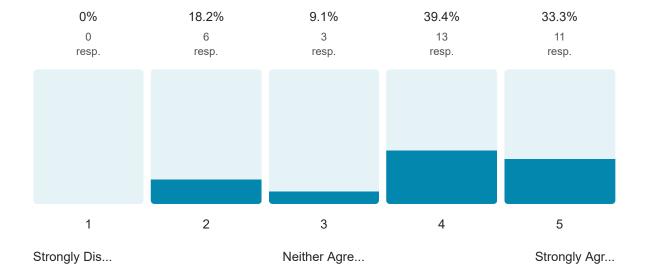
 $https://pcsc.typeform.com/report/aY69LiLL/6JSOZwjx47TIGwVy?view_mode=print$

IPCSC Stakeholder Survey

The decisions made by the IPCSC's governing body (the commission) demonstrate an understanding that the agency serves the public.

33 out of 33 answered

3.9 Average rating

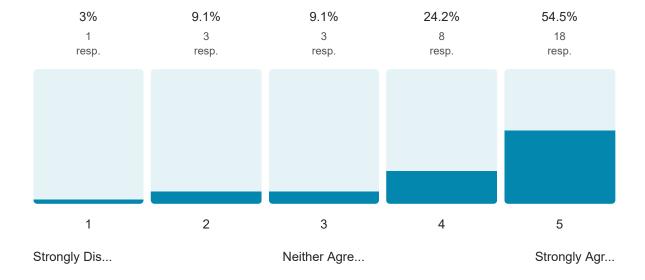


 $https://pcsc.typeform.com/report/aY69LiLL/6JSOZwjx47TIGwVy?view_mode=print$

The IPCSC protects each school's autonomy to make decisions at the school board level.

33 out of 33 answered

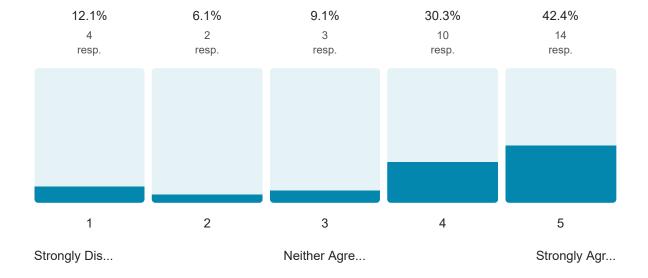
4.2 Average rating



The IPCSC holds each school accountable to the terms and metrics of the school's performance certificate.

33 out of 33 answered

3.8 Average rating

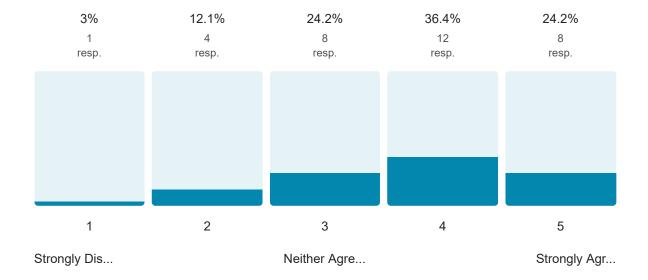


IPCSC Stakeholder Survey

The IPCSC's policies are clear.

33 out of 33 answered

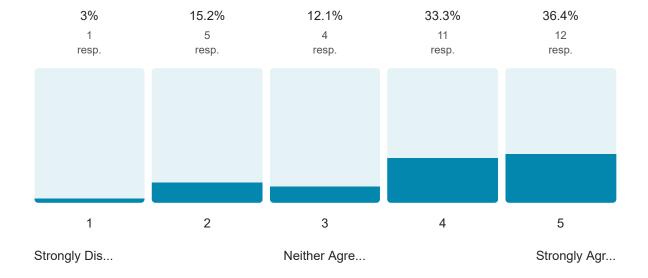
3.7 Average rating



The IPCSC's expectations for school performance are clear.

33 out of 33 answered

3.8 Average rating

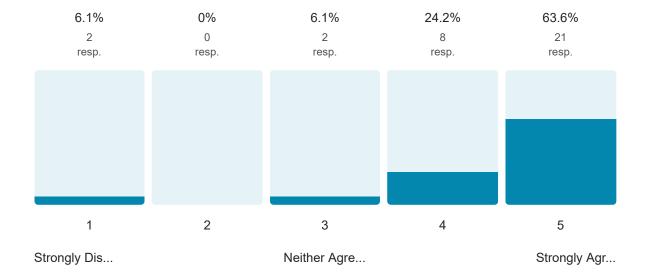


IPCSC Stakeholder Survey

IPCSC staff are approachable and helpful.

33 out of 33 answered

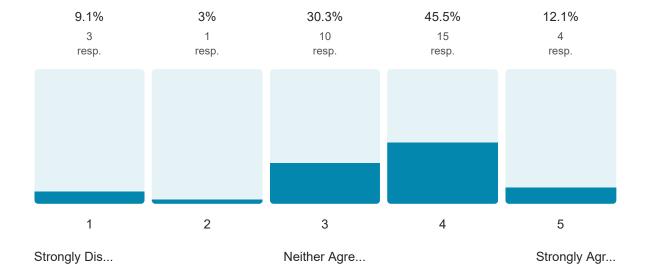
4.4 Average rating



Stakeholders have sufficient opportunity to provide feedback on matters of agency planning.

33 out of 33 answered

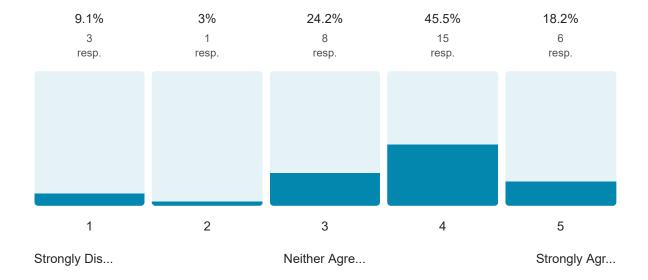
3.5 Average rating



The IPCSC delivers valuable services and resources to schools.

33 out of 33 answered

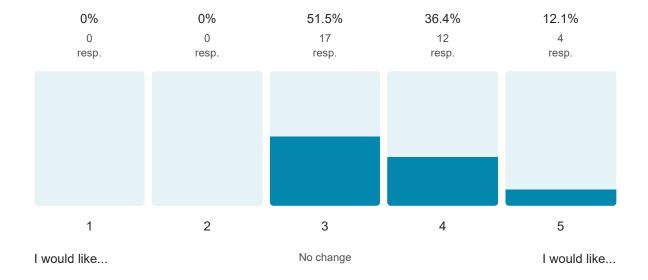
3.6 Average rating



Regarding opportunity to communicate with the IPCSC:

33 out of 33 answered

3.6 Average rating

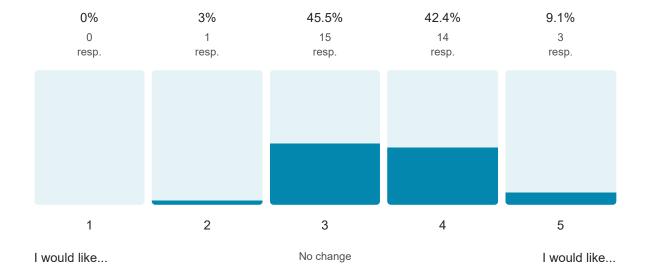


IPCSC Stakeholder Survey

Regarding communication received from the IPCSC:

33 out of 33 answered

3.6 Average rating

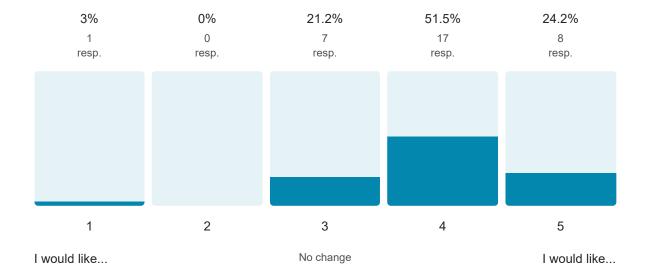


IPCSC Stakeholder Survey

Regarding opportunity to network with other IPCSC schools:

33 out of 33 answered

3.9 Average rating



SUBJECT

2022 Legislative Update

REFERENCE

June 2021 The Board approved legislative ideas for the 2022

legislative session.

August 2021 The Board approved legislative proposals for the 2022

legislative session.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-107(5)(b), Idaho Code

BACKGROUND/DISCUSSION

This item will provide the Board with an update on the Board's pending administrative rules and education-related legislation that has been introduced during the 2022 Legislative Session. This will be the Board's first opportunity to consider education-related legislation for the current session.

Board Submitted Legislation:

At the August 2021 Regular Board meeting the Board approved eight legislative proposals and discussed a ninth proposal regarding the Extended Employment Services program. As part of the Executive Agency Legislative process, the Division of Financial Management (DFM) approved four of the Board's legislative proposals to be introduced to the 2022 Legislature and approved legislation moving the Extended Employment Services from the Idaho Division of Vocational Rehabilitation (IDVR) to the Department of Health and Welfare (DHW) be proposed.

The four legislative proposals approved to go forward as Board bills included:

- Charter School Authorizer Clarification
- Career Technical School Added Cost Funding eligibility <u>SB 1247</u>
- Postsecondary Credit Scholarship Matching Scholarship HB 505
- Armed Forces/Peace Officer Scholarship Disability Determination HB 506

Of these four, SB 1247 has passed out of the Senate as has been assigned to the House Education Committee, HB 505 is on the third reading calendar in the House and HB 506 has been approved by the House and moved to the Senate. The Public Charter School Commission decided not to move forward with the charter school authorizer clarification legislation

Administrative Rules Update:

The Board's five pending rules have all been heard in the House of Representatives and Senate Education Committees and are awaiting action. The five pending rules include one fee rule. Unlike other rules, fee rules must be adopted by both the House and Senate through a concurrent resolution and

become effective at the end of the current legislative session. The other three rules will take effect at the end of the current legislative session unless they are rejected in whole or in part by concurrent resolution. Due to the expiration of the previously codified rules on June 30, 2021, the education rules that are before the legislature this year are presented as all new language. The legislature may reject any numerated portion of the rules as part of the process. If there was a codified version of the rule, any change rejected by the legislature would revert to the previously codified language. When the rules expire and the legislature is considering pending rules the following session they are presented as all new language. If rejected, the provision is rejected in its entirety and not codified in Idaho's administrative code.

Education Related Legislation

Attachment 1, lists all of the education-related legislation that has been introduced at the time of agenda production. An updated list will be provided at the Board meeting and Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system or explain specific details of the legislation. The Board may choose to support, oppose, or remain neutral/silent on any of the legislation discussed.

At this time the Board is being asked to consider taking a position on three pieces of legislation:

Extended Employment Services

This legislation would move the Extended Employment Services program from IDVR to DHW. At the August 2021 Regular Board meeting the Board was updated on discussions with the Governor's Office regarding potential legislation to move the program from IDVR to another state agency or create an independent council to govern the program. The Governor's Office requested the proposal move the program to DHW. Board staff have work with IDVR and DHW to draft the proposed legislation and are providing it for Board consideration as Attachment 2.

School Age

Attachment 3 – RS2918 amends Section 33-201, Idaho Code, allowing students who do not meet the existing birthday cut off (fifth or sixth birthday on or before the first day of September, as applicable to the grade) for kindergarten or first grade to be able to still attend if they meet the age requirement by the thirty-first day of December and the parent or guardian and local education agency have determined the child is school-ready.

Rural Teacher Incentive Program

Attachment 4 – Would create a rural teacher incentive program that would provide for graduated amounts of education loan repayment or reimbursement for eligible education expenses to teachers serving in rural school district or charter schools.

This proposal is in substantial conformance to the legislative proposal approved by the Board at the August 2021 Regular Board meeting.

Dyslexia

Attachment 5 - creates a new section in Chapter 18, citing the importance of identifying students with characteristics of dyslexia and its relation to students becoming proficient in literacy and establishing dyslexia screening requirements.

IMPACT

This update provides the Board with the status of education-related legislation that has been introduced or the Board has been requested to weigh in on. Any items the Board chooses to support or oppose will provide Board staff with the authorization to share the Board's position with legislators, including to testify for or against bills based on the Board's action(s).

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation

Attachment 2 – Extended Employment Services Legislative Proposal

Attachment 3 – School Age Amendment

Attachment 4 – Rural Teacher Incentive Program

Attachment 5 – Dyslexia

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Attachment 1 provides a list of education-related legislation and legislation impacting state agencies and institutions, including those under the Board's governance. The status of each bill, at the time the agenda material was prepared is provided. Staff will provide updates to the Board at the Board meeting regarding any intervening changes that have occurred. Additional education-related legislation that has been introduced prior to the Board meeting, but not included in Attachment 1, may also be discussed.

Board staff recommends support of the proposed legislation provided in Attachments 2 through 5.

BOARD ACTION

I move to	approve	the	Extended	Employment	Services	legislative	proposal	as
provided in	า Attachm	ent:	2.					

Moved by	Seconded by _	 Carried Yes ₋	 No _	
AND				

I move the Board support RS 29318, Amending Section 33-201, Idaho Code, School Age, as provided in Attachment 3. Moved by _____ Seconded by ____ Carried Yes ____ No ____ **AND** I move the Board support SB 1290, creating a rule teacher incentive program as provided in Attachment 4. Moved by _____ Seconded by _____ Carried Yes ____ No ____ AND I move the Board support SB 1280, creating statewide dyslexia screener parameters as provided in Attachment 5. Moved by _____ Seconded by ____ Carried Yes ____ No ____ OR I move the Board (oppose/endorse) (House bill #/Senate bill #) Moved by _____ Seconded by ____ Carried Yes ____ No ____

UPDATED 02/16/2022 ATTACHMENT 1

Bill No	Description	Last Action	Note
<u>H0437</u>	Ed, content standards, adoption	01/14/2022 House - Reported Printed and Referred to Education	EDUCATION – Adds to existing law to provide for the adoption of the content standards prepared by the 2020-2021 content standards review committees.
<u>H0438</u>	School trustees, elections	01/14/2022 House - Reported Printed and Referred to State Affairs	SCHOOL TRUSTEE ELECTIONS – Amends existing law to revise provisions regarding filling vacant school trustee positions following a recall or resignation resulting from a recall petition.
<u>H0443</u>	Ed, leadership premiums, insurance	01/24/2022 – House - PASSED - 55-14-1 02/03/2022 – Senate - PASSED - 32-3-0 02/08/2022 House - Reported Signed by Governor on February 8, 2022	DEPARTMENT OF ADMINISTRATION – Adds to existing law to create the Public School Health Insurance Fund.
<u>H0444</u>	Coronavirus, immunity, sunset	01/31/2022 House - PASSED - 70-0-0 02/11/2022 Senate - Read second time; filed for Third Reading	EDUCATION – Amends existing law to revise eligibility requirements for Armed Forces and Public Safety Officer Scholarships.
<u>H0461</u>	Scholarships, armed forces	02/09/2022 House - PASSED: 67-0-3, title approved, to Senate 02/15/2022 Senate - Read second time; filed for Third Reading	EDUCATION – Amends existing law to revise eligibility requirements for Armed Forces and Public Safety Officer Scholarships.
<u>H0463</u>	Public works projects, costs	01/27/2022 House - Reported Printed and Referred to Commerce & Human Resources	DEPARTMENT OF ADMINISTRATION – Amends existing law to increase the authorized limitation for public works projects.
<u>H0482</u>	Sales tax, monthly distribution	02/08/2022 House - U.C. to be returned to Revenue & Taxation Committee	SALES TAX – Amends existing law to revise the distribution of sales tax revenue from quarterly to monthly. Amends distribution amount to schools from 1/4 to 1/12.
<u>H0488</u>	Ed, nondescrimination, standing	01/31/2022 House - Reported Printed and Referred to Ways & Means	NONDESCRIMINATION IN SCHOOLS – Amends 33-138 existing law to provide for a private cause of action. Any taxpay against any school district teacher CRT.
<u>H0504</u>	State employees, ed reimbursement	01/31/2022 House - Reported Printed and Referred to Commerce & Human Resources	PERSONNEL SYSTEM – Adds to existing law to establish an educational reimbursement program.
<u>H0505</u>	Postsecondary credit scholarship	02/14/2022 House - U.C. to be returned to Education Committee	EDUCATION – Amends existing law to revise provisions regarding the postsecondary credit scholarship.
<u>H0506</u>	Scholarships, armed forces	02/09/2022 House - Passed: Ayes 66 Nays 0 Abs/Excd 4, title approved, to Senate 02/16/2022 Senate - Reported out of Committee with Do Pass Recommendation; Filed for second reading	Education – Amends existing law to provide that for purposes of the Armed Forces and Public Safety Officer Scholarships, a member of the armed forces will be considered totally and permanently disabled if the disability determination is made or recognized by the Idaho Division of Veterans Services.
<u>H0512</u>	Bond elections, failure, 11 months	02/16/2022 House - U.C. to hold place on third reading calendar one legislative day	BOND ELECTIONS – Amends existing law to prohibit holding another bond election within 11 months of a failed bond election.

UP	DATED 02/16/2022		ATTACHMENT 1
<u>H0514</u>	Mask mandates	02/16/2022 House - U.C. to be returned to State Affairs Committee	MASK MANDATES – Adds to existing law to establish provisions regarding the prohibition of mask mandates.
<u>H0533</u>	Master educator premiums	02/16/2022 House - Passed: Ayes 52 Nays 15 Abs/Excd 3, title approved, to Senate	PUBLIC SCHOOLS – Amends existing law to allow for certain employees to continue to receive master educator premiums.
<u>H0544</u>	Career ladder, out of state staff	02/08/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide for placement on the career ladder of certain staff for those previously certified out of state.
<u>H0545</u>	Charter school revolving loan fund	02/16/2022 House - U.C. to hold place on third reading calendar one legislative day	CHARTER SCHOOLS – Repeals and adds to existing law to remove the public charter school debt reserve fund and to provide for a revolving loan fund.
<u>H0555</u>	PERSI, reemployment	02/09/2022 House - Reported Printed and Referred to Commerce & Human Resources	PERSI – Amends, adds to, and repeals existing law to provide for the contribution rates and reemployment of school members.
<u>H0571</u>	School buses, speed limit	02/10/2022 House - Reported Printed and Referred to Transportation & Defense	SCHOOL BUSES – Amends existing law to allow school buses to travel up to 70 miles per hour on the interstate.
<u>H0594</u>	State employees	02/11/2022 House - Reported Printed and Referred to Commerce & Human Resources	HUMAN RESOURCES DIVISION – Amends and repeals existing law to provide for consistency of terminology with respect to state employees
<u>H0595</u>	State emp, compensation, increases	02/11/2022 House - Reported Printed and Referred to Commerce & Human Resources	HUMAN RESOURCES DIVISION – Amends existing law to provide for compensation increases based on performance as well as consideration of certain internal and external factors.
<u>H0627</u>	Ed, enrollment based, alternative	02/15/2022 House - Reported Printed and Referred to Education	EDUCATION – Amends existing law to provide for enrollment based funding and to allow for alternative education programs.
<u>H0631</u>	Mask mandates, prohibition	02/16/2022 House - Reported Printed; Filed for Second Reading	MASK MANDATES – Adds to existing law to establish provisions regarding the prohibition of mask mandates.
<u>H0634</u>	Approp, pub schls teachers, addl	02/16/2022 House - Reported Printed; Filed for Second Reading	APPROPRIATIONS – PUBLIC SCHOOLS – Relates to the appropriation to the Public Schools Educational Support Program's Division of Teachers and Division of Children's Programs for fiscal year 2022.
<u>H0639</u>	Driver's ed, parents	02/16/2022 House - Reported Printed and Referred to Transportation & Defense	MOTOR VEHICLES – Amends existing law to allow private parental driver's education.
<u>H0645</u>	Community college trustee elections	02/16/2022 House - Introduced, read first time, referred to JRA for Printing	COMMUNITY COLLEGES – Amends existing law to provide for filling vacancies on a community college board of trustees and to revise provisions regarding trustee elections.
<u>H0649</u>	Supplemental curriculum, approval	02/16/2022 House - Introduced, read first time, referred to JRA for Printing	SCHOOL CURRICULUM – Amends existing law to require approval of supplemental curricular material.
<u>H0650</u>	Curricular materials adoption cmtes	02/16/2022 House - Introduced, read first time, referred to JRA for Printing	SCHOOL DISTRICT TRUSTEES – Amends existing law to revise provisions regarding curricular materials adoption committees.

UP	DATED 02/16/2022		ATTACHMENT 1
<u>H0651</u>	Teachers, drug testing	02/16/2022 House - Introduced, read first time, referred to JRA for Printing	EDUCATION – Amends existing law to require drug testing and criminal background tests for certain teachers.
<u>H0652</u>	Pub sch employees, health insurance	02/16/2022 House - Introduced, read first time, referred to JRA for Printing	PUBLIC SCHOOL EMPLOYEES – Amends and adds to existing law to provide that funds appropriated for employee health insurance shall be used for such insurance and to provide for the payment of certain premiums by the retirement board.
<u>H0653</u>	School levies, disclosure, purpose	02/16/2022 House - Introduced, read first time, referred to JRA for Printing	SCHOOL LEVIES – Adds to existing law to provide that a ballot question for a supplemental levy must be accompanied by a disclosure about the purposes for which the levy revenues will be used and to provide that school districts must use levy revenues for the purposes identified in the disclosure.
<u>H0654</u>	School counselors, professional	02/16/2022 House - Introduced, read first time, referred to JRA for Printing	EDUCATION – Amends existing law to authorize certain professionals to work as school counselors.
<u>H0655</u>	Education, dyslexia	02/16/2022 House - Introduced, read first time, referred to JRA for Printing	EDUCATION – Amends existing law to provide for dyslexia intervention and screening programs in certain grades.
<u>H0656</u>	Career ladder	02/16/2022 House - Introduced, read first time, referred to JRA for Printing	EDUCATION – Amends existing law to provide for placement on the career ladder of certain staff for those previously certified.
HCR027	Rule rejection, content standards	01/14/2022 House - Reported Printed and Referred to Education	RULE REJECTION – States findings of the Legislature and rejects certain rules of the State Board of Education relating to Idaho content standards.
<u>HCR029</u>	Traumatic childhood experiences	02/03/2022 – House - ADOPTED - 42- 25-3 02/11/2022 Senate - Reported out of Committee with Do Pass Recommendation; to 10th order; held one legislative day	HEALTH – States findings of the Legislature and encourages certain officers, agencies, and employees of the State to become informed about the impacts of traumatic childhood experiences and implement interventions and practices to develop resiliency in children and adults who suffered from traumatic childhood experiences.
HCR030	PANDAS/PANS awareness	01/31/2022 House - Referred to Health & Welfare	HEALTH – States findings of the Legislature and recognizes October 9, 2022, as PANDAS/PANS Awareness Day. Encourages Board and schools to assure accurate information is available.
<u>S1226</u>	Self-directed learners	01/19/2022 Senate - Reported Printed; referred to Education	EDUCATION – Adds to existing law to establish the self-directed learner designation.
<u>S1238</u>	Ed, self-directed learners	02/02/2022 Senate - PASSED 32-0-3 02/16/2022 House - U.C. to hold place on third reading calendar one legislative day	EDUCATION – Adds to existing law to establish the self-directed learner designation.
<u>S1242</u>	Empowering parents grant program	01/28/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends existing law to establish the Empowering Parents Grant Program, which provides funds to eligible

UP	DATED 02/16/2022		ATTACHMENT 1
			students for certain education expenses.
<u>S1247</u>	Career Technical School – Added Cost Funding – Coop Serv Agency	02/07/2022 Senate - PASSED - 33-1-1 02/08/2022 House - Read First Time, Referred to Education	Replaced with SB1255. EDUCATION – Amends existing law to establish the Empowering Parents Grant Program, which provides funds to eligible students for certain education expenses.
<u>S1255</u>	Empowering parents grant program	02/10/2022 Senate - Passed: 34-1-0; title approved; to House 02/16/2022 House - Reported out of Committee with Do Pass Recommendation, Filed for Second Reading	EDUCATION – Amends existing law to establish the Empowering Parents Grant Program, which provides funds to eligible students for certain education expenses.
<u>\$1271</u>	School districts, state support	02/07/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends and adds to existing law to provide for state support of discretionary spending by school districts.
<u>S1280</u>	Education, dyslexia programs	02/16/2022 Senate - PASSED: 33-0-2; title approved; to House	EDUCATION – Amends and adds to existing law to establish programs for dyslexia.
<u>S1287</u>	Rural nursing loan repayment prgm	02/16/2022 Senate - Reported out of Committee with Do Pass Recommendation; Filed for second reading	RURAL NURSING LOAN REPAYMENT PROGRAM – Adds to existing law to establish the rural nursing loan repayment program.
<u>\$1290</u>	Rural, underserved ed program	02/11/2022 Senate - Reported Printed; referred to Education	EDUCATION – Adds to existing law to establish the Rural and Underserved Educator Incentive Program.
<u>S1291</u>	Charter schools, certifications	02/16/2022 Senate - Reported out of committee; to 14th Order for amendment	CHARTER SCHOOLS – Amends existing law to provide alternative methods of obtaining certain certifications.
<u>\$1292</u>	Approp, edu bd, office, add'l	02/15/2022 Senate - Read second time; filed for Third Reading	APPROPRIATIONS – OFFICE OF THE STATE BOARD OF EDUCATION – Relates to the appropriation to the Office of the State Board of Education for fiscal year 2022.
<u>\$1294</u>	Sick leave, employees, penatly	02/14/2022 Senate - Reported Printed; referred to Commerce & Human Resources	EMPLOYMENT CONTRACTS – Adds to existing law to provide that an employer may not penalize an employee for using earned or accrued sick leave.
<u>\$1302</u>	School levies, taxes	02/14/2022 Senate - Reported Printed; referred to Local Government & Taxation	TAXATION – Amends and adds to existing law to provide sales tax revenues to school districts and to revise provisions regarding school levy authority.
<u>S1306</u>	Youth athletes, chiropractors	02/14/2022 Senate - Reported Printed; referred to Health & Welfare	YOUTH ATHLETES – Amends existing law to provide that certain chiropractic physicians are qualified health professionals for purposes of returning athletes to play after suspected concussions or head injuries.
<u>S1314</u>	Literacy intervention, funding	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends existing law to revise provisions regarding funding for literacy intervention.
<u>S1315</u>	Full-time kindergarten	02/15/2022 Senate - Reported Printed; referred to Education	by EDUCATION COMMITTEE EDUCATION – Amends existing law to provide for full-day kindergarten and to revise provisions regarding certain support units and funding distributions.

UP	DATED 02/16/2022	•	ATTACHMENT 1
<u>S1316</u>	Full-time kindergarten	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends and adds to existing law to provide for full-day kindergarten.
<u>S1317</u>	Kindergarten savings accounts	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Adds to existing law to establish a kindergarten savings account.
<u>S1318</u>	Kindergarten	02/15/2022 Senate - Reported Printed; referred to Education	EDUCATION – Amends existing law to establish provisions regarding certain kindergarten students.
<u>S1319</u>	School bus, contracts, fed funding	02/15/2022 Senate - Reported Printed; referred to Education	TRANSPORTATION OF PUPILS – Amends existing law to provide an exception for certain contracts.
<u>\$1329</u>	Extended employment srvcs prgm	02/15/2022 Senate - Reported Printed; referred to Health & Welfare	HEALTH AND WELFARE – Repeals and adds to existing law to establish the Extended Employment Services Program in the Department of Health and Welfare.
SCR114	Ed Cheff, honoring	02/11/2022 Senate - Reported Printed; referred to 10th order; held one legislative day	EDUCATION – States findings of the Legislature and honors the life and achievements of Ed Cheff, the longtime head baseball coach for Lewis-Clark State College.
SCR115	Education, civics standards	02/11/2022 Senate - Reported Printed; referred to 10th order; held one legislative day	EDUCATION – Stating findings of the Legislature and supporting the development of civics standards for Idaho students.
<u>SCR118</u>	Education, U.S. history	02/15/2022 Senate - Recommitted to Education	EDUATION – States findings of the Legislature and encourages Idaho schools to teach students the whole and honest history of our nation. Including a requirement to teach natural law.

ATTACHEMENT 2

SECTION 1. That chapter 63, title 33, Idaho Code, be, and the same is hereby repealed.

SECTION 2. That title 56, Idaho Code, be and the same is hereby amended by the addition thereto of a <u>NEW CHAPTER</u>, to be known and designated as Chapter 17, Title 56, Idaho Code, and to read as follows:

CHAPTER 17 EXTENDED EMPLOYMENT SERVICES PROGRAM

56-1701. DEFINITIONS. As used in this chapter: (1) "Department" means the department of health and welfare.

- (2) "Competitive integrated employment" means work that is performed on a full-time or part-time basis for which an individual: (a) is compensated at a rate that shall be not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 or the rate specified in the applicable State or local minimum wage law; and is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; or in the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and is eligible for the level of benefits provided to other employees;
- (b) that is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons; and
- (c) that presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.
- (4) "Extended employment services" 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) "Fading" means the incremental reduction of support on the job as the participant gains skills and independence. Fading begins once the participant has mastered parts of the job to ensure the participant does not become dependent.
- (6) "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 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

ATTACHEMENT 2

- 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.
- (7) "Individual community-based supported employment" means selfemployment 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.
- (8) "Individual program plan" means a plan for extended employment services appropriate for an individual participant based on the participant's needs and personal goals.
- (9) "Non-competitive employment" means employment where individuals with disabilities are not paid the same rate as people without disabilities for doing the same or similar work, there are no opportunities for advancement, and wages are productivity-based with no lower limit.
- (10) "Non-integrated employment" means employment where work is performed at a location where the employee does not have the opportunity to interact with individuals without disabilities. Typically, these employment settings are created for the expressed purpose of employing people with disabilities in a provider-owned facility or group congregate setting.
- (11) "Participant" means a person eligible for and enrolled in the program established pursuant to this chapter.
- (12) "Program" means the extended employment services program established by this chapter.
- (13) "Provider" means a community rehabilitation program services provider approved by the department to provide extended employment services.
- (14) "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 needed to achieve and maintain employment.
- 56-1702. PROGRAM ESTABLISHED. (1) There is hereby established in the department an extended employment services program for the purpose of increasing employment opportunities for program participants. The program shall be administered by the department. Extended employment services offered under this program are separate and apart from any federal program but may be collaborative with and supportive of federal programs.
 - (2) Program services shall be:
- (a) Provided when eligible individuals do not have access to comparable services or have fully utilized comparable services for which they are eligible; and
- (b) Separate and apart from and delivered subsequent to vocational rehabilitation services as defined in 29 U.S.C. 705(40), provided by the Idaho division of vocational rehabilitation.

ATTACHEMENT 2

56-1703. PROGRAM ELIGIBILITY AND 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 department will annually review and evaluate a participant's service level needs, encourage the exercise of informed choice, and address any specific concerns.
- (3) Program participants may request that the program conduct an additional case review to evaluate service level needs at any time. The process will be collaborative with the participant and other stakeholders, as appropriate, and include the exchange of information on the array of employment type options.
- (a) Case file reviews, interviews, and other methods may be used to determine an individual's service level needs.
- (b) Individuals may be referred to other programs that provide employment, or other supports that the extended employment services program does not provide.
- (c) In order to receive extended employment services, a participant must either take part in an annual case review or request that the program assume the responsibility for developing an individual program plan with the participant.
- (5) Each participant has the right to select the provider used, as applicable to the type and level of services identified, and may choose to receive services from a different provider at any time, subject to provider availability. A participant will contact the program manager to request services from a different approved provider.
- (6) A participant may be referred for group community-based supported employment options with documentation of a qualifying disability if the individual participates in a choice meeting facilitated by the department pursuant to 34 CFR 397.40, and the individual requests group community-based supported employment service of a program provider and accepts a non-competitive employment placement; or if the department finds demonstrated need after the individual was found ineligible for federal vocational rehabilitation services pursuant to 34 CFR 397.
- (7) A program participant may choose work services for non-competitive employment or non-integrated employment. Eligible applicants for non-competitive employment or non-integrated employment must provide documentation of a qualifying disability, excluding youth where subminimum wage is applied pursuant to 34 CFR 397, must request services and accept non-integrated non-competitive employment, and must complete career counseling with the department; or the department may establish demonstrated need after the individual was found ineligible for the federal vocational rehabilitation program pursuant to 34 CFR 397.
- (8) Eligible program participants receiving services in any category may choose to receive services in a different category if criteria established by the department are met.
- (9) An individual who is unable to participate in program 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

ATTACHEMENT 2

- (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 program within five (5) business days of receipt of notice that a participant is not participating in program services.
- (10) 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. Cases will be closed from the 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 program 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, not following through with program requirements or is no longer able to utilize the program, such as with death;
 - (k) Program manager is unable to locate or contact participant;
 - (11) When there is a statewide waitlist:
 - (a) Applicants will be placed on the waitlist by date of program 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 program, contingent upon funding availability.
- (12) The department will review program service rates and contract with a third-party vendors to conduct cost surveys every five (5) years. The department will survey one-hundred (100) percent of providers. The program 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.

56-1704. COVERED SERVICES -- INDIVIDUAL PROGRAM PLAN. (1) Subject to available funding, the program shall provide the following services to participants, as appropriate:

- (a) Individual community-based supported employment;
- (b) Group community-based supported employment; and

(c) Work services.

ATTACHEMENT 2

- (2) The services provided to a participant shall be based on the participant's individual program plan.
 - (3) Program services must:
- (a) Be individually planned by using person-centered principles and personor people-first language;
- (b) Provide assistance to participants as unique individuals with varying interests, preferences, and aptitudes;
- (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 the program;
- (e) Safeguard participants against conflicts of interest, whether real or perceived;
- (f) Allow a participant to pursue an alternate employment type and assist the participant with referral to the applicable state agency or program provider. Any changes to the employment type must be approved by the department.
 - (4) Individual community-based supported employment services include:
- (a) Competitive integrated employment allowable activities are limited to 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; or
 - (v) Ensures job stability and fading as appropriate.
- (b) Offsite job coaching may be included in an individual's program plan when determined by the individual, provider, and program staff to be the most appropriate strategy to meet the participant's needs.
- (c) 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.
- (d) Focused mentoring and extended or ongoing job coaching for competitive integrated employment.
- (5) 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; and
 - (c) Training for specific job duties and tasks.
 - (6) Work services area allowable activities are limited to:

ATTACHEMENT 2

- (a) Promoting and advocating for increasing the participant's independence, inclusion, integration, and community employment goals;
- (b) Supervising, observing, and job coaching 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 a participant receiving subminimum wage to participate in career counseling/information and referral provided by Idaho division of vocational rehabilitation staff; and
- (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.
- (7) Preapproval is required for needed supports that exceed the quarterly individual program plan service level, including:
 - (a) Short-term additional supports; and
 - (b) Transportation
- (i) 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.
- (ii) Work services area transportation where 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.
- (8) Providers are required to report any allegations or suspicions of participant abuse to the program manager, the adult protection authority, and any other entity required under state or federal law, including as required by Section 39-5303, Idaho Code.
 - (9) The following services are not allowable services:
- (a) Initial training. The program will not fund initial competitive integrated employment or self-employment job training.
- (b) Recreational activities such as parties, social gatherings, outings, and community events outside of work schedule and employer requirements.
- (c) Day habilitation activities typically conducted by an adult day services setting such as crafts, movies, relaxation, and outings.
- (d) Career exploration or career training activities provided to individuals opposed to pursuing competitive integrated employment. The program may 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) Supports for which the provider's individual staff is unqualified to perform such as, professional counseling (e.g., suicide counseling, grief counseling, and marriage

ATTACHEMENT 2

or relationship counseling) and medical services (e.g., medication management, medical services, and medical transportation).

- (f) Personal support activities that support staff provide on an ongoing basis to ensure employment requirements (e.g., daily reminder phone calls for hygiene needs or other personal care needs) are met.
- (g) Any available service provided by another government program, which may require an individual to apply for such services. The program may request documentation of application and denial of comparable services.
 - (10) Development of individual program plan.
- (a) The participant and provider will develop the participant's individual program using the program 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 applicable, and the provider staff who assisted with the plan preparation.
- (c) The provider will not receive payment for any services provided without an approved individual program plan.
- (d) Providers are not required to provide services after an individual program plan expires.
- (e) 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.
- (f) The participant's provider is responsible for submission of the individual program plan to the program. Revisions may be requested by the program to the individual program plan before approval. If a conflict of interest exists, the program will assume responsibility to complete the individual program plan. Timelines for submission of the individual program plan will be detailed in the provider agreement and the participant rights and responsibilities document.
- (g) The participant and provider will review progress toward vocational goals and next steps necessary to meet vocational goals. The participant will sign the progress report to acknowledge review of the report. The provider will submit a semi-annual progress report for each participant to the program for each six (6) months period, starting with the individual program plan start date. Progress reports are due no later than one (1) month after the reporting period. The provider will submit an annual progress report for the twelve (12) months after the individual program plan start date, due no later than one (1) month after the end of the term date. Failure to submit a progress report in a timely manner will subject the provider to administrative review and corrective action.
- 56-1705. PROGRAM PROVIDERS -- REQUIREMENTS -- REVOCATION OF APPROVAL -- AGREEMENT REVIEW. (1) Extended employment services providers must be approved by the department prior to participation in the program. The department shall enter an agreement with each approved provider. The agreement shall specify:

(a) Minimum provider requirements:

ATTACHEMENT 2

- (i) Provider must be accredited by approved national or regional accrediting body, specific to vocational supports for individuals with disabilities. Approved program accrediting bodies will be published annually to the department's website.
 - (ii) Providers must remain in good standing with their accreditor.
- (iii) Providers must ensure staff that deliver program 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.
 - (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 department.
- (2) The department may terminate or revoke the approval status and discontinue authorizing or purchasing services from providers for actions in violation of the agreement or program requirements.
- (3) A provider agreement shall be reviewed annually by the department and is subject to revision as required by the department.
- (4) Providers must maintain program participant files for five (5) years from the last date of service.
- (5) The program may audit billing records and other documentation submitted by providers to verify the accuracy of such records.
- (6) The program may deny, revoke, or recover service payments if the provider fails to comply with the terms of the provider agreement.

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Sixty-sixth	Legislature	Second Regular	Session - 2022
	IN THE		
	BILL NO		
	BY		

AN ACT

RELATING TO SCHOOLS; AMENDING SECTION 33-201, IDAHO CODE, TO REVISE PRO-VISIONS REGARDING SCHOOL AGE AND TO MAKE A TECHNICAL CORRECTION; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-201, Idaho Code, be, and the same is hereby amended to read as follows:

33-201. SCHOOL AGE. The services of the public schools of this state are extended to any acceptable person of school age. "School age" is defined as including all persons resident of the state, between the ages of five (5) and twenty-one (21) years. For the purposes of this section, the age of five (5) years shall be attained when the fifth anniversary of birth occurs on or before the first day of September of the school year in which the child is to enroll in kindergarten or the thirty-first day of December for a child the parent or guardian and the local education agency have determined is school-ready. For a child enrolling in the first grade, the age of six (6) years must be reached on or before the first day of September of the school year in which the child is to enroll or the thirty-first day of December for a child who has previously been determined to be school-ready. Any child of the age of five (5) years who has completed a private or public out-of-state kindergarten for the required four hundred fifty (450) hours but has not reached the "school age" requirement in Idaho shall be allowed to enter the first grade.

For resident children with disabilities who qualify for special education and related services under the federal individuals with disabilities education act (IDEA) and subsequent amendments thereto, and applicable state and federal regulations, "school age" shall begin at the attainment of age three (3) <u>years</u> and shall continue through the semester of school in which the student attains the age of twenty-one (21) years.

SECTION 2. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2022.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-sixth Legislature Second Regular Session - 2022

IN THE SENATE

SENATE BILL NO. 1290

BY EDUCATION COMMITTEE

	DI EDOCATION COMMITTEE
1 2 3 4 5 6 7 8	AN ACT RELATING TO THE RURAL AND UNDERSERVED EDUCATOR INCENTIVE PROGRAM; AMENDING TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW CHAPTER 65, TITLE 33, IDAHO CODE, TO ESTABLISH PROVISIONS REGARDING THE RURAL AND UNDERSERVED EDUCATOR INCENTIVE PROGRAM, TO DEFINE TERMS, TO PROVIDE FOR CERTAIN DU- TIES REGARDING CRITICAL QUALITY EDUCATOR SHORTAGES, TO PROVIDE FOR LOAN REPAYMENT ASSISTANCE IN CERTAIN INSTANCES, AND TO PROVIDE FOR AWARD PROTOCOLS AND STATUTORY CONSTRUCTION; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.
10	Be It Enacted by the Legislature of the State of Idaho:
11 12 13	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:
14 15	CHAPTER 65 RURAL AND UNDERSERVED EDUCATOR INCENTIVE PROGRAM
16	33-6501 RURAL AND UNDERSERVED EDUCATION TAXONITATE DESCRIPTION

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 such as additional degrees, advanced degrees, career technical certifications, or other 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 pursuant to 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 eslablished in this chapter up to the amount specified in section 33-6504, Idaho Code, or eligible education expenses established by the state board of education and in rules promulgated by the state board of education.
- 33-6504. LOAN REPAYMENT ASSISTANCE -- EDUCATIONAL EXPENSES REIM-BURSEMENT -- ELIGIBILITY AND AWARD CRITERIA. (1) Loan repayment assistance or the reimbursement of eligible education expenses 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

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- (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) or has at least one thousand dollars (\$1,000) in eligible education expenses at the time of application; or
- (d) Has eligible education expenses that may be reimbursed pursuant to this chapter.
- (2) To qualify for loan repayment assistance or education expense reimbursement under this chapter, a rural and underserved educator shall submit an application to the state board of education. For loan repayment applications, the application must 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 of education for verification of the applicant's eligibility.
- (3) A rural and underserved educator is eligible for loan repayment assistance or eligible educational expenses 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 of education may remit payment of the loan on behalf of the rural and underserved educator in accordance with the requirements of this chapter and rules promulgated by the state board of education.
 - (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.

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	(2)	The	state	board	of	educat	ion	shall	def	fine	the	criteria	for	de-
ter	mining	g the	schoo	ls tha	t ar	e most	imp	acted	by	crit	ical	quality	educa	ator
sho	rtages	3 .												

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- (3) Nothing in this chapter may be construed to require the provision of incentive awards without an appropriation for that purpose.
- SECTION 2. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2022.

LEGISLATURE OF THE STATE OF IDAHO
Sixty-sixth Legislature Second Regular Session - 2022

IN THE SENATE

SENATE BILL NO. 1280

BY EDUCATION COMMITTEE

1	AN ACT
2	RELATING TO EDUCATION; AMENDING SECTION 33-1802, IDAHO CODE, TO DEFINE A
3	TERM; AMENDING CHAPTER 18, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW
4	SECTION 33-1811, IDAHO CODE, TO ESTABLISH PROGRAMS REGARDING DYSLEXIA;
5	AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-1802, Idaho Code, be, and the same is hereby amended to read as follows:

33-1802. DEFINITIONS. As used in this chapter:

- (1) "Dyslexia" means a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate or fluent, or both, word recognition and by poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.
- (2) "Idaho comprehensive literacy plan" means the state board of education-approved, evidence-based plan outlining the minimum statewide literacy comprehension expectations and framework. This plan shall include details on data literacy, the statewide reading assessment, and best practices.
- (23) "Local education agency" or "LEA" means a school district, including charter school districts, or a public charter school identified as an LEA pursuant to chapter 52, title 33, Idaho Code.
- $(3\underline{4})$ "Statewide reading assessment" means the state board of education-approved assessment for facilitating continuous improvement, tailoring student-level instruction, and providing summative results.
- SECTION 2. That Chapter 18, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a $\underline{\text{NEW SECTION}}$, to be known and designated as Section 33-1811, Idaho Code, and to read as follows:
- 33-1811. DYSLEXIA. (1) The state department of education shall identify reliable, valid, universal, and evidence-based screening, intervention measures, and professional development that evaluate the literacy skills of students enrolled in kindergarten through grade 5 using a multisensory structured literacy program for students with characteristics of dyslexia.
- (2) Starting in the 2022-2023 school year, the state department of education shall administer a statewide tier 1 dyslexia screening measure for identifying students with characteristics of dyslexia. Starting in the 2023-2024 school year and each school year thereafter, the state department of education shall administer a tier 1 and tier 2 dyslexia screening measure.

The tier 1 dyslexia screening measure shall be administered to all students enrolling in a local education agency for the first time in kindergarten through grade 5. A local education agency may administer a tier 2 dyslexia screening measure to students who were identified based on the tier 1 screening measure as having characteristics of dyslexia, who have been identified by their classroom teacher, or at the request of the student's parent or guardian. All parents or guardians of students identified with characteristics of dyslexia shall be notified and provided with the local education agency's options for school interventions.

- (3) Local education agencies shall provide evidence-based interventions in alignment with the Idaho comprehensive literacy plan and any supporting documents applicable to students identified with characteristics of dyslexia. The state department of education shall provide technical assistance by:
 - (a) Assisting local education agencies in establishing multidisciplinary teams to support the identification, intervention, and remediation of dyslexia;
 - (b) Developing reporting mechanisms for local education agencies to submit information and required data as determined by the state board of education for evaluating the effectiveness of the dyslexia intervention programs; and
 - (c) Identifying reliable, valid, universal, and evidence-based screening and intervention measures that evaluate the literacy skills of students enrolled in kindergarten through grade 5 using a multisensory structured literacy program.
- (4) The state department of education shall provide multisensory structured literacy program professional development for teachers in evidence-based dyslexia screening and intervention practices. Each approved course shall align with the Idaho comprehensive literacy plan, be evidence-based, and require instruction and training for identifying characteristics of dyslexia and understanding the pedagogy for instructing students with dyslexia.
 - (a) No later than the beginning of the 2023-2024 school year, each instructional staff member employed by a local education agency who provides instruction for students in elementary grades, including those providing special education instruction, shall be required to have completed one (1) or more semester credits in professional development specific to providing instruction and intervention to students with characteristics of dyslexia.
 - (b) No later than the beginning of the 2025-2026 school year, all instructional certificates will require one (1) or more credits toward recertification in identifying characteristics of dyslexia and understanding the pedagogy for instructing students with dyslexia and providing dyslexia-focused interventions.
 - (c) The state department of education shall maintain a list of courses that fulfill the professional development requirements prescribed in this section. The list may consist of online or classroom learning models. Each identified course must align with the Idaho comprehensive literacy plan and any supporting documents applicable to students identified with characteristics of dyslexia.

SECTION 3. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after 3 July 1, 2022.

TAB 4 Page 3 **PPGA**

STEM ACTION CENTER

SUBJECT

Summer Learning and After School Program Collaborative Proposal Update

REFERENCE

October 2021 Board approved use of ARP ESSER SEA Set Aside

funds for the Accountability Oversight Committee's use and an Accelerated Math Collaborative and approved the distribution methodology for 2.5% of the funds for LEA's who receive no or low funds through the US

DOE Title I methodology.

January 6, 2022 Board approved allocations of the ESSER SEA Set

Aside funds to specific programs, including the STEM Action Center Summer Learning and After School

Network Collaborative.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code American Rescue Plan Act of 2021, Public Law 117-2

BACKGROUND/DISCUSSION

The American Rescue Plan (ARP) Act was enacted on March 11, 2021. It provides a third installment of funding for Elementary and Secondary Emergency Relief, referred to as ARP ESSER. Of the \$439,942,041 allocated to Idaho, 90% (\$395,947,837) was required to be distributed directly to the local education agencies based on the US Department of Education's Title I methodology and 10% (\$43,994,204) could be set aside to be used by the state education Agency (SEA). The 10% SEA Set Aside is required to be used in the following manner:

- 5% of total ARP ESSER for implementation of evidence-based interventions aimed specifically at addressing learning loss
- 1% of total ARP ESSER for evidence-based summer enrichment programs
- 1% of total ARP ESSER for evidence-based comprehensive after school programs
- Up to ½ of 1% of total ARP ESSER for administrative costs and emergency needs (\$2,199,710)
- The remainder (at least 2.5%) "for emergency needs as determined by the SEA to address issues responding to coronavirus, which may be addressed through the use of grants or contracts."

An SEA must award ARP ESSER funds not allocated to LEAs within one year of the date the SEA receives those funds." The funds are available for "obligation" by SEAs and sub-recipients through September 30, 2023.

At the October 2021 Regular Board meeting, the Board approved recommendations for funding an accelerated learning mathematics collaborative, and set the methodology for distributing 2.5% of the funds to LEAs that received low or no funds based on the US Department of Education Title I methodology used for distributing the 90% of the to the LEAs.

At the January 6, 2022 Special Board meeting, the Board approved proposals for a statewide professional development and mentoring platform, development of a dyslexia handbook, ISEE enhancements to accommodate the new ESSER reporting requirements and to provide assistance to school districts and charter schools for meeting the ESSER reporting requirements, and the STEM Action Center's proposal for a collaborative approach addressing summer school and after school programs providing targeted programs for students to address the unfinished learning.

All of the proposals approved by the Board, with the exception of the funding to the non-Title I and low Title I schools are approved as amounts not exceed. This will provide some flexibility should a program be under spent as the funding period nears to shift funding between programs as long as the amount does not go over the maximum amount approved by the Board.

IMPACT

Approval of this request will increase the total dollar amount available for the activities in this proposal and meet the federal requirements around the percentage of funding that must be used toward after school programs.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Unfinished Learning Work Group recommendations focus on the three areas the Board identified as priority areas for addressing the student impacts due to the pandemic. The three areas of focus are:

- Accelerated Learning/Grow Kindergarten Grade 4 Literacy
- Accelerated Learning Grades 4-9 Mathematics
- High School Credit Recovery

The US Department of Education requires the funds be set aside for specific categories, due to this, the funding for some initiatives was broken out over multiple categories that make up the 10% SEA Set Aside. Allocations approved by the Board to date include:

Total 10% SEA Set Aside	\$44,013,192*	Proposed Use	Remaining
3% of Total - Emergency Needs	\$13,203,958	2.5% Non-Title, Low-Title	\$605,407
		\$10,998,551	
		Statewide PD and mentoring	
		Platform \$1,600,000	
5% of Total - Learning Loss	\$22,006,596	AOC Use \$100,000	
		Mathematics Accelerated Learning	\$306,596
		Collaborative \$3,500,000	ŕ
		Dyslexia Handbook \$100,000	

		School Learning Initiative Increase \$2,400,000 Allocated (after pending action)	\$915,221
		Pending Action – Summer/After	
		Summer/After School Learning Initiative \$998,101	
1% of Total - After School Programs	\$4,401,319	ISEE Enhancement \$1,000,000	\$3,218
		Initiative \$3,401,319	
1% of Total - Summer Enrichment	\$4,401,319	ISEE Enhancement \$1,000,000 Summer/After School Learning	\$0
		ISEE Enhancements \$18,000,000	

^{*} Updated total from previous Board meeting total based on revised second distribution notification from the US Department of Education.

The amounts identified are "up to" amounts; once the state procurement process is completed and the actual dollar amounts are obligated, any unobligated funds will be released for the Board's reconsideration on use for other identified priorities in alignment with the State Plan.

At the January 6, 2022 Special Board meeting the State Superintendent requested the FY 2022 appropriation and any ongoing appropriations for the ARP ESSER SEA set aside funds, excluding those amounts that the Board set for non-Title I and low-Title I funding distributions, be moved from the public schools budget to the Office of the State Board of Education (OSBE) budget. Board staff, Department staff, and the Division of Financial Management staff have been working over the last three weeks to identify the exact amount that would need to be moved into the OSBE budget.

Following the January 6, 2022 Special Board meeting, the STEM Action Center proposed expanding the initial proposal to provide more resources for after school programs. The 1% of the SEA set aside for after school programs is the area the Board had, to date, received the fewest proposals for. The STEM Action Center was invited to update the proposal already approved by the Board to include additional resources for after school programs. The updated proposal is provided in Attachments 1. Approval of the updated proposal would allocate the remainder of the ARP ESSER SEA set aside funds for use toward after school programs that directly benefit students. The updated proposal would increase funding for after school programs by \$2.4M.

Staff recommends approval.

BOARD ACTION

I move to approve the request to update the total amount for the STEM Action Center, Commission for Libraries, and Out-of-School Network collaborative proposal as provided in Attachment 1 for an updated amount not to exceed the \$6,800,000.

Moved by	/ Seconded by	Carried Y	es No	
IVIOVEU D	/ Seconded by	Callieu I	55 INU	

Idaho ARP State Plan Proposal for ESSER III Evidence-Based Summer Learning and Enrichment Programs January 2022

Empowering Summer Enrichment and Year Long Afterschool Programming: Idaho's Out-of-school networks Collaborate to Address Unfinished Learning

The Idaho Out-of-School Network (ION), Idaho Commission for Libraries (ICfL), and Idaho STEM Action Center propose a statewide partnership to empower summer and out-of-school time learning across Idaho. Each has a solid track record of success using networks and local partnerships to minimize the summer slide, provide support and enrichment in afterschool time and reach underserved students throughout the state. Students spend 80% of their time outside of school and these partners are uniquely poised to help mitigate the impacts of lost school time and unfinished learning. These organizations are now seeking funds to work together to accomplish the following goals: 1) Identify programs and gaps in services across the state; 2) Tailor existing high-quality programs, tools and practices to address those gaps; 3) Disseminate these tools and practices to all youth programs in the state, and 4) Provide training to educational agencies and community-based service providers, with the goal of embedding these high quality practices and tools in American Rescue Plan (ARP)-funded programs in Idaho.

This proposal will leverage the strengths and knowledge of existing community-based organizations across the state. As a result of this program, students and families will have improved access to services already established in their communities, even as funding for those services might shift and change over time. These partners will leverage the \$4.4 million in ARP Summer Learning set aside funds for evidence-based summer learning and enrichment programs. In addition, the 2.4 million intended for Afterschool to extend learning throughout the school year in programming times before and after school statewide.

How Requested Funds Will be Used:

Idaho Out-of-School Network will be the lead partner on 3 Tasks and will expend a \$2,150,000 for Summer Learning investments and \$1,400,000 to expand and enhance After School Programs for a total of \$3,550,000 to ION

The Idaho Out-of-School Network, established in 2013, is the State's only Network supporting the out-of-school time field and professionals and serves over 525 programs statewide, providing guidance on quality, technical assistance and training and assistance with sustainability planning and data collection.

ION is currently distributing \$1.5 million of ARP funds to afterschool programs serving 5-13 year old youth. These funds are from the Idaho Department of Health and Welfare for school year enrichment specifically to address social and emotional needs and unfinished learning in out-of-school time. ION received more requests than they were able to award with this funding.

Idaho ARP State Plan Proposal for ESSER III Evidence-Based Summer Learning and Enrichment Programs January 2022

If granted the \$3,550,000 from ESSER III funds, ION will lead the following tasks in this partnership:

- 1) Facilitate and distribute the *Summer of Innovation* in Out-of-School Time Grants as well as Idaho Community Programs for Youth Grants for after and before school programming;
 2) Provide training and technical assistance to grantees to build capacity and support program quality using the *Idaho Out-of-School Time Building Blocks for Quality* training, and ensure consistent evidence based practices (EBP) in out-of-school programs. ION will share EBP and resources from the Summer Learning and Enrichment Collaborative with youth services program across the state. ION utilizes the extensive information and support available through the organization, You for Youth (Y 4 Y) who are contracted by the Federal government to provide support to the Nita M. Lowey, 21st CCLC programs. ION will coach the grant recipients in accessing these resources. Trainers from Y4Y come to ION's in person annual Power Up Summit conference in the Fall, the State's only professional development conference solely for out-of-school time professionals. ION offers a great deal to afterschool programs, including the Behavior Management Institute, the two day Power Up Summit, and on-line and in person technical assistance, including program and projects of the ICfL and the Idaho STEM Action Center:
- 3) Lead data collection and evaluation of impacts for the \$6.8 million of the ESSER III funds supporting out-of-school time and summer learning initiatives.

ION is a program of Jannus Inc., based in Boise, which supports programs statewide. In December, ION's program staff (and a Jannus accountant) attended a State-endorsed training in fiscal management of stimulus funds to ensure all fiduciary obligations and record keeping are met at the highest level of fidelity.

<u>Idaho Commission for Libraries (ICfL) will lead Task 4 of this proposal and expend</u> \$1,250,000.

Over 100,000 Idaho youth participate in free library summer reading programs annually helping students maintain or improve the reading skills they develop during the school year. Library summer reading programs have been part of the fabric of nearly every Idaho community for decades and research shows that children who actively participate reduce their summer learning loss. ICf has been a longtime supporter of these programs by providing training and support for outreach programs aimed at reaching underserved children at summer food distribution sites and through partnerships with Boys and Girls Clubs and other out-of-school learning programs.

ARP funds in the amount of \$750,000 would allow the ICfL to build the capacity and implementation of best practices for library summer learning programs and help keep more school libraries open during the summer months. Funds would be awarded through competitive tier grants based on population size and would help fund personnel needed to expand access to serve more youth with an emphasis on underserved children and communities, provide more hands-on learning activities, and ensure that more books are available for Idaho students and families. Grants would be made available to over 700 public, school, and tribal libraries statewide. The ICfL would utilize a portion of these funds to aid training efforts and enhance turn-key programs and resources that increase participation of smaller libraries.

Idaho ARP State Plan Proposal for ESSER III Evidence-Based Summer Learning and Enrichment Programs January 2022

\$500,000 will be designated to build the capacity of library-based after school programming. Idaho's libraries offer students safe and enriching environments when school is out of session. These funds will help libraries invest in needed materials, personnel, and operating expenses to ensure no K-12 student is charged to participate in engaging out-of-school library programs. Grant funding will be provided to libraries with existing after school programs to improve the quality and number of students served and funds will also help libraries new to after school programming begin to offer these services in their communities. A portion of the funds will be utilized by the ICfL to enhance turn-key programs and resources enabling smaller libraries to participate in these efforts.

Idaho STEM Action Center will lead Task 5 and expend \$2,000,000.

STEM educational opportunities build 21st century skills such as problem solving, critical thinking, and innovation, while helping students build content knowledge in science, technology, engineering, and math. Research shows that integrated STEM learning improves math and reading scores, which are lead predictors of student success. A key component of the STEM education landscape is out-of-school programs and summer opportunities such as camps, robotics clubs, competitions, and other youth programs offer hands-on, real-world applications of STEM knowledge.

STEM Action Center works with out-of-school organizations across the state to expand these offerings and provide access to underserved students. ARP funding would allow STEM AC to serve more students, especially in underserved and rural communities, by enhancing turn-key programs and supporting newly developed programming. This expansion of programming would provide the long-term infrastructure to continue offering these programs in more communities throughout the state. STEM Action Center would provide funds to after school and summer programs through a grant program. To ensure regional and local needs are being met through this grant opportunity, STEM AC would utilize the Idaho STEM Ecosystem Regional Hubs and their partner networks to recruit potential applications, help support potential applicants through the application process, and provide training on reporting requirements (in collaboration with ION). Funding in the amount of \$2 million would be distributed regionally through the grant program, similar to how other STEM AC grant programs are designed, with half dedicated to summer programming and half dedicated to after school programming.

Tasks	Organization	Amount
1. Summer of Innovation in	ION	\$1,500,000
Out-of-School Time		
Grants		
2. Idaho Out-of-School	ION	\$500,000
Time Building Blocks for		
Quality & Professional		

Idaho ARP State Plan Proposal for ESSER III Evidence-Based Summer Learning and Enrichment Programs January 2022

Development on Evidence Based Practices in Summer Learning and After School time		
programming 3. Data Collection and Evaluation	ION	\$450,000
4. Idaho Community Programs for Youth Grants to After School Programs	ION	\$1,100,000
5. Library Summer Learning Programs	ICfL	\$750,000
6. Library	ICfL	\$500,000
Summer STEM Programs	STEM AC	\$1,000,000
After School STEM Programs	STEM AC	\$1,000,000
Total		\$6,800,000

<u>The evidence base for afterschool and summer</u> https://y4y.ed.gov/ Evidence Based for After School Programming

SUBJECT

Board Policy I.P. Idaho Indian Education Committee – First Reading

REFERENCE

December 6-7, 2007	The Board was provided an update on the Native
	American Higher Education Committee's progress.
June 20, 2008	The Board approved the Committee moving forward with scheduling future meetings with each of the Tribes and charged the Committee with reviewing how Board policy can meet the underserved need in the communities through advanced opportunities.
February 21, 2013	The Board approved the first reading of Board Policy I.P.
April 18, 2013	The Board approved the second reading of Board Policy I.P.
April 14, 2016	The Board approved the first reading of Board Policy I.P, which removed sections covering logistical and meeting requirements and development of meeting materials to proposed new bylaws.
June 16, 2016	The Board approved the second reading of Board Policy I.P.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.P. Idaho Indian Education Committee

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 opportunity, success, and access for Idaho's American Indian student population.

Board Policy I.P. outlines the role and purpose of the committee, committee structure, and terms of membership. Currently the Idaho Indian Education Committee is comprised of one representative from each of Idaho's eight public postsecondary institutions, two representatives from each of the five tribes of Idaho, one representative from each of the two Bureau of Indian Education/tribal schools and one representative from the State Board of Education. Based on a member self-evaluation of the Idaho Indian Education Committee conducted in September 2021, it was determined by the committee that an important piece to this committee was missing -- representation of Indian Education subject matter experts in the areas of educator preparation programs, in-service educators, school administrators, tribal experts, and researchers. Proposed amendments to Board Policy I.P. would add two at-large members to the current membership.

IMPACT

Approval of amendments will provide additional expertise on a consistent and ongoing basis as the committee works on educational issues impacting American Indian students across the K-20 system.

ATTACHMENTS

Attachment 1 – Board Policy I.P. Idaho Indian Education Committee

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff worked with the Indian Education Committee to develop amendments that will add two at-large members to the membership. Amendments were shared with the Indian Education Committee on December 17, 2021 and the committee voted in support of proposing the policy amendments to the Board at the Board's Regular February Board meeting.

Staff recommends approval.

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I move to approve the	first reading of	amendments	to Board	Policy	I.P.	Idaho
Indian Education Commi	ttee, as provide	ed in Attachme	nt 1.			

Moved by	Seconded by	Carried	Yes	No
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ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: I. General Policies

SUBSECTION: P. Idaho Indian Education Committee June 2016

1. Purpose

The purpose of the Idaho Indian Education Committee (Committee) is to advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the five Idaho tribes. The mission of the Committee is to create the conditions for and support of the efforts of raising the bar and eliminating the academic achievement gap.

2. Roles and Responsibilities

In order to ensure all American Indian students in Idaho thrive, reach their full potential, and have access to educational services and opportunities, the scope of responsibilities shall include the following:

- a. Advocate and inform stakeholders and make recommendations for educational policy as it relates to American Indian student access, retention, graduation, and achievement.
- b. Review and make recommendations on instructional materials to ensure inclusion of tribal cultural knowledge and context at all education levels.
- c. Review and make recommendations on educator certification and recertification programs to ensure inclusion of tribal cultural knowledge and context.
- d. Review and make recommendations on educator preparation program standards to ensure inclusion of tribal cultural knowledge and context.
- e. Review and make recommendations to ensure integration and use of tribal cultural knowledge and context as a component of instructional practice in schools that serve predominantly American Indian students.
- f. Review and make recommendations on funding and programs that serve American Indian students.
- g. Review relevant education data to make recommendations on statewide policies, procedures, and to collaborate with Idaho tribes to reflect accurate statistics for making policy recommendations.
- h. Identify and promote best practices in supporting the success of American Indian students.

ATTACHMENT 1

i. The Committee shall meet at a minimum quarterly.

3. Membership

The Idaho Indian Education Committee membership shall be composed of the following:

- One representative from each of the eight public postsecondary institutions
 - Nominations will be 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
 - o Representatives must be a school board member, administrator, or designee
- One representatives from the State Board of Education
- Two at-large members

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for five years, commencing on July 1st. All members of the Committee shall have equal voting privileges. Appointments to vacant positions during the previous incumbent's term shall be for the remainder of the open term.

The Committee shall elect officers, to include a chairperson and vice-chairperson. Officers are elected to a two (2) year term at a regularly scheduled spring meeting. No elected officer may serve more than two (2) consecutive terms.

Staff support will come from the State Department of Education through the Indian Education Coordinator position and the Office of the State Board of Education and will include the following:

- Advisor to the Chair and Committee
- Liaison between Committee and the State Board of Education, State Department of Education, Colleges and Universities, and other stakeholders
- Preparation of the agenda with input from the Committee
- Notification to Committee of upcoming meetings and other communications
- Compilation of records, publications and disseminating minutes of meetings

SUBJECT

Board Policy - Bylaws - First Reading

REFERENCE

June 2016 The Board approved the first reading of proposed

amendments to the Board Bylaws regarding actions at meetings that were not in existing Board policy and

amendments to the Audit Committee.

August 2016 The Board approved the second reading of

amendments to the Board Bylaws.

August 2019 The Presidents' Council presented to the Board a new

proposed role for the Council and proposed changes

to the name of the Council.

December 2019 Board approved the first reading of proposed

amendments to the Board Bylaws eliminating nonfunctioning committees and restructuring the

Presidents Council reporting.

February 2020 Board approved second reading of proposed

amendments

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures - Bylaws Idaho Code Chapter 2, Title 74, Transparent and Ethical Government

BACKGROUND/DISCUSSION

Idaho's open meeting laws are premised on the policy that the formation of public policy is a public business and must be conducted in public. In 2015, Idaho's requirements pertaining to meetings conducted by governing bodies were updated and consolidated into a new Title 74, Transparent and Ethical Government. The open meeting law requirements are codified in Chapter 2 of that Title.

The Board, as a governing body may only act as a whole in open meetings that have been properly noticed. The Board's bylaws set out the Board's operating procedures including the establishment of the Board's standing committees and the purpose of the standing committees. Board policies established in Section I of the Board's Governing Policies and Procedures further establish Board procedures for Board meeting requirements as well as parameters for additional "ad hoc" committees of the Board and the associated standing committee through which they report to the Board.

The Board's bylaws require agenda items come to the Board through one of the standing committees. This provides the opportunity for those Board members that sit on the committees to ask questions, direct staff on additional information that may be provided to the Board and to gain greater insight on the issues that may be coming to the Board through the specific committees. This process helps to better inform the discussion at the Board meetings. Additionally, the Board's

standing committees are used to: (i) provide updates to the Board on various matters, as applicable to the committee; (ii) gather feedback from the standing committee's working groups; (iii) direct staff at institutions and agencies under the Board's governance on information that needs to come to the Board; and (iv) provide oversight on the implementation of Board actions as may be delegated by the Board as whole.

IMPACT

The proposed amendment to the Board bylaws would update the language used to describe the purpose of the Board's standing committees in alignment with the language in the state open meeting laws.

ATTACHMENTS

Attachment 1 – Bylaws – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The Office of the Attorney General (AG) is charged with enforcing Idaho's open meeting laws. The AG's Office, from time to time, provides training on the open meeting law and puts out guidance for governing boards on the requirements of the open meeting law. On January 5, 2020, the AG's Office provided an Open Government Seminar (Video and Materials Available from January 5 Open Government Seminar - Idaho Office of Attorney General).

Working with the Board's Deputy Attorney General, staff have identified amendments to the description of the Board's standing committees' responsibility in the bylaws that should be updated to assure they do not violate provisions in Idaho's open meeting law. The proposed amendments are provided in Attachment 1.

Staff recommends approval.

BOARD ACTION

I move to approve Attachment 1.	the first reading	of Board	policy - Bylaws	as submitted	d in
Moved by	Seconded by		Carried Yes _	No	

ATTACHMENT 1

Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES

SECTION: I. BYLAWS (Operational Procedures)

February 2020 April 2022

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board serve under the direction of the Executive Director, who is responsible directly to the Board.

B. Meetings

- The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.
- 2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.
- 3. All meetings of the Board are held at such place or places as may be determined by the Board.
- 4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

- Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of Robert's Rules of Order, Newly Revised.
- 2. A quorum of the Board consists of five (5) Board members.
- 3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

ATTACHMENT 1

4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

- 1. The officers of the Board include:
 - a. A president, a vice president, and a secretary, who are members of the Board.
 - b. An executive secretary, who is the state superintendent of public instruction.
- 2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.
- 3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.
- 4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

- 1. Board President
 - a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
 - b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
 - c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
 - d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
 - e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
 - f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
 - g. Establishes screening and selection committees for all appointments of agency and institutional heads.
 - h. Appoints Board members to all standing and interim committees of the Board.
 - i. Establishes the Board agenda in consultation with the executive director.
 - j. Serves as chief spokesperson for the Board and, with the executive director,

ATTACHMENT 1

carries out the Board's policies between meetings.

2. Vice President

- a. Presides at meetings in the event of absence of the Board president.
- b. Performs the Board president's duties in the event of the Board president's inability to do so.
- c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary

- a. Presides at meetings in the event of absence of the Board president and vice president.
- b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary

The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

- a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.
- b. Presenting to the Board recommendations concerning elementary and secondary school matters and matters of the State Department of Education.

Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

F. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board responsible for performing work pursuant to Board policy or delegation. Such committees, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as

ATTACHMENT 1

an ex-officio member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Western Idaho, College of Southern Idaho, and North Idaho College are included in references to the "institutions;" and Idaho Public Television, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the "agencies." * An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations guidance to the agencies and institutions under the Board Board on the implementation of Board action on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board futureguidance on the implementation of the Board's planning initiatives and goals. This committee shall also advise provide more detailed information to the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board's Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations updates to the Board.

^{*} Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

ATTACHMENT 1

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations providing updates to the Board in the following general areas:

- i. Long range planning and coordination;
- ii. Initial discussions and direction on strategic policy initiatives and goals;
- iii. Legislative proposals and administrative rules for Board agencies and institutions;
- iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- vi. Reports and recommendations from workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
- vii. Other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Planning and Policy Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for <u>implementing Board action and developing and presenting recommendations guidance</u> to the <u>Board institutions and agencies</u> on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board,

ATTACHMENT 1

who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendationsupdates to the Board in the following general areas:

- Agency and institutional instruction, research and student affairs agenda items;
- ii. Instruction, academic or career technical program approval;
- iii. Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
- iv. Outreach, technology and distant learning impacting programs and their delivery;
- v. Long-range instruction, academic and career technical planning;
- vi. Registration of out-of-state institutions offering programs or courses in Idaho;
- vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- viii. Student organizations' activities and issues; and
- ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations updates to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

b. Composition

ATTACHMENT 1

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations updates to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board providing guidance on the implementation of Board action to the institutions and agencies under the Board in the following general areas:

- i. Agency and institutional financial agenda items;
- ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- iii. Long-range fiscal planning;
- iv. Fiscal analysis of the following:
 - 1) New and expanded financial programs;
 - 2) Establishment, discontinuance or change in designation of administrative units;
 - 3) Consolidation, relocation, or discontinuance of programs;
 - 4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
 - 5) Student fees and tuition; and
 - 6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

4. Audit Committee

a. Purpose

ATTACHMENT 1

The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

- i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- iii. Experience in preparing or auditing financial statements and;
- iv. An understanding of internal controls.

Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation,

ATTACHMENT 1

and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

- i. Recommend the appointment and compensation to the Board of the independent auditors for Board action. Evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
- ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
- iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
- iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
- vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
- vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
- viii. Provide general guidance for developing risk assessment models for all institutions.
- ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
- x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

G. Committee Presentations

ATTACHMENT 1

- The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection F above, with the exception of the Audit Committee.
- 2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

H. Presidents Leadership Council

1. Purpose

The Presidents Leadership Council convenes to serve the public good by providing a common leadership voice to educate, innovate, advocate and advance a vision and blueprint for higher education in Idaho at the direction of the Board. The Presidents Leadership Council may also choose or be directed by the Board to meet with other workgroups and committees for exchanges of information or to discuss projects of benefit to the entire system. The Presidents Leadership Council reports to the Board in the manner directed by the Board President.

2. Composition

The Presidents Leadership Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College; and the presidents of North Idaho College, College of Eastern Idaho, College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a chair selected each academic year generally rotating among the respective members. The administrator of the Division of Career Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

ATTACHMENT 1

3. Duties of the Chair

The Chair:

- a. Presides at all Presidents Leadership Council meetings with full power to discuss and vote on all matters before the Council;
- b. Establishes the Presidents Leadership Council agenda in consultation with the Executive Director; and
- c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.
- 4. The Executive Director will communicate openly and in a timely manner with the Presidents Leadership Council.

SUBJECT

2023-2028 K-20 Education Strategic Plan

REF	ER	EN(CE
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EFERENCE	
October 2018	Board reviewed the K-20 Educational System performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting.
December 2018	Board reviewed the draft K-20 Education Strategic Plan and discussed setting institution level credential production goals by level of credential.
February 2019	Board approved updated K-20 Education Strategic Plan and reviewed data on Idaho's workforce education gap and potential credential production targets. Directed staff to do additional work with the Department of Labor, Department of Commerce, Workforce Development Council, and Governor's Office on identifying workforce need and production targets.
October 2019	Board reviewed K-20 Education System performance during the Work Session and Literacy Growth Targets during the Planning, Policy and Governmental Affairs portions of the agenda
February 2020	Board approved amendments to the FY21 K-20 Education Strategic Plan.
May 2020	The Board discussed amendments to the Board's K-20 Strategic plan as part of a facilitated Board retreat.
August 2020	Board approved a new mission and vision statement for the K-20 Education Strategic plan.
October 2020	Board reviewed K-20 Education System performance measures.
December 2020	Board discussed possible amendments to the FY 22 K-20 Education Strategic Plan.
February 2021	Board approved amendments to the FY22 K-20 Education Strategic Plan.
May 2021	Board discussed identifying three focus areas for K- 12 Education, K-4 Literacy, 5-8 Math, and HS credit recovery.
June 2021	Board approved the institutions' and agencies' strategic plans and delegated approval of the health and special program plans to the Executive Director.
October 2021	Board reviewed K-20 Education System performance measures.
December 2021	Board discussed possible amendments to the FY 23 K-

20 Education Strategic Plan, including the addition of three focus areas for postsecondary education.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

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

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

At the October regular Board meeting, the Board reviews performance measures from the K-20 Education Strategic Plan as well as the performance of the agencies and institutions. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives. At the December regular Board meeting Work Session, the Board reviews the K-20 strategic plan and provides direction for any proposed changes to be considered at the February regular Board meeting.

Section 67-2903, Idaho Code, sets out minimum planning elements that are required to be in every agency and institution strategic plan as well as the annual review and updating requirement that is the basis for the Board's strategic planning cycle.

IMPACT

Once the Board has approved the updated strategic plan, the agencies, institutions and special/health programs will update their strategic plans for the Board's consideration in April 2022 with final approval scheduled for June 2022.

ATTACHMENTS

Attachment 1 – FY 2023–2028 K-20 Education Strategic Plan Attachment 2 – K-20 Education Strategic Plan Performance Measures

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Starting with the Board's May 2021 Board Meeting, the Board has been discussing ways to focus the K-20 strategic plan while still meeting all of the state strategic planning requirements. To this end, the Board directed staff to add focus areas for the K-12 side of the education continuum and the postsecondary side of the education continuum. The identified focus areas are:

- K-4 Literacy Intervention
- 5-9 Mathematics
- High school credit recovery and completion
- Postsecondary recruitment and access
- Postsecondary retention
- Postsecondary transfer and completion

Staff have received feedback from two of the Board's standing committees and institutions, including amendments to the K-12 focus areas. Proposed amendments are identified in Attachments 1.

Staff recommends approval.

BOARD ACTION

I move to approve the FY 2023-2028 K-20 Educat	ion Strategic plan as provided
in Attachment 1.	

Moved by	Seconded by	Carried Yes	No

ATTACHMENT 1



FY2023-2028

Idaho K-20 Public Education - Strategic Plan

MISSION

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

VISION

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

An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT –

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

GOAL 2: EDUCATIONAL

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

GOAL 3: EDUCATIONAL

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

GOAL 4: WORKFORCE

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

- Objective A: Data Access and Transparency Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.
- Objective B: Alignment and Coordination Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).
- <u>Objective A: Rigorous Education</u> Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.
- Objective B: School Readiness Explore opportunities to enhance school readiness
- Objective A: Higher Level of Educational Attainment Increase completion of certificates and degrees through Idaho's educational system.
- <u>Objective B: Timely Degree Completion</u> 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).
- <u>Objective C: Access</u> Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.
- Objective A: Workforce Alignment Prepare students to efficiently and effectively enter and succeed in the workforce.
- Objective B: Medical Education Deliver relevant education that meets the health care needs of Idaho and the region.

ATTACHMENT 1



FY2023-2028 Idaho K-20 Public Education - Strategic Plan

An Idaho Education: High Potential – High Achievement

MISSION STATEMENT

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

VISION STATEMENT

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

GUIDING VALUES

- Access
- Innovation
- Preparedness
- Resilience

MID-TERM PRIORITY FOCUS AREAS

Elementary and Secondary Education

- Literacy Proficiency and Growth kindergarten through grade 4
- Mathematics Proficiency and Growth grades 5 through 9
- High School Credit Recovery, and Completion, and Transition (Workforce or Postsecondary)

Postseconday Education

- Recruitment and Access
- Retention
- Transfer and Completion

ATTACHMENT 1

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

<u>Objective A: Data Access and Transparency</u> - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Performance Measures:

I. Development of a single K-20 data dashboard and timeline for implementation.

Benchmark: Completed by FY2022

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

Performance Measures:

I. Percent of Idaho community college transfers who graduate from fouryear institutions.

Benchmark: 25% or more

II. Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

Benchmark: 2 year – less than 20% 4 year – less than 20%³

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

<u>Objective A: Rigorous Education</u> – Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.

Performance Measures:

I. Performance of students scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).

Benchmark:

Idaho Reading Assessment	Benchmark
Kindergarten	70%
1st Grade	70%

ATTACHMENT 1

2nd Grade	80%
3rd Grade	80%

II. Growth Fall to Spring of student cohorts scoring at grade level or higher on the statewide reading assessment (broken out by grade level, K-3).

Benchmark:

201101111111111	
Idaho Reading Assessment	Benchmark
Kindergarten Cohort	55%
1st Grade	55%
2nd Grade	65%
3rd Grade	65%

II. Percentage of students meeting proficient or advance on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school).

Benchmark:

Deficilitiat K.	
Idaho Standards Achievement Test	Benchmark
Math	
5th Grade	58.59%
8th Grade	57.59%
High School	53.30%
ELA	
5th Grade	68.04%
8th Grade	67.64%
High School	73.60%
Science	_
5th Grade	FY22 Baseline
High School	FY22 Baseline

III. High School Cohort Graduation rate.

Benchmark: 95%³ or more

IV. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.

Benchmark: SAT – 60%¹ or more ACT – 60%¹ or more

V. Percent of high school graduates who participated in one or more advanced opportunities.

Benchmark: 8090%1 or more

VI. Percent of dual credit students who graduate high school with an associates degree.

Benchmark: 3%² or more

ATTACHMENT 1

VII. Percent of high school graduates who enroll in a postsecondary institution:

Within 12 months of high school graduation.

Benchmark: 60%3 or more

Within 36 months of high school graduation.

Benchmark: 80%4 or more

Objective B: School Readiness – Explore opportunities to enhance school readiness.

Performance Measures:

I. Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.

Benchmark: 70%

GOAL 3: EDUCATIONAL ATTAINMENT (opportunity) – Idaho's public colleges and universities and career technical education programs will award enough degrees and certificates <u>credentials</u> to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy fuel a strong workforce pipeline evidenced through a greater numbers of student completing certificates and/or degrees, including workforce credentials.

<u>Objective A: Higher Level of Educational Attainment</u> – Increase completion of certificates and degrees through Idaho's educational system.

Performance Measures:

- II. Total number of certificates/degrees conferred, by institution per year:
 - a) Workforce Credentials (pending definition)
 - b) Certificates
 - c) Associate degrees
 - d) Baccalaureate degrees
 - e) Graduate degrees

Total number of certificates/degrees produced,	Benchmark	Benchmark
by institution annually	FY 2025	FY2027
Workforce Certificates (based on		
certificates of less than one academic year)		
College of Eastern Idaho		
College of Southern Idaho	142	150
College of Western Idaho	301	335
North Idaho College	92	
Certificates of at least one academic year	4437 ¹ /1262 ²	2154

¹ Targets based on projected work force need

PPGA TAB 8 Page 5

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² Institution recommended target based on current awards and projected growth in student enrollment, retention, and completion.

		ATTACHN	IENT 1
College of Eastern Idaho	241	300	
College of Southern Idaho	195	207	
College of Western Idaho	365	402	
North Idaho College	117	764	
Boise State University	NA	NA	
Idaho State University	319	455	
Lewis-Clark State College	25	26	
University of Idaho	NA	NA	
Associate degrees	4070/4157	4378	
College of Eastern Idaho	517	530	
College of Southern Idaho	1067	1132	
College of Western Idaho	981	1049	
North Idaho College	700	800	
Boise State University	150	NA	
Idaho State University	467	579	
Lewis-Clark State College	275	288	
University of Idaho	NA	NA	
Baccalaureate degrees	11897/7896	12911	1
Boise State University	4351	6668	
Idaho State University	1209	2306	
Lewis-Clark State College	534	559	
University of Idaho	1802	3378	
Masters degrees	2146	2226	
Doctoral or Professional degrees	1069	1305	

III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (Distinguish between new freshmen and transfers)

Benchmark: (2 year Institutions) 75%³ or more (4 year Institutions) 85%³ or more

IV. Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).

Benchmark: 50%³ or more (2yr/4yr)

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

Performance Measures:

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

Benchmark: 50% or more

ATTACHMENT 1

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

Benchmark: 60% or more

III. Median number of credits earned at completion of associate's or baccalaureate degree program.

Benchmark: Transfer Students: 69/138² or less **Benchmark:** non-transfer students: 69/138² or less

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

Performance Measures:

I. Annual number of state-funded scholarships awarded and total dollar amount.

Benchmark: 3,000⁵ or more, \$16M⁶ or more

#... Proportion of postsecondary graduates with student loan debt.

Benchmark: 5040% or less⁷

Percent of students who complete the Free Application for Federal Student Aid (FAFSA).

Benchmark: 60% or more

IV.III. Percent cost of attendance (to the student)

Benchmark: 96%⁴ or less of average cost of peer institutions

V.IV. Average net cost price to attend public institution.

Benchmark: 4-year institutions - 90% or less of peers⁴ (using IPEDS calculation)

V. Average net price differential. (This new measure looks at the average net price between students in the highest family income band and the lowest family income band)

Benchmark: TBD (using IPEDS calculation)

VI. Expense per student FTE

Benchmark: \$20.000⁴ or less

VII. Number of degrees produced Unduplicated headcount of graduates, by highest level attained.

Benchmark: 15,000³ or more

ATTACHMENT 1

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

<u>Objective A: Workforce Alignment</u> – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

I. Percentage of <u>high school student participating in apprenticeships and postsecondary</u> students participating in internships.

Benchmark: 10%4 or more New measure

II. Percentage of undergraduate students participating in undergraduate research.

Benchmark: Varies by institution⁴

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

Benchmark: 25%

IV.III. Increase in <u>secondary career technical programs and</u> postsecondary programs tied to workforce needs per year.

Benchmark: 10508 or more

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

Performance Measures:

- I. Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.

 Benchmark: 89 graduates at any one time
- II. Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.

Benchmark: 60%¹⁰ or more

III. Percentage of Family Medicine Residency graduates practicing in Idaho.

Benchmark: 6080% 10 or more

IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.

Benchmark: 50%¹⁰ or more

V. Medical related postsecondary programs (other than nursing).

Benchmark: 1009_1208 or more

ATTACHMENT 1

KEY EXTERNAL FACTORS

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

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

EVALUATION PROCESS

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

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

PPGA TAB 8 Page 9

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¹ Benchmark is set based on the increase needed to meet the state educational attainment goal (60%).

² Benchmark is set based on analysis of available and projected resources (staff, facilities, and funding).

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

⁴ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding).

ATTACHMENT 1

⁷ Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

⁸ New measure.

⁹ Benchmark is set based on projected and currently available state resources.

¹⁰ Benchmark is set based on an analysis of historical trends combined with the desired level of achievement and available and projected resources (staff, facilities and funding). Desired level of achievement is set at a rate greater than similar programs in other states.

ATTACHMENT 2

	FEBRUARY 17, 2022 AT					ATTACHW	I I ACHIVIEN I Z		
	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark		
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components o	f the education	al system are in	tegrated and o	coordinated to ma	aximize opportu	nities for all stud	ents.		
Objective A: Data Access and Transparency - Support data-informe	d decision-mak	ing and transpa	rency through	analysis and acce	ssibility of our p	ublic K-20 educa	tional 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 stud	lents throughou	t the educatio	n pipeline.					
Percent of graduates from Four-year institution who transferred from									
Idaho community college1	15%	15%	16%	17%	16%	13%	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	2014-15	2015-16	2016-17						
and/or language arts ¹	graduates	graduates	graduates	2017-18 graduates	2018-19 graduates	2019-20 graduates			
Two-year institution							Less than 20%		
Math	50.5%	49.4%	45.6%	41.5%	39.1%	29.8%			
English	23.9%	25.1%	19.0%	15.0%	15.3%	14.1%			
Four-year institution							Less than 20%		
Math	35.6%	37.1%	35.8%	33.1%	29.9%	26.7%			
English	14.7%	15.2%	18.3%	18.1%	14.5%	14.1%			
Goal 2: EDUCATIONAL READINESS - Provide a rigorous, uniform, and thoro	ugh education t	hat empowers	students to be	lifelong learners	and prepares all	students to fully	participate in		
their community and postsecondary and workforce opportunities.	•			0		· · · · · · · · · · · · · · · · · · ·			
Objective A: Rigorous Education - Deliver rigorous programs that cl	hallenge and pr	epare students	to transition th	rough each level	of the educatio	nal system.			
	у да така ра								
Performance of students scoring at grade level or higher on the statewide	6 : 2016	6 : 2017	6 : 2010	6 : 2010	s : 2020	6 : 2024			
reading assessment	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020 NA ¹⁰	Spring 2021	700/		
Kindergarten				63.1%	NA NA ¹⁰	61.3%	70%		
1st Grade				66.7%	NA NA ¹⁰	59.5%	70%		
2nd Grade 3rd Grade				75.3%	NA NA [™]	69.2% 70.1%	80% 80%		
				73.2%	IVA	70.1%	80%		
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)	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020			
Kindergarten				44.9%	42.3%	43.4%	55%		
1st Grade				42.9%	48.9%	41.7%	55%		
2nd Grade				60.3%	62.9%	54.3%	65%		
3rd Grade				61.2%	64.0%	58.3%	65%		
Growth									
Kindergarten				18.2%	NA ¹⁰	17.9%	55%		
1st Grade				23.8%	NA ¹⁰	17.8%	55%		
2nd Grade				15.0%	NA ¹⁰	14.9%	65%		
3rd Grade				12.0%	NA ¹⁰	11.8%	65%		

ATTACHMENT 2

2 of 6

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Percentage of students meeting proficient or advanced on the Idaho							
Standards Achievement Test ¹⁰	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Math			- -				
5th Grade		42.3%	43.8%	45.5%	NA ¹⁰	39.8%	58.59%
8th Grade		39.5%	42.1%	41.6%	NA ¹⁰	35.8%	57.59%
High School		33.2%	34.2%	34.7%	NA ¹⁰	32.6%	53.30%
ELA							
5th Grade		54.2%	55.8%	57.3%	NA ¹⁰	55.3%	68.04%
8th Grade		52.9%	54.7%	54.4%	NA ¹⁰	55.5%	67.64%
High School		60.3%	60.6%	60.3%	NA ¹⁰	60.1%	73.60%
Science							
5th Grade		66.5%	65.6%	64.8%	NA ¹⁰	NA	FY21 Baseline
High School		65.2%	67.3%	62.8%	NA ¹⁰	NA	FY21 Baseline
	2014-15	2015-16	2016-17	2017-18 graduates 2018-19 graduates 2019-20 graduates			
	graduates	graduates	graduates	_	=	=	4.1 .050/
High School Cohort Graduation Rate	78.9%	79.7%	79.7%	80.6%	80.7%	82.1%	At least 95%
Percentage of Idaho high school graduates meeting college	2016	2017	2018	2019	2020	2021	
placement/entrance exam college readiness benchmarks	graduates	graduates	graduates	graduates	graduates	graduates	
ACT	36%	33%	34%	35%	37%		At least 60%
English	77%	71%	72%	73%	74%		
Mathematics	54%	49%	49%	51%	52%		
Reading	59%	57%	57%	59%	61%		
Science	46%	44%	45%	47%	49%		
SAT		34%	33%	32%	32%		At least 60%
Evidence-Based Reading and Writing (ERW)		63%	60%	58%	57%		
Mathematics	Test changed	36%	35%	34%	34%		
Percent of high school graduates who participated in one or more advanced	2016	2017	2018	2019	2020	2021	
opportunities ²	graduates	graduates	graduates	graduates	graduates	graduates	
Any Advanced Opportunities	87%	89%	90%	90%	87%	83%	At least 90%
Specific Advanced Opportunities							
Advanced Placement	39%	38%	39%	39%	40%	41%	
International Baccalaureate	7%	3%	2%	1%	1%	1%	
Dual Credit (Earned) ²	42%	48%	54%	58%	60%	60%	
Technical Competency Credit	54%	62%	59%	56%	44%	24%	
Industry Certification			2%	2%	3%	3%	
Percent of dual credit students who graduate high school with an							
Associate's Degree	1.15%	1.55%	1.42%	1.39%	1.68%	NA	At least 3%
-	2016	2017	2018	2019	2020	2021	
Percent of high school graduates who enroll in a postsecondary institution	graduates	graduates	graduates	graduates	graduates	graduates	

ATTACHMENT 2

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark				
Fall Immediately after high school graduation	49.3%	49.7%	47.6%	45.5%	38.0%						
Within 12 months of high school graduation	53.0%	53.0%	52.0%	49.0%			At least 60%				
Within 36 months of high school graduation	64.2%	63.0%					At least 80%				
Objective B: School Readiness - Explore opportunities to enhance	Objective B: School Readiness - Explore opportunities to enhance school readiness.										
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020					
Percentage of students scoring at grade level on the statewide reading											
assessment during the Fall administration in Kindergarten.	NA	NA	NA	44.9%	42.3%	43.4%	70.0%				

Idaho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment - Increase con	npletion of certi	ficates and degr	rees through Ida	ho's educationa	l system.		
Percent of Idahoans (ages 25-34) who have a college degree or certificate							
requiring one academic year or more of study ³	42.4%	42.4%	41.8%	42.2%	43.8%		At least 60%
Total number of certificates/degrees produced, by institution per year ¹	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Certificates of at least one year	1,059	1,221	1,564	1,685	2,293	2,294	2154
College of Eastern Idaho	102	109	110	108	110	96	300
College of Southern Idaho	192	151	154	146	129	147	207
College of Western Idaho	229	240	402	508	1264	1158	402
North Idaho College	259	431	556	604	619	639	764
Boise State University	0	0	0	0	0	0	NA
Idaho State University	200	194	200	215	171	304	455
Lewis-Clark State College	22	18	19	12	14	19	26
University of Idaho	0	0	0	0	0	0	NA
Associate degrees	3,637	3,541	3,580	3,461	3,583	3,584	4378
College of Eastern Idaho	118	121	93	147	164	227	530
College of Southern Idaho	919	816	800	839	947	947	1132
College of Western Idaho	996	979	984	886	949	944	1049
North Idaho College	749	687	690	681	657	717	800
Boise State University	145	116	119	133	111	132	NA
Idaho State University	362	405	472	428	420	494	579
Lewis-Clark State College	351	414	425	347	365	218	288
University of Idaho	0	0	0	0	0	0	NA
Baccalaureate degrees	6,808	6,865	6,924	7,033	7,101	7,102	12911
Boise State University	3,174	3,317	3,373	3,472	3,680	3,929	6668
Idaho State University	1,228	1,168	1,166	1,233	1,155	1,284	2306
Lewis-Clark State College	541	528	587	626	505	599	559
University of Idaho	1,865	1,852	1,798	1,702	1,761	1,631	3378
Percentage of new full-time degree seeking students who return (or who	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
graduate) for second year in an Idaho postsecondary institution ¹	cohort	cohort	cohort	cohort	cohort	cohort	

ATTACHMENT 2

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	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Two-year institution							
New student	52%	56%	55%	54%	58%	60%	At least 75%
Transfer	58%	61%	65%	57%	63%	61%	At least 75%
Four-year institution							
New student	74%	74%	75%	74%	75%	72%	At least 85%
Transfer	72%	76%	76%	75%	76%	74%	At least 85%
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	2018-19 cohort	
Two-year institution	20%	22%	25%	26%	28%	29%	At least 50%
	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	
Four-year institution	41%	42%	46%	47%	49%	50%	At least 50%
Objective B: Timely Degree Completion - Close the achievement ga	p, boost gradua	tion rates and i	ncrease on-time	degree complet	tion through im	plementation of	the Game
Changers (structured schedules, math pathways, co-requisite suppo	ort).						
Percent of undergraduate, degree-seeking students completing 30 or more							
credits per academic year at the institution reporting ¹	21%	21%	22%	23%	23%	22%	50% or more
Two-year institution	7%	7%	7%	8%	7%	7%	
Four-year institution	26%	27%	28%	30%	31%	30%	
Percent of new degree-seeking freshmen completing a gateway math	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	2017-18 cohort	2018-19 cohort	
course within two years ¹	40%	44%	47%	48%	47%	26%	60% or more
Median number of credits earned at completion of Associate's or							
Baccalaureate degree program ¹							
Transfer students							
Associate - Two Year Institution	79	75	75	80	75	83	69
Associate - Four Year Institution	129	131	127	116	118	96	
Baccalaureate	145	145	145	146	143	143	138
Non-transfer students							
Associate - Two Year Institution	77	71	71	71	69	69	69
Associate - Four Year Institution							
Baccalaureate	112	106	106	106	101	81	
Objective C. Assess Insurance assess to Ideb de unbook advectional	112 137	106 137	106 136	106 136	101 133	81 135	138
Objective C: Access - Increase access to Idaho's robust educational	137	137	136	136	133	135	138
Annual number of state-funded scholarships awarded and total dollar	137	137	136	136	133	135	138
	137	137	136	136	133	135	138
Annual number of state-funded scholarships awarded and total dollar	137 system for all Id	137 lahoans, regard	136 less of socioecor	136 nomic status, ag	133 e, or geographic	135 clocations.	138 At least 7,000
Annual number of state-funded scholarships awarded and total dollar amount	137 system for all Io FY2016	137 dahoans, regard FY2017	136 less of socioecor FY2018	136 nomic status, ag FY2019	133 e, or geographic FY2020	135 c locations.	
Annual number of state-funded scholarships awarded and total dollar amount Total Scholarships Awarded	137 system for all lo FY2016 1,774	137 Jahoans, regard FY2017 3,487	136 less of socioecor FY2018 3,795	136 nomic status, ag FY2019 4,403	133 e, or geographio FY2020 4,988	135 c locations. FY2021 6,356	
Annual number of state-funded scholarships awarded and total dollar amount Total Scholarships Awarded Armed Forces and Public Safety Officer Scholarship	137 system for all lo FY2016 1,774	137 Jahoans, regard FY2017 3,487 10	136 less of socioecon FY2018 3,795 11	136 nomic status, ag FY2019 4,403 13	133 e, or geographio FY2020 4,988 12	135 c locations. FY2021 6,356	

PPGA

ATTACHMENT 2

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
Total Dollar Amount of Scholarships Awarded	\$5,300,248	\$10,074,212	\$11,822,718	\$14,641,323	\$16,263,535	\$20,874,646	At least \$21 M
Armed Forces and Public Safety Officer Scholarship	\$176,000	\$152,038	\$174,497	\$185,627	\$158,777	\$98,915	
Opportunity Scholarship	\$5,124,248	\$9,901,424	\$11,585,371	\$14,237,582	\$15,628,220	\$20,439,343	
Opportunity Scholarship for Adult Learners	\$0	\$0	\$0	\$104,564	\$357,088	\$324,909	
Postsecondary Credit Scholarship	\$0	\$20,750	\$62,850	\$113,550	\$119,450	\$11,479	
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
	graduates	graduates	graduates	graduates	graduates	graduates	
Proportion of postsecondary graduates with student loan debt	50%	45%	45%	44%	42%	40%	
Two-year institution	48%	41%	42%	40%	38%	35%	
Four-year institution	50%	46%	46%	46%	43%	42%	Less than 40%
		2016-17	2017-18	2018-19	2019-20	2020-21	
Percent of students who complete the Free Application for Federal Student	NI A	graduates	graduates	graduates	graduates	graduates	C00/
Aid (FAFSA) - Limited to graduating class cohort	NA	60%	61%	52%	51%	46%	60% or more
Percent cost of attendance (to the student) ³							
In-State First Time, Full Time Degree Seeking Undergraduate living on							
campus (In-District for Two-Year)	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	
Two-year institution							
Students living off campus (w family)	88%	92%	94%	97%	91%	92%	96%
Four-year institution							
Students living on campus	96%	91%	88%	90%	88%	90%	96%
Students living off campus (w family)	102%	98%	88%	88%	88%	89%	96%
Average net cost to attend public institution. ³							
First Time, Full Time Degree Seeking Undergraduate awarded grant or							
scholarhip	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	
Four-year institution	101.1%	94.4%	98.1%	94.3%	93.1%		90% of peers
Expense per student FTE ³	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	•
IPEDS Total expenses and deductions / 12 Month FTE (Undergrad, Grad							
& PhD)	\$22,140	\$23,758	\$24,516	\$25,111	\$25,415		Less than \$20,000
Two-year institution	\$13,883	\$15,168	\$15,432	\$15,196	\$15 <i>,</i> 339		,
Four-year institution	\$25,118	\$26,691	\$27,706	\$28,766	\$29,168		
Number of degrees produced (Undergraduate) ¹	11,489	12,944	13,299	13,239	13,656	14,620	At least 15,000

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%	6%	10% or more			
Percentage of undergraduate students participating in undergraduate										
research. ¹										
BSU	35%	37%	37%	43%	43%	34%	Greater than 40%			
ISU	43%	42%	41%	38%	36%	37%	Greater than 50%			

ATTACHMENT 2

	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	Benchmark
UI	64%	65%	61%	58%	60%	56%	Greater than 60%
LCSC	10%	14%	16%	20%	12%	11%	
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM							
fields ¹	1:0.21	1:0.22	1:0.22	1:0.22	1:0.22	1:0.20	25% or more
Increase in postsecondary programs tied to workforce needs	23	20	20	22	45	46	50
Objective B: Medical Education - Deliver relevant education that m	eets the heal	th care needs of Io	laho and the re	gion.			
Number of University of Utah Medical School or WWAMI graduates who							
are residents in one of Idaho's graduate medical education programs. ⁵	NA	4	8	11	11	21	8
Idaho graduates who participated in one of the state sponsored medical							
programs who returned to Idaho	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51%	WWAMI-51%	WWAMI-50%	At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho							
Boise	47%	56%	53%	73%	63%	38%	At least 60%
ISU	43%	71%	29%	43%	43%	71%	At least 80%
CDA	NA	50%	83%	72%	67%	71%	At least 80%
	7,77	30,0	2370	. 270	2770	. 270	
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing)	79	84	91	102	111	115	120

Notes:

PPGA TAB 8 Page 6 6 of 6

¹ FY20 performance measures for the postsecondary institutions are preliminary.

² SDE report card data except Dual Credit has been modified to only include students with earned course credits

³ This metric is contingent on the IPEDS data release.

⁴ The Public Use Microdata Sample of the American Community Survey is published In November ea year.

⁵ An expansion in the number of graduate medical programs in the state resulted in increased gradutes in FY21

¹⁰ Spring IRI tests results not tabulated, ISAT not administered due to COVID closures

SUBJECT

Educator Preparation Program (EPP) Performance Measures Report (FY22)

REFERENCE

October 2016 Board was updated on progress made toward

developing educator preparation program

effectiveness/performance measures.

December 2016 Board approved the proposed measures for

determining Educator Preparation Provider program

effectiveness.

December 2018 Board accepted the pilot report on the approved

measures and set the regular December 2019 Board

meeting as the deadline for the full report.

APPLICABLE STATUTE, RULE, OR POLICY

Higher Education Act of 1965, §§207 (2008) Idaho Code § 33-1207A

BACKGROUND/DISCUSSION

Annually, the Office of the State Board of Education (OSBE) certifies and submits Idaho's Title II report to the U.S. Department of Education (USDOE). The report includes data from public and private educator preparation programs (EPPs) authorized by the State Board of Education (the Board) to prepare individuals for certification in Idaho. On October 16, 2016 the USDOE released the revised Title II requirements. The rule imposed new reporting measures—beyond the basics required for annual reports under the Higher Education Act—which identified levels of program effectiveness to drive continuous improvement.

These federal regulations intended to promote transparency about the effectiveness of all EPPs (traditional, alternative routes, and distance) by requiring states to report annually—at the program level—on the following measures:

- Feedback from graduates and their employers on the effectiveness of program preparation;
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers;
- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools; and
- Other program characteristics, including assurances that the program has specialized accreditation or graduates candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.

States were allowed flexibility in determining how to weigh all outcome measures but were required to categorize program effectiveness using at least three levels of performance: Effective, At-Risk, and Low-Performing. These federal requirements were designed to facilitate ongoing feedback amongst programs, prospective teachers, schools and districts, states, and the public.

In early 2013, while the proposed Title II (Higher Education Act) rule was moving through the process of negotiated rulemaking at the federal level, Idaho's educator preparation leaders—the Idaho Coalition for Educator Preparation (ICEP) and the Idaho Association of Colleges of Teacher Education (IACTE)—were already working toward defining how Idaho programs would meet these requirements.

In December 2016, the Board approved the proposed performance measures designed by ICEP and IACTE, and recommended by the Professional Standards Commission (PSC). Although the 2016 reauthorization of Title II never came to fruition, the State Board stayed the course in requiring the reporting measures. At the time of approval in December 2016, the implementation plan was for preliminary or baseline data to be collected and reported to the Board in December 2018 and full reporting to the Board starting in December 2019.

In December 2018, a pilot report with incomplete preliminary data from four EPPs was presented to the Board. This pilot identified data collection obstacles and discussed the intention of convening a "consultation group" to make final recommendations for implementing the performance measures. Although the Board voted to accept the preliminary report and keep the December 2019 deadline for full reporting, several complications (including OSBE staff turnover and the later COVID-19 pandemic) delayed this work and prevented it from being completed as planned.

Work on the performance measures was recently resumed as OSBE returned to full staffing in the summer of 2021. With the first full report now two years overdue, the process was expedited—relying on the most recent draft of the implementation plan to develop a baseline report for all currently-approved EPPs. This report is presented as Attachment 1.

Significant issues with the performance measures were revealed in the process of preparing this report. These include a lack of data uniformity among EPPs, substantial unavailable/missing data, concerns about the validity of certain measures, and major changes to relevant standards and statute since the original development and adoption of the rubric. This prevented the scoring of some categories of the rubric, as well as the determination of overall performance ratings for the EPPs. Detailed explanations for these gaps are provided in the report's footnotes.

IMPACT

Educator preparation program performance measures promote transparency around the effectiveness of public educator preparation providers. Once fully implemented, such measures allow the Board to identify and incentivize excellent preparation programs as necessary, particularly in light of Idaho's teacher pipeline challenges and disparate program review standards.

ATTACHMENTS

Attachment 1 – FY22 EPP Performance Report

STAFF COMMENTS AND RECOMMENDATIONS

Since the adoption of the EPP Performance Measures used in this report, Idaho Code § 33-1207A has changed in a way that directly impacts program reviews. Specifically, reviews of nonpublic EPPs are now limited in scope to only focusing on the knowledge (or equivalent) standards set forth in the initial standards for teacher certification. This has created a scenario where reviews of public and nonpublic programs are no longer uniform—and where some programs will lack data relevant to the EPP Performance Measures as currently written.

Additionally, there are concerns regarding the availability of some data (such as the alumni and employer surveys) as well as the reliability of certain metrics that could fluctuate wildly from year to year (especially for programs with few completers). This makes continuing forward with the EPP Performance Measures in their current form untenable. Without changes, generating a complete and meaningful report that supports continuing improvement and allows for ongoing apples-to-apples comparisons will be impossible.

However, this can be seen as an opportunity to improve these measures by bringing them in-line with the current statutory context and making them comparable across all EPPs (both public and nonpublic). With the added statutory limitation on evaluating non-public programs in the context of renewal or non-renewal—and the increased skepticism of the value of requiring EPPs to meet a minimum standard—it will be even more critical moving forward that the Board has strong performance measures for evaluating the effectiveness of all EPPs in relation to student outcomes.

As such, it is recommended that the Board refer the EPP Performance Measures back to Board staff for revision.

Such a revision process will also allow for the consideration of recent literature regarding the measurement of EPP effectiveness—potentially leading to more validated, outcome-based metrics that can better inform policy and improvement decisions. Although this could involve the consideration of new data collection processes, efforts would be made to capitalize on metrics that are already being collected to avoid creating unnecessary burdens.

BOARD ACTION

I move to adopt the edu in Attachment 1.	icator preparation program	performance report	as provided
Moved by	Seconded by	Carried Yes	. No
AND			
performance measures	ard staff to revise the early as recommended and set to present the new measu	the regular August	
Moved by	Seconded by	Carried Yes	No

FY22 Educator Preparation Program (EPP) Performance Measures

A Report Utilizing Data from the 2020-2021 Academic Year and the Most Recent Program Reviews for Each EPP

These measures were adopted by the State Board of Education in December 2016 for assessing the performance of Idaho's Educator Preparation Programs (EPPs). There are four individually weighted categories, each of which are broken into subcategories with their own available point value. The EPPs receive a rating (i.e., effective, at risk, low performing) on each subcategory, which is determined by comparing relevant data to the attached scoring rubric.

Finally, each EPP receives an OVERALL PROGRAM RATING based on the total sum earned out of the 100 available points.

	Category 1: Student Learning Outcomes (15% Weighting)										
Student Growth (10 Points Available) 2020-2021 data on 1 st year teachers reported by districts as part of Career Ladder r (% "yes" vs "no" indicating if students met educator's Measurable Student Achieve							•				
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho		
94% Effective	89% Effective	87% Effective	77% At Risk	100% Effective	85% Effective	85% Effective	83% Effective	94% Effective	72% At Risk		
	Evaluation N 5 Points Available			2	020-2021 data o	•		e average # of "o he state evaluat	•		
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho		
0.04 Effective	0.01 Effective	0.21 Effective	0.18 Effective	0.00 Effective	0.09 Effective	0.00 Effective	0.46 Effective	0.11 Effective	0.53 At Risk		

		Categor	y 2: Teach	er Employ	yment Ou	tcomes (89	% Weighting)		
	lacement Rat (2 Points Available				Data con	mparing 2019-20)20 program cor teac	npleters to Idah hing assignmen	•
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
69.8% Effective	44.6% At Risk	72.8% Effective	57.9% At Risk	100% Effective	23.4% Low Performing	66.7% Effective	100.0% Effective	76.6% Effective	100% Effective
	eed Placeme (2 Points Available			•	ring 2019-2020 in federally desi				•
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
42.7% Effective	31.7% At Risk	63.0% Effective	44.7% Effective	100% Effective	15.6% Low Performing	55.6% Effective	66.7% Effective	50.0% Effective	84.2% Effective
	Retention Rat (2 Points Available		Data com	nparing 2016-20	17 new teachers	to those still te	eaching in Idaho	•	as of 2020-2021 r Retention Rate)
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
80.6% Effective	70.3% Effective	82.0% Effective	84.8% Effective	N/A (New Program)	50.7% Low Performing	84.4% Effective	73.7% Effective	70.3% Effective	33.3% Low Performing
	leed Retention (2 Points Available		Data comp		new teachers in ls to those still t				
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
79.3% Effective	68.8% Effective	82.0% Effective	90.3% Effective	N/A (New Program)	50.0% Low Performing	83.9% Effective	75.0% Effective	70.2% Effective	35.7% Low Performing

	Category 3: Survey Outcomes (25% Weighting)								
Alumni Feedback (15 Points Available)				15-0	question survey		ry of preparation me rubric scale as		-
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
N/A¹	N/A¹	N/A¹	N/A¹	N/A¹	N/A¹	N/A¹	N/A¹	N/A ²	N/A²
,	ployer Feedb 10 Points Available			15-	question survey		ty of preparatio me rubric scale as		
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
N/A¹	N/A¹	N/A ¹	N/A¹	N/A¹	N/A ¹	N/A ¹	N/A ¹	N/A ²	N/A²

¹The alumni and employer survey data collected by the EPPs could not be used for this report. The survey invitation that respondents received only indicated a single use-case for the response data: guiding discussions within IACTE (the Idaho Association of Colleges for Teacher Education) and the individual EPPs. As this invitation essentially served as the informed consent disclosure for the survey, using the data for any other purpose would be ethically inappropriate. To use the data from these surveys as a comparative performance measure going forward, the invitation would need to be adjusted to disclose such potential data uses.

Additional steps may also be necessary, as using the data in this fashion could result in the surveys being legally classifiable as *human subjects research*. Surveys for internal program improvement are not generally considered *research* from a legal standpoint. However, generalized public reporting to inform policy decisions may cross this threshold. If so, it is possible that Institutional Review Board (IRB) approval may be necessary.

² The alumni and employer feedback surveys were developed within IACTE and have thus far only been targeted towards completers from those programs.

Arrangements would need to be made with ABCTE and TFA Idaho to collect such survey data going forward. At this time, it is unknown if both programs would be willing and able to do so.

	Category 4: Characteristics of Teacher Preparation Programs (52% Weighting)								
Content & Pedagogical Knowledge (26 Points Available)			Asses	ssed through prog		ommendations ba	sed on evidence o	Ill programs eve of meeting the req on of Professional S	uirements of the
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
100% Approved or Conditionally Approved	100% Approved or Conditionally Approved	96% Approved or Conditionally Approved	100% Approved or Conditionally Approved	N/A³	100% Approved or Conditionally Approved	100% Approved or Conditionally Approved	92% Approved or Conditionally Approved	N/A ⁴	100% Approved or Conditionally Approved
Effective	Effective	Effective	Effective	Effective Effective Effective					Effective
Rigorou	Rigorous Exit Qualifications Assessed through qualifications for certifications				m approval rating (including a succe	s on State Specific ssful score on stat	Requirements (SS ewide Common S		nical practice and ment of Teaching
Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
N/A ⁵	N/A ⁵	N/A ⁵	N/A ⁵	N/A ^{3,5}	N/A ⁵	N/A ⁵	N/A ⁵	N/A ^{4,5}	N/A ⁵

³ The College of Southern Idaho is new enough that it has not received a full program review or a focused visit. The program design has conditional approval until such time as a full state review is conducted. However, that does not provide the data necessary for this report measure.

⁴ In December 2019, the Board moved to table any action on the American Board for Certification of Teacher Excellence (ABCTE) full program review. As that review was not accepted by the Board, there is no applicable program review to consider for this report.

⁵ Across the most recent reviews for each EPP, there are at least three different versions of the State Specific Requirements (SSRs). Each of these versions has been structured differently and do not consistently address the evidence cited in the approved measures. These disparities preclude any uniform method for determining points in this subcategory. Additionally, the structure of some non-traditional programs and recent changes to statute make it unlikely that future reviews will yield data that allows for fair comparisons in this subcategory without at least some revision.

EDUCATOR PREPERATION PROGRAM RATINGS

OVERALL PROGRAM RATING

(Based on 100 Available Points)

Sum of Points from All 4 Categories

70 Points or More = Program is rated as **Effective**

41 to 69 Points = Program is At Risk of becoming Low Performing

0 to 40 Points = Program is rated as **Low Performing**

Boise State University	University of Idaho	Idaho State University	Lewis-Clark State College	College of Southern Idaho	BYU – Idaho	Northwest Nazarene University	College of Idaho	ABCTE	Teach for America – Idaho
N/A ⁶	N/A ⁶	N/A ⁶	N/A ⁶	N/A ⁶	N/A ⁶	N/A ⁶	N/A ⁶	N/A ⁶	N/A ⁶

⁶ The Survey Outcomes (Category 3) and Characteristics of Teacher Preparation Programs (Category 4) were considered the most significant categories of evidence during the development of these measures. For this reason, those two categories were weighted to account for a combined 77 of the 100 available points—enough to potentially earn an "Effective" rating without even considering the remaining categories.

However, these are also the measures that present significant issues for the current report. All EPPs currently lack externally usable survey data for Category 3. Meanwhile, Category 4 relies on state program reviews. These cannot be considered uniformly because some EPPs have yet to receive a Board-accepted program review and those that have were not all reviewed against the same State Specific Requirements. Additionally, changes to statute since these measures were adopted have drastically altered how non-public EPPs may be reviewed in comparison to public EPPs. These issues result in an inability to determine overall program ratings that represent the approved performance measures with fidelity.

Although it is possible to determine modified ratings—scaled to account only for the data available from each EPP—doing so would not represent program performance fairly and would prevent any meaningful apples-to-apples comparison between EPPs (a stated intention for these performance measures). Additionally, the relative weighting given to Category 3 & 4 indicates that any ratings which do not appropriately consider those categories would be an invalid representation of the measures as developed and currently approved by the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2022 ATTACHMENT 1

EPP Performance Scoring Rubric

Category 1:	Category 1: Student Learning Outcomes (15% Weighting)						
Subcategory	Description	Source	Effective	At Risk	Low Performing		
Student Growth	% of completers in their first year who had a majority of their students meet measurable student achievement / student success indicator targets.	Career ladder data reporting	> 80% 10 points	50% to 80% 5 points	< 50% 0 points		
Teacher Evaluation Measures	Average # of components on the state framework rated as "unsatisfactory" for first year completers.	Career ladder data reporting	< 0.5 5 points	0.5 to 1.5 2 points	> 1.5 0 points		

Category 2:	Category 2: Teacher Employment Outcomes (8% Weighting)						
Subcategory	Description	Source	Effective	At Risk	Low Performing		
Placement Rate	% of completers who obtained a teaching assignment in Idaho public schools in the following school year	Derived from ISEE & Title II reporting data	> 60% 2 points	40% to 60% 1 point	< 40% 0 points		
High Need Placement Rate	% of completers who obtained a teaching assignment in an Idaho high need public school the following school year (as defined by federal Teacher Cancellation Low-Income designation)	Derived from ISEE & Title II reporting data	> 40% 2 points	25% to 40% 1 point	< 25% 0 points		
Retention Rate	% of completers who started teaching in Idaho and are still teaching in an Idaho public school in their 5th year.	Derived from ISEE & Title II reporting data	> 70% 2 points	60% to 70% 1 point	< 60% 0 points		
High Need Retention Rate	% of completers who started teaching in an Idaho high need public school and are still teaching in an Idaho high need public school in their 5 th year (as defined by federal Teacher Cancellation Low-Income designation)	Derived from ISEE & Title II reporting data	> 65% 2 points	55% to 65% 1 point	< 55% 0 points		

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2022 ATTACHMENT 1

Category 3: Survey Outcomes (25% Weighting)					
Subcategory	Description	Source	Effective	At Risk	Low Performing
Alumni Feedback	Average rating on the 15 questions posed on a survey regarding quality of preparation (rated 1-4 using the Danielson Framework scale, rounded to nearest tenth)	Alumni survey distributed annually by IACTE members	≥ 3.3 → 15 pts 3.2 → 14 pts 3.1 → 13 pts 3.0 → 12 pts 2.9 → 11 pts 2.8 → 10 pts 2.7 → 9 pts 2.6 → 8 pts 2.5 → 7 pts	$2.4 \rightarrow 6 \text{ pts}$ $2.3 \rightarrow 5 \text{ pts}$ $2.2 \rightarrow 4 \text{ pts}$ $2.1 \rightarrow 3 \text{ pts}$ $2.0 \rightarrow 2 \text{ pts}$ $1.9 \rightarrow 1 \text{ pts}$	≤ 1.8 → 0 pts
Employer Feedback	Average rating on the 15 questions posed on a survey regarding quality of preparation (rated 1-4 using the Danielson Framework scale, rounded to nearest tenth)	Employer survey distributed annually by IACTE members	$\geq 3.0 \Rightarrow 10 \text{ pts}$ $2.9 \Rightarrow 9 \text{ pts}$ $2.8 \Rightarrow 8 \text{ pts}$ $2.7 \Rightarrow 7 \text{ pts}$ $2.6 \Rightarrow 6 \text{ pts}$	$2.5 \rightarrow 5 \text{ pts}$ $2.4 \rightarrow 4 \text{ pts}$ $2.3 \rightarrow 3 \text{ pts}$ $2.2 \rightarrow 2 \text{ pts}$ $2.1 \rightarrow 1 \text{ pts}$	≤ 2.0 → 0 pts

Category 4: 0	Characteristics of Te	acher Prepara	ntion Programs	(52% Weighting)	
Subcategory	Description	Source	Effective	At Risk	Low Performing
Content & Pedagogical Knowledge	% of programs approved or conditionally approved by state review process. (Evidence may include evaluation of syllabi, Praxis scores, GPA, exams, and artifacts of candidate work)	Full state review of all programs every seven years.	> 90% 26 points	75% to 90% 10 points	< 75% 0 points
Quality Clinical Preparation & Rigorous Exit Qualifications	% of standards in SSRs related to clinical practice and qualifications for certification that are rated better than "unacceptable." (Evidence may include performance on the statewide Common Summative Assessment of Teaching and development of an IPLP)	Reviewed every third/fourth year, both as part of the full state program reviews and focused visits.	> 90% 26 points	75% to 90% 10 points	> 75% 0 points

SUBJECT

Temporary Omnibus Fee Rule Docket 08-0000-2200F

REFERENCE

May 2019 Board approved temporary and proposed rules

extending all rules codified June 30, 2019.

February 2020 Board approved temporary omnibus fee rule August 26, 2020 Board approved proposed omnibus fee rule,

Docket 08-0000-2000F, re-codifying existing

fees established in IDAPA 08.

November 2, 2020 Board approved pending omnibus fee rule,

Docket 08-0000-2000F.

October 21, 2021 Board approved proposed omnibus fee rule

Docket 08-0000-2100F, re-codifying existing

fees established in IDAPA 08.

November 29, 2021 Board approved pending omnibus fee rule

Docket 08-0000-2100F

BACKGROUND/DISCUSSION

Each year Idaho's codified administrative code is scheduled to expire on June 30th. As part of the legislature's annual duties during the legislative session, historically it has passed legislation to extend the codified rules until June 30th of the following year. However, during the 2019, 2020, and 2021 Legislative Sessions this action was not taken, so all previously codified rules expired and all state agencies were required to go through an omnibus rule process codify the expired rules. To mitigate the potential confusion this could cause and ensuing potential liability to the state for not implementing many provision required by statute or the state constitution, the Governor has authorized the approval of temporary rules through an omnibus process that would reinstate the rules on a temporary basis and start the rule promulgation process with a temporary rule for each section of the Idaho Administrative Procedures Act (IDAPA). Any fee sections of the rules are separated out and promulgated through a separate fee rule.

Each section of Administrative Code is divided by an IDAPA number, then title and chapter. As an example, IDAPA 08.02.01 is IDAPA 08, Title 02, Chapter 01. Administrative rules promulgated by the Board of Education encompass three sections of IDAPA including 15 chapters. Two chapters are found in IDAPA 55 pertaining to Career Technical Education. Twelve chapters are found in IDAPA 08 and pertain to all other public education.

The Division of Financial Management has requested each agency or board responsible for administrative rules submit one proposed rule that covers all fees. This is the same consolidation of rule sections that was used for the temporary rules approved by the Board in 2019, 2020, and 2021.

The proposed fee rule will cover the following sections and fees:

- 08.01.11, Registration of Postsecondary Educational Institutions and Proprietary Schools (Collected by the Office of the State Board of Education):
 - Subsection 200.07 Registration Fee, Postsecondary Educational Institutions
 - Subsection 300.06 Registration Fee, Proprietary Schools
 - Annual registration fee for initial registration or renewal of registration is equal to one-half of one percent (.5%) of the gross Idaho tuition revenue of the institution and proprietary schools during the previous tax reporting year (Jan 1 Dec 31), but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000).
- 08.02.02, Rules Governing Uniformity
 - Subsection 066 Fees, Educator Certification(Collected by the State Department of Education)
 - ➤ Initial Certificate \$75.00
 - > Renewal Certificate \$75.00
 - ➤ Alternate Route Authorization \$100
 - Additions or Changes to an Existing Certificate \$25
 - Replace an Existing Certificate \$10
 - Subsection 075.03, Fingerprinting and Background Investigation Checks(Collected by the State Department of Education)
 - o Fingerprinting Processing Fee, All Applicants (excluding volunteers) \$28.25
 - Fingerprinting Processing Fee, Volunteers \$26.25
- 08.02.03, Rules Governing Thoroughness
 - Subsection 128, Curricular Materials Selection and Online Course Approval(Collected by the State Department of Education)
 - Curricular Materials Review submission fee \$60 or an amount equal to the retail price of each curricular material

IMPACT

Approval of the temporary omnibus fee rule will ensure the current fees stay in place, should the legislature not adopt the pending fee rules that are before them for consideration during the 2022 Legislative Session.

ATTACHMENTS

Attachment 1 – Temporary Fee Rule Docket 08-0000-2200F

Attachment 2 – DFM Fee Rules Memo

STAFF COMMENTS AND RECOMMENDATIONS

Temporary rules go into place upon approval by the Board or on a date set by the Board through Board action at the time of approval. The date for approval of these temporary rules is when the legislature adjourns *sine die*. The Office of Administrative Rules in the Division of Financial Management updates the effective date of pending rules upon adjournment of the legislature. Temporary rules will

expire at the end of the next legislative session and only go to the legislature if there is a request to extend them beyond the current year. This temporary rule would only go into effect if the legislature does not adopt the pending fee rule, Docket 08-0000-2100F, which is before it during the 2022 legislative session. The fees re-established through the temporary rule are the same as they have been since 2019.

Staff recommends approval.

BOARD ACTION

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

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

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

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

Therefore, the Board is approving the temporary rule provided in Attachment 1, to be effective upon sine die of the 2022 session of the Idaho Legislature. This action is conditional and will only become effective if the rules are not otherwise approved or rejected in part by the Legislature.

Moved by	/ Seconded	by	Carried Yes	No	

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS **OCTOBER 21, 2021**

ATTACHMENT 1

08.01.11 - REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS

(BREAK IN CONTINUITY OF SECTIONS)

200. REGISTRA	ATION OF POSTSECONDARY EDUCATIONAL	INSTITUTIONS.
and the Office of	Delegation. Section 33-2403, Idaho Code, provides certificate of registration issued by the Board. The Boar the State Board of Education to administer the registrath Title 33, Chapter 24, Idaho Code, and this rule.	rd delegates authority to its Executive Director
02.	Registration Requirement.	()
state of Idaho, sh	Unless exempted by statute or this rule, as provided has presence within the state of Idaho, or that operates or hall register and hold a valid certificate of registration offer, or sell a course or courses of study, or degree under the course of study.	purports to operate from a location within the issued by the Board. An institution shall no
	Registration shall be for the period beginning on the June 30 of the next succeeding year. A registered post egistration annually, and renewal of registration is not	secondary educational institution must renew
c. June 30 of the nex	Renewal of registration shall be for the period beginni xt succeeding year.	ng on July 1 of any year, and continue through
a proprietary scho in another state, a which specialized	A new or start-up entity that desires to operate as a poster accredited by an accreditation organization recognical until accreditation is obtained. A new or start-up entend which desires to operate as a postsecondary educated program accreditation is required, may be granted h program accreditation within the regular prog	zed by the Board must register and operate as ity that is accredited and authorized to operate cional institution in Idaho offering degrees for approval to operate subject to the successful coreditation cycle required by the accreditor.
	rly authorized to operate in Idaho under these rules.	(
03.	Idaho Presence.	()
location in Idaho Internet website,	An institution shall be deemed to have a presence in location within the state of Idaho, if it owns, rents, leas, including a mailing or shipping center, or if it repre to have an Idaho street or mailing address, including iding, offering or selling a course or courses of study of	es, or uses any office or other type of physical sents in any way, such as on an electronic of g a post office box in Idaho, for purposes of
of Idaho as part of between such clir	Idaho presence shall include medical/osteopathic educ of a course of study leading to a degree pursuant to a nic and an institution providing medical/osteopathic ed stitution are physically present simultaneously at a sin	formal multi-year arrangement or agreement ucation instruction where eleven (11) or more
c.	Idaho presence shall not include:	()
i. students in this sta 200.03.a.	Distance or online education delivered by an institute when the institution does not otherwise have physical of	

TAB 8 Page 1 **PPGA**

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS OCTOBER 21, 2021

ATTAC	HMENI 1
ii. Medical education instruction occurring in the state of Idaho by an institution pursuan education program funded by the state of Idaho; iii. Internship or cooperative training programs occurring in the state of Idaho where employed by or provide services to a business or company in this state and receive course credit from related to such activities; or iv. Activities limited to the recruiting or interviewing of applicants or potential students Idaho, whether conducted by a compensated employee, agent, or representative of an institution, or alumnus of an institution, even if such individual is physically located in this state.	() students are an institution () in the state of
04. Institutions Exempt from Registration.	()
a. Idaho public postsecondary educational institutions. Section 33-2402(1), Idaho Code, a public institution supported primarily by taxation from either the state of Idaho or a local source in Idaho required to register.	
b. Certain Idaho private, nonprofit, postsecondary educational institutions. A private postsecondary educational institution that is already established and operational as of the date when this into effect (Brigham Young University - Idaho, College of Idaho, Northwest Nazarene University, New S College, Boise Bible College), and located within the state of Idaho, and that is accredited by an organization recognized by the Board, as set forth in Section 100 of this rule, shall not be required private, nonprofit, institution is located within the state of Idaho only if it has been lawfully organized Idaho and its principal place of business is located within the state of Idaho. An institution exems subsection may voluntarily register by following the procedure for registration provided herein.	rule first went aint Andrews accreditation to register. A in the state of
c. Idaho religious institutions. A religious institution located within the state of Idaho t controlled, operated, and maintained by a religious organization lawfully operating as a nonprofit religiou and that grants only religious degrees shall not be required to register.	
05. Institutions That Must Register. Unless exempt under Subsection 200.04 of this ruthat desires to operate as a postsecondary educational institution in Idaho must register as provided here	
06. Application. A postsecondary educational institution that is required to register under submit to the Board office an application for registration (either an application for initial registration registration, as applicable), on the form provided by the Board office. The application must include course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in the registration year.	or renewal of a list of each
07. Registration Fees. The Board shall assess an annual registration fee for initial r renewal of registration of a postsecondary educational institution. The registration fee must accompany to for registration, and shall be in the amount of one-half of one percent (.5%) of the gross Idaho tuition r institution during the previous tax reporting year (Jan 1 - Dec 31), but not less than one hundred dollar not to exceed five thousand dollars (\$5,000). The institution must provide financial documentation to su amount of revenue reported. Registration fees are nonrefundable.	he application evenue of the rs (\$100) and
O8. Deadline for Registration. An initial application for registration may be submitted to anytime. An institution should expect the Board's review process for an initial registration to take approx (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or business day of May that precedes the registration year. The renewal will be processed within this Institutions that do not adhere to this schedule and whose renewals are not processed by July 1st must cooperations until approval of registration is received.	simately three before the first ty (30) days.
09. Information Required.	()

TAB 8 Page 2 **PPGA**

a.

An application must include all the information requested on the application form, as well as the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS OCTOBER 21, 2021

		A	TTACHMENT	Г1
followin	ng inform	ation:	()
	i.	Copy of most recent accreditation letter showing the period of approval;	()
()	ii.	Current list of chief officers - e.g. president, board chair, chief academic office	r, chief fiscal offic	cer;
()	iii.	Enrollment data for current and past two (2) years;	()
executiv	iv. ve director	Copy of annual audited financial statement, or other financial instrument arr;	as established by	the
	v.	Any additional information that the Board may request.	()
students clinical, clinical, courses	s in making, practicum, practicum of study to the accre	All advertising, pamphlets, and other literature used to solicit students and all ent the purpose of the school, its courses or courses of study, and other relevant an informed decision to enroll. Institutions offering courses or courses of m or internship components must provide students in writing information regim or internship positions available and the location of said positions. Institut that have not been fully accredited must disclose to prospective students in the editation status of the program and anticipated date for full accreditation.	information to as study which requ arding the number tions with courses se courses or cour	sist uire r of s or rses
and/or c	documenta	The Board may, in connection with a renewal of registration, request that an indocuments changes from the previous year, provided that the institution certification submitted in a previous registration year remains current. The annual registration of this rule, shall remain applicable.	s that all informat	ion
		(BREAK IN CONTINUITY OF SECTIONS)		
	300.	REGISTRATION OF PROPRIETARY SCHOOLS.		
of the S	State Boar	Delegation . Section 33-2403, Idaho Code, provides that a proprietary scho stration issued by the Board. The Board delegates authority to its Executive Det of Education to administer the registration of proprietary schools, in accordance Code, and this rule.	rector and the Off	fice
	02.	Registration Requirement.	()
shall re provide	gister ann , offer, or	Unless exempted by statute or this rule, as provided herein, a proprietary school he state of Idaho, or which operates or purports to operate from a location with sually and hold a valid certificate of registration issued by the Board. A school sell a course or courses of study unless registered. A school shall not solicit stur advertise in this state, unless registered.	nin the state of Ida ol shall not condi	iho, uct,
period l succeed	beginning ling year.	Registration shall be for the period beginning July 1 of any year and continuing year. For a school that has not previously registered with the Board, registron the date of issuance of a certificate of registration and continue through A registered proprietary school must renew its certificate of registration annuautomatic.	ration shall be for June 30 of the n	the next
through	c. June 30 o	Renewal of registration shall be for the period beginning on July 1 of an of the next succeeding year.	y year, and contin	nue)
	03.	Idaho Presence.	()

PPGA TAB 8 Page 3

from a location within the state of Idaho, or if it owns, rents, leases, or uses any office or other type of physical

A school shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS OCTOBER 21, 2021

ATTACHMENT 1

location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or Internet website, to have an Idaho street or mailing address, including a post office box in Idaho, for the purposes of conducting, providing, offering or selling a course or courses of study or degrees. **b.** Idaho presence shall not include: i. Distance or online education delivered by an institution located outside of the state of Idaho to students in this state when the institution does not otherwise have physical presence in Idaho, as provided in Subsection 300.03.a. of this rule: Internship or cooperative training programs occurring in the state of Idaho where students are employed by or provide services to a business or company in this state and receive course credit from an institution related to such activities; or iii. Activities limited to the recruiting or interviewing of applicants or potential students in the state of Idaho, whether conducted by a compensated employee, agent, or representative of an institution, or by volunteer alumnus of an institution, even if such individual is physically located in this state. Exemptions from Registration. The following individuals or entities are specifically exempt from the registration requirements of this rule: An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the Board. An individual or entity that offers courses recognized by the Board which comply in whole or in part with the compulsory education law. An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student. An individual or entity which is otherwise regulated, licensed, or registered with another state agency pursuant to Title 54, Idaho Code. An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation. An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days and offered no more than four (4) times per year. A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted. An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the Western Governors University. An individual or entity that offers flight instruction and that accepts payment for services for such training on a per-flight basis after the training occurs, or that accepts advance payment or a deposit for such training in a de minimus amount equal to or less than fifteen (15) percent of the total course or program cost. **Application**. A proprietary school that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form provided by the Board office. The application must include a list of each course or courses of study the applicant school intends to conduct, provide, offer or sell in Idaho during the registration year. 06. Registration Fees. The Board shall assess an annual registration fee for initial registration or renewal of registration. The registration fee must accompany they application for registration, and shall be one-half of one

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS **OCTOBER 21, 2021**

ATTACHMENT 1 percent (.5%) of the gross Idaho tuition revenue of the school during the previous tax reporting year (Jan 1 - Dec 31), but not less than one hundred dollars (\$100) and not to exceed five thousand dollars (\$5,000). The school shall provide documentation to substantiate the amount of revenue reported. Registration fees are nonrefundable. (Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. A school should expect the Board review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes the registration year. The renewal will be processed within thirty (30) days. Institutions that do not adhere to this schedule and whose renewals are not processed by July 1st must cease all active operations until approval of registration is received. 08. Information Required. Such application must include all the information requested on the application form. In addition, a school must attest by signature of the primary official on the application form that it is in compliance with Standards I through V set forth in Section 301 of this rule and must provide verification of compliance with Standards I through V set forth in Section 301 of this rule upon request. The Board may, in connection with a renewal of registration, request that a school only submit information that documents changes from the previous year, provided that the school certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 300.06 of this rule, shall remain applicable. 08.02.02 - RULES GOVERNING UNIFORMITY (BREAK IN CONTINUITY OF SECTIONS) 066. FEES. The state Department of Education shall maintain a record of all certificates issued, showing names, dates of issue and renewal, and if revoked, the date thereof and the reason therefor. A nonrefundable fee shall accompany each application for a prekindergarten through grade twelve (12) certificate, alternate certificate, change in certificate or replacement as follows: **01. Initial Certificate.** All types, issued for five (5) years -- seventy-five dollars (\$75). **02. Renewal Certificate**. All types, issued for five (5) years -- seventy-five dollars (\$75). **03.** Alternate Route Authorization. All types, issued for one (1) year -- one hundred dollars (\$100). 04. Additions or Changes During the Life of an Existing Certificate. Twenty-five dollars (\$25). **05.** To Replace an Existing Certificate. Ten dollars (\$10).) (BREAK IN CONTINUITY OF SECTIONS) 075. FINGERPRINTING AND BACKGROUND INVESTIGATION CHECKS All individuals who are required by the provisions of Section 33-130, Idaho Code, must undergo a background investigation check. ()

a. Applicant. An individual completing a background investigation check as identified in Subsection 075.02 of these rules.

01. Definitions.

b. Background Investigation Check. The submission of a completed applicant fingerprint card or scan by an authorized entity submitted under an enacted state statute/local ordinance or federal law, approved by the Attorney General of the United States allowing a search of the state and federal criminal history indices for noncriminal justice

TAB 8 Page 5 **PPGA**

PLANNING. POLICY AND GOVERNMENTAL AFFAIRS

OCTOBER 21, 2021		
ATTACHM	ENT	Γ1
purposes including employment suitability, licensing determinations, immigration and naturalization matt national security clearances.	ers, a	and)
c. Background Investigation Check Result. The response to a state and federal background investigated by a fingerprint submission from an authorized entity for non-criminal justice purposes. Referenced to the submitting authorized entity by the state criminal history repository (Idaho State Police Beneficial Investigation).	sults	are
d. Break-in-Service. A voluntary or involuntary termination in employment, including retirement.	()
e. Candidate. An individual attending a postsecondary program.	()
f. Contractor. An agency, company/business, or individual that has signed a contract or agreement to services to an LEA and private or parochial school.	prov	ride)
g. Employee. A person who is hired for a wage, salary, fee, or payment to perform work for an employee.	ploye	er. (
h. Fingerprint Card or Scan. The process for obtaining impressions of an individual's fingerprint both ten (10) individual finger impressions rolled from nail to nail and slap or flat impressions taken simulta without rolling. Fingerprints may be recorded utilizing either an inked standard fingerprint card or using a l device. Standard fingerprint cards may also be scanned for submission to the state repository for bac investigation check purposes.	aneou ive so	isly can
i. Rejected Fingerprint Cards or Scans. A fingerprint card or scan that has been returned by the Ida Police Bureau of Criminal Identification or Federal Bureau of Investigation for poor quality prints.	ho St	tate)
j. Unsupervised Contact. Direct contact or interaction with students not under the direct supervision LEA employee in a K-12 setting. This includes contact or interaction with students in scheduled school activated of the school or outside of normal school hours.		
02. Individuals Required to Complete a Background Investigation Check.	()
a. All applicants for certificates;	()
b. Certificated and noncertificated employees;	()
c. Substitute teachers;	()
d. Contractors who have unsupervised contact with students in a public K-12 setting, including con who are providing student services;	ıtract (tors
e. Student teachers or any postsecondary candidates who have unsupervised contact with students in K-12 setting;	a pul	blic)
f. Volunteers who have unsupervised contact with students in a public K-12 setting;	()
g. Any individuals who have unsupervised contact with students in a public K-12 setting.	()

TAB 8 Page 6 **PPGA**

a. When a fingerprint card has been rejected a new completed fingerprint card is required.

03. Fee. The SDE shall charge a fee for undergoing a background investigation check pursuant to Section

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33-130, Idaho Code.

04. Rejected Fingerprint Cards or Scans.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS OCTOBER 21, 2021

ATTACHMENT 1

b. The rejected fingerprint card will be sent back to the originating LEA, private or parochial contractor, postsecondary program, or individual.	schoo (ol,)
c. A new fingerprint card must be completed by a law enforcement agency to ensure legible finger Both the rejected fingerprint card and the new fingerprint card must be returned to the SDE within thirty (30) card days.		
d. If the new fingerprint card and rejected fingerprint card are returned after thirty (30) calendar days pursuant to Subsection 075.03 of these rules, is required to be paid.	s, a fe	ee,)
05. Secured Background Investigation Check Website . The SDE will maintain a background invest check website listing the background investigation check results for review by the LEA, private or parochial contractor or postsecondary program. Each LEA, private or parochial school, contractor and postsecondary program will have access to the background investigation check secure site listing their employees, statewide substitute teacher list, and student teacher list.	scho	ol,
	(,
06. Background Investigation Checks for Certification.	()
a. The SDE will make the final determination if an applicant is eligible for Idaho certification.	()
b. If the SDE makes a determination that the applicant is not eligible for Idaho certification, the SD deny the applicant Idaho certification. Upon receiving the written denial, the applicant may request a hearing pt to Section 33-1209, Idaho Code.		•
07. Substitute Teachers . Substitute teachers as defined in Section 33-512(15), Idaho Code, must und background investigation check. The SDE shall maintain a statewide substitute teacher list. To remain on the substitute teacher shall undergo a background investigation check every five (5) years in accordance with Sect 512, Idaho Code.	ne list	t a
08. Break In Service.	()
a. When an employee returns to any LEA, private or parochial school, or contractor after a break in sa new background investigation check must be completed pursuant to Section 33-130, Idaho Code.	servic (ce,)
b. When an employee changes employment between LEAs a new background investigation check no completed pursuant to Section 33-130, Idaho Code.	nust i	be)
09. Postsecondary.	()
a. The postsecondary program will submit a completed fingerprint card or scan for all candidates wapplying for unsupervised contact with students in a public K-12 setting including student teaching, internshother types of candidate training.		
b. The SDE will make a preliminary determination based on the CHC result if the candidate is eligic certification in Idaho. This decision will be forwarded to the postsecondary program concerning the eligibility candidate.		

08.02.03 – RULES GOVERNING THOROUGHNESS

(BREAK IN CONTINUITY OF SECTIONS)

128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS OCTOBER 21, 2021

ATTACHMENT 1

be for a period of five (5) years. Committee appointments shall consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Career Technical Education, and State Department of Education personnel. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. The State Department of Education shall charge publishers submission fees of sixty dollars (\$60) or equal to the retail price of each, whichever is greater, to defray the costs incurred in the curricular material review and adoption process.

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, career technical education, science, health, physical education, handwriting, literature, driver education, limited English proficiency. ()

02. Multi	ple Adoptions	s. Multiple ado	ptions are Made in Each Subject Area.	(
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- **03. Bids**. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption.
- **04. Depository**. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option.
- **05. Local Policies**. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee.
- **06.** Online Course Review and Approval Process. The State Department of Education shall administer the review and approval of online course providers and courses. Reviewers shall be certified Idaho classroom teachers. Online course providers are approved for a period of four (4) years. The State Department of Education shall charge online course providers submission fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and course provider review and approval process.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2022 ATTACHMENT 2

CLAT SEAL OF OH

State of Idaho DIVISION OF FINANCIAL MANAGEMENT

Executive Office of the Governor

BRAD LITTLE Governor

ALEX J. ADAMS Administrator

February 9, 2022

MEMORANDUM

TO: Executive Branch Agency/Department Heads Rules Review Officers

FROM: Alex J. Adams

SUBJECT: Preparing Administrative Fee Rules for Post-Sine Die

alex P. aclans

Once more, in order to ensure the continuity of administrative rules following the adjournment of the 2022 Legislative session, this memo outlines the fee rule reauthorization process that agencies will need to complete prior to **February 28, 2022**. While each agency must take these steps now, these temporary fee rules are conditional and will only become effective at *sine die* if the pending fee rules submitted to the 2022 Legislative session are not otherwise approved or rejected in part by concurrence of the Legislature.

- 1. Agencies must submit a completed Notice of Adoption of Temporary Rule form to DFM by February 28th.
 - A template Notice is enclosed for fee rules.
 - Rules should be adopted as submitted to the 2022 Legislature.
 - a. Fee Rules expire upon sine die if not approved by the legislature.
 - b. Non-Fee Rules are likely to become final and effective unless specifically rejected by concurrent resolution of both the House and Senate.
 - No ARRF will be required.
 - Please submit completed Notices to adminrules@dfm.idaho.gov.
- **2.** If rulemaking authority is vested in a board or commission not agency staff the board or commission must convene to properly authorize the Notice. This is required by law. Please work closely with your attorney to ensure the Notice is properly authorized.
 - The meeting must be scheduled in a timeframe to submit a completed Notice to DFM prior to the February 28th deadline.
 - The motion should be made as follows:

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

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

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS FEBRUARY 17, 2022 ATTACHMENT 2

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

Therefore, we are adopting this temporary rule to be effective upon *sine die* of the 2022 session of the Idaho Legislature. This action is conditional and will only become effective if the rules are not otherwise approved or rejected in part by the Legislature."

- **3.** DFM will publish the fee notices of temporary rulemaking shortly after *sine die* with the rules having an effective date as of *sine die*.
- **4.** For these temporary rules only, agencies do not have to accept written comments pursuant to Idaho Code § 67-5222(a) as its requirement and deadline applies to "publication of the notice of *proposed* rulemaking in the bulletin" (emphasis added). The fee rules were acted upon in open public meetings/hearings that allowed public comment throughout the 2021 rulemaking process.
- **5.** Each agency must keep all records of this rulemaking process for at least two (2) years pursuant to Idaho Code § 67-5225. Please ensure the record is thorough and complete.